### **CHAPTER IV**

## **RESEARCH FINDINGS AND DISCUSSION**

This chapter describes about research finding that includes about the description of data, hypothesis testing, and the discussion based on the results of the research.

### A. Data Presentation

The purpose of the research was to know the effectiveness of Directed Reading Thinking Activity (DRTA) strategy on students' reading comprehension ability of second grade at MTs Ma'arif Bakung Udanawu.

Based on research method in chapter III, teaching and learning process was divided into some steps to collect data. The first step was administered pre-test to experimental and control group to know students' reading comprehension ability before giving treatment. The second step was giving the treatment to experimental group by using DRTA strategy. And the next step of data collection method was administered post-test to experimental group and control group. It was intended to measure students' reading comprehension ability after treatment.

After the researcher got pre-test and post-test scores from experimental and control class, then scores of students pre-test and post-test can be arranged in the form of frequency through scoring criteria and it is divided into five criteria, those are: excellent, good, average, poor and very poor.

No.	Grade	Criteria	Range Score
1	Α	Excellent	90-100
2	В	Good	70-89
3	С	Average	50-69
4	D	Poor	35-49
5	Е	Very poor	0-34

## Table 4.1 Table of criteria students' score

# 1. The data from the score of experimental class have been obtained as in

## the following:

a. Pre-test of the Experimental Group

No.	Name	Score
1	AGH	60
2	AHM	75
3	AHMM	55
4	ALW	70
5	ANA	45
6	ANN	70
7	DAR	60
8	DIA	50
9	ELY	60
10	HEL	70
11	HEM	70
12	IMA	55
13	ISN	65
14	LUT	70
15	MAH	65
16	MIZ	45
17	MUJ	80
18	MUH	40
19	MU	65
20	MUHS	60
21	MUHF	65
22	MUHD	50
23	MNT	60
24	MZI	80
25	MKR	70
26	MNR	60

### Table 4.2 The students' score of Pre-test

27	MWI	65
28	NA	70
29	NUR	75
30	NURL	50
31	NK	55
32	NSA	65
33	OC	50
34	ROM	55
35	RIS	55
36	RISK	50
37	SA	65
38	SF	65
39	SIK	60
40	WMB	75

This test was intended to know the basic competence of the students reading comprehension ability especially about narrative text before using DRTA strategy. From the result of pre-test, the subject of pre-test in the experimental group consisted of 40 students. The highest score was 80 and the lowest score was 40.

## **Table 4.3 Descriptive Statistics**

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students' score of pre-test				
N	Valid	40		
	Missing	0		
Mean		61.75		
Median		62.50		
Mode		65		
Minimum		40		
Maximum		80		

Based on the table 4.3, it was known that the mean of students' score in pretest 61.75, the median was 62.50 and the most frequent score was 65 as the

mode. The frequency of the students' scores was presented in the following table below.

### **Table 4.4 Frequency of Pre-test**

	_	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	2.5	2.5	2.5
	45	2	5.0	5.0	7.5
	50	5	12.5	12.5	20.0
	55	5	12.5	12.5	32.5
	60	7	17.5	17.5	50.0
	65	8	20.0	20.0	70.0
	70	7	17.5	17.5	87.5
	75	3	7.5	7.5	95.0
	80	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

students' score

From the table 4.4, it was found that student who got score 40, 45 showed that their ability of reading comprehension was categorized as poor. Meanwhile, the students' who got score 50, 55, 60 and 65 it means that their ability was categorized as average. Finally, the students who got score 70, 75 and 80 they were categorized as good.

b. Post-test of the Experimental Group

 Table 4.5 The students' Score of The Experimental Group

No.	Name	Score
1	AGH	70
2	AHM	85
3	AHMM	60
4	ALW	75

5	ANA	50
6	ANN	70
7	DAR	60
8	DIA	70
9	ELY	70
10	HEL	75
11	HEM	75
12	IMA	55
13	ISN	80
14	LUT	80
15	МАН	70
16	MIZ	60
17	MUJ	90
18	MUH	70
19	MU	70
20	MUHS	70
21	MUHF	70
22	MUHD	55
23	MNT	70
24	MZI	90
25	MKR	80
26	MNR	60
27	MWI	80
28	NA	85
29	NUR	85
30	NURL	50
31	NK	65
32	NSA	75
33	OC	60
34	ROM	75
35	RIS	55
36	RISK	70
37	SA	75
38	SF	80
39	SIK	80
40	WMB	90

Post-test was done after giving treatment that used DRTA strategy to know the students' achievement after being taught using DRTA strategy. The subject of post-test in experimental group consisted of 40 students. The highest score was 90 and the lowest score was 55.

## **Table 4.6 Descriptive Statistics**

#### Statistics

Posttest				
N	Valid	40		
	Missing	1		
Mean		71.38		
Media	n	70.00		
Mode		70		
Minim	um	50		
Maxin	num	90		

Based on the table 4.6, it was known that the mean of students' score in post-test was 71. 38, the median was 70.00 and the most frequent score was 70 as the mode. The frequency of the students' scores was presented in the following table below.

Posttest					
		Frequ ency	Perce nt	Valid Percent	Cumulative Percent
Valid	50	2	5.0	5.0	5.0
	55	3	7.5	7.5	12.5
	60	5	12.5	12.5	25.0
	65	1	2.5	2.5	27.5
	70	11	27.5	27.5	55.0
	75	6	15.0	15.0	70.0
	80	6	15.0	15.0	85.0
	85	3	7.5	7.5	92.5
	90	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

From the table 4.7, it was found that student who got score 50, 55, 60 and 65 showed that their ability of reading comprehension was categorized average. Then, the students' who got score 70, 75, 80 and 85 it means that their ability was categorized as good. Finally, the students' who got score 90, it means in categorized as excellent. It can be concluded that there is improvement of students' scores of the experimental group in post-test.

# 2. The data from the score of the Control Group have been obtained as in the following:

a. Pre-test of the Control Group

No.	Name	Score
1	ANI	55
2	AB	80
3	BKA	50
4	DBS	60
5	DRS	65
6	EFH	60
7	ELS	40
8	ES	60
9	HM	40
10	INT	55
11	IN	60
12	IK	55
13	KMZ	55
14	LTh	50
15	MFA	75
16	MSA	45
17	MNF	70
18	MKA	40`
19	MNHE	80
20	MRP	80
21	MTN	75
22	NA	65
23	NAA	75
24	NNS	40

### Table 4.8 The Students' Score of Pre-test

25	NAIZ	45
26	NAF	75
27	NH	60
28	NAZ	45
29	NF	50
30	SN	40
31	SSS	55
32	SF	40
33	SIT	60
34	SZU	55
35	TWI	75
36	USY	45
37	USK	50
38	VNR	80
39	ZNA	80
40	ZIR	50

Control group is a class which was given a treatment in reading comprehension ability without using DRTA strategy. The teaching and learning activity was done by the researcher as usual or didn't use DRTA strategy. From the result of table 4.7, subject of pre-test in the control group consisted of 40 students . The highest score was 80 and the lowest score was 40.

## **Table 4.9 Descriptive statistics**

#### Statistics

Pretest		
N	Valid	40
	Missing	0
Mean		58.38
Median		55.00
Mode		40
Minimu	m	40
Maximu	ım	80

Based on the table 4.9, it was known that the mean of students' score in post-test was 58. 38, the median was 55.00 and the mode score was 40. The frequency of the students' scores was presented in the following table below.

	Pretest							
	-	Frequency	Percent	Valid Percent	Cumulative Percent			
Valid	40	6	15.0	15.0	15.0			
	45	4	10.0	10.0	25.0			
	50	5	12.5	12.5	37.5			
	55	6	15.0	15.0	52.5			
	60	6	15.0	15.0	67.5			
	65	2	5.0	5.0	72.5			
	70	1	2.5	2.5	75.0			
	75	5	12.5	12.5	87.5			
	80	5	12.5	12.5	100.0			
	Total	40	100.0	100.0				

**Table 4.10 Descriptive Statistics** 

From the table 4.10, it was found that student who got score 40, 45 showed that their ability of reading comprehension was categorized poor. Meanwhile, the students' who got score 50, 55, 60 and 65 were categorized as average. Finally, the students' who got score 70, 75 and 80 were categorized as good.

b. Post-test of the Control Group

Table 4.11 The students' score of Post-test

No	Name	Score
1	ANI	60
2	AB	85
3	ВКА	50
4	DBS	60
5	DRS	75
6	EFH	75

7	ELS	45
8	ES	60
9	HM	35
10	INT	65
11	IN	60
12	IK	60
13	KMZ	55
14	LTh	55
15	MFA	80
16	MSA	55
17	MNF	75
18	МКА	25
19	MNHE	80
20	MRP	80
21	MTN	75
22	NA	65
23	NAA	80
24	NNS	45
25	NAIZ	45
26	NAF	80
27	NH	70
28	NAZ	50
29	NF	60
30	SN	40
31	SSS	65
32	SF	40
33	SIT	60
34	SZU	55
35	TWI	75
36	USY	45
37	USK	60
38	VNR	85
39	ZNA	80
40	ZIR	50

Post-test for control group was done to know the improvement of students' reading comprehension ability although the learning activity was without using DRTA strategy. The subject of post-test in control group consisted of 40 students. The higher score was 85, and the lowest score was 35.

## **Table 4.12 Descriptive Statistics**

Posttest		
N	Valid	40
	Missing	0
Mean		61.5000
Median		60.0000
Mode		60.00
Minimum		25.00
Maximum		85.00

Statistics

Based on the table 4.12, it was known that the mean of students' score in post-test was 61.50, the median was 60 and the most frequent score was 60 as the mode. The frequency of the students' scores was presented in the following table below.

Table	4.13	Free	men	cies
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	students' score							
		Frequency	Percent	Valid Percent	Cumulative Percent			
Valid	25	1	2.5	2.5	2.5			
	35	1	2.5	2.5	5.0			
	40	2	5.0	5.0	10.0			
	45	4	10.0	10.0	20.0			
	50	3	7.5	7.5	27.5			
	55	4	10.0	10.0	37.5			
	60	8	20.0	20.0	57.5			
	65	3	7.5	7.5	65.0			
	70	1	2.5	2.5	67.5			
	75	5	12.5	12.5	80.0			
	80	6	15.0	15.0	95.0			

85	2	5.0	5.0	100.0
Total	40	100.0	100.0	

From the table 4.13, it was found that student who got score 25 showed that ability of reading comprehension was categorized as very poor. Students who got score 35, 40 and 45 showed that their ability was categorized as poor. Meanwhile, the students' who got score 50, 55, 60 and 65 were categorized as average. Finally, the students who got score 70, 75, 80 and 85 were categorized as good.

# 3. Difference of Statistical Data in Post-test of The Control and Experimental Groups.

Based on the result of students' pre-test score of control and experimental group were normal and homogeneous, so the researcher only compared the students' score of post test.

The researcher compared students' score of post-test of both groups that consisted of the highest score, the lowest score and the mean score in reading comprehension ability. After that, the researcher found out the score of each group from students' score in post-test to know whether the students' reading comprehension ability was getting down, same or different. The result of difference of statistical data in post-test of control group and experimental group can be seen in the table below.

No.	Name	Control group	Name	Experimental group
1	ANI	60	AGH	70
2	AB	85	AHM	85
3	BKA	50	AHMM	60
4	DBS	60	ALW	75
5	DRS	75	ANA	50
6	EFH	75	ANN	70
7	ELS	45	DAR	60
8	ES	60	DIA	70
9	HM	35	ELY	70
10	INT	65	HEL	75
11	IN	60	HEM	75
12	IK	60	IMA	55
13	KMZ	55	ISN	80
14	LTh	55	LUT	80
15	MFA	80	MAH	70
16	MSA	55	MIZ	60
17	MNF	75	MUJ	90
18	MKA	25	MUH	70
19	MNHE	80	MU	70
20	MRP	80	MUHS	70
21	MTN	75	MUHF	70
22	NA	65	MUHD	55
23	NAA	80	MNT	70
24	NNS	45	MZI	90
25	NAIZ	45	MKR	80
26	NAF	80	MNR	60
27	NH	70	MWI	80
28	NAZ	50	NA	85
29	NF	60	NUR	85
30	SN	40	NURL	50
31	SSS	65	NK	65
32	SF	40	NSA	75
33	SIT	60	OC	60
34	SZU	55	ROM	75
35	TWI	75	RIS	55
36	USY	45	RISK	70
37	USK	60	SA	75
38	VNR	85	SF	80
39	ZNA	80	SIK	80

# Table 4.14 Difference of Statistical Data in Post-test of the Control and

## **Experimental Group.**

40 ZID 50 W/MD 00					
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	40	ZIR	50	WMB	90

control experimental Ν Valid 40 40 Missing 0 Mean 61.50 71.38 60.00 70.00 Median Mode 60 70 50 Minimum 25 90 Maximum 85

 Table 4.15 Descriptive Statistic of Control and Experimental Group

**Statistics** 

Based on the table above, it can be seen the difference of the students' score in post-test of control and experimental group in reading narrative text. In post-test of control group showed that the highest score was 85, the lowest score was 25 and the mean score was 61.50, while in posttest of experimental group showed that the highest score was 90, the lowest score was 50 and the mean score was 71.38.

The result above showed that the experimental group who were taught reading by using DRTA strategy was higher than the control group who were taught without using DRTA strategy. It showed that there was significant difference of the students' reading comprehension ability in narrative text by using directed reading thinking activity (DRTA) strategy and those were taught reading text without DRTA strategy. In other word, the using of DRTA strategy in teaching reading was effective to improve the students' reading comprehension ability at the eighth grade of MTs Ma'arif Bakung Udanawu Blitar on academic year 2017/2018.

In this research, the researcher used statistical test using computation Independent Sample T-Test by SPSS 16.0 version. It is used to know the effectiveness of using DRTA strategy on students' reading comprehension ability These subject were referred to as independent because they are independently from the different subjects. The result as follow:

 Table 4.16 Group Statistics of Two Groups

**Group Statistics** 

	Posttest	N	Mean	Std. Deviation	Std. Error Mean
Scores	Experimental group	40	71.3750	10.80049	1.70771
	Control group	40	61.5000	15.02988	2.37643

Based on the table 4.16, the data presented the performance scores of the members of two groups which the students who were taught reading text without using directed reading thinking activity (DRTA) strategy and those were taught reading text by using directed reading thinking activity (DRTA) strategy. Output independent sample statistics shows that there are mean scores differences between the control group and the experimental group. The mean score of experimental group is 71.37 and the mean score of control group is 61.50. The member of students (N) in the control group and in the experimental group are 40. The standard deviation of experimental group is 10.800 and the error mean 1.707. On the control group, the standard deviation is 15.029 and the error mean is 2.376.

### **B.** Hypothesis Testing

The hypotheses testing of this research are as follow:

- 1. If alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is different score on students' reading comprehension ability who was taught without and using story pyramid strategy. The different is significant.
- 2. If significance value is higher than 0. 05, the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. It means that there is no different score on students' reading comprehension ability who was taught without and using story pyramid strategy. The different is not significant.

To know whether the significant value is higher than 0. 05, the researcher analyzed the data by using SPSS 16.0.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.

	Leve Tes Equa	Levene's Test for Equality of								
	Varia	Variances		t-test for Equality of Means						
					Sig.	Mean	Std. Error Differenc	95% Confidence Interval of the Difference		
	F	Sig.	т	df	tailed)	Difference	e	Lower	Upper	
Score Equal variances assumed	4.796	.032	3.374	78	.001	9.87500	2.92638	4.04902	15.70098	
Equal variances not assumed			3.374	70.799	.001	9.87500	2.92638	4.03968	15.71032	

**Table 4.17 The Result of Analyzing Independent Sample T Test** 

Independent Samples Test

On the table 4.17 shows the result of output independent sample T test. The result of SPSS the significance value < 0.05 (0.001 < 0.05), so (Ho) is rejected and (Ha) is accepted. This means that (Ha) which states that there is significant different ability on student' reading comprehension ability of second grade at MTs Ma'arif Bakung Udanawu Blitar between who are taught reading without using DRTA strategy and those who are taught by using DRTA strategy is accepted. Whereas (Ho) which states that there is no significant different ability on student' reading comprehension ability of second grade at MTs Ma'arif Bakung Udanawu Blitar between who are taught of second grade at MTs Ma'arif Bakung Udanawu Blitar between who are taught of second grade at MTs Ma'arif Bakung Udanawu Blitar between who are taught reading without using DRTA strategy and those who are taught by using DRTA strategy is rejected.

### C. Discussion

In this part, the writer presents about the data analysis on the research that has been presented in the previous sub chapter. The discussion intended to know the students improvement on students reading comprehension by using Directed Reading Thinking Activity (DRTA) strategy.

Regarding on the result of data analysis, it was found that DRTA Strategy is effective to teach reading comprehension ability. The previous researcher also had proved that DRTA Strategy can be effective and improve students' comprehension in reading text. For the first research had been conducted by Aulia Rahman and Akhyak (2013) entitled " The Effectiveness of Directed Reading Thinking Activity Strategy in Reading Comprehension of Narrative text at the First Semester Student of STAIN Tulungagung". The second research had been conducted by Rinawati (2014) entitled "Keefektifan Strategi Directed Reading-Thinking-Activity And Student Question (DRTA+SQ) Terhadap Pembelajaran Membaca Cerpen Siswa Kelas VII SMP Negeri7 Yogyakarta ". From the results of research that, conducted by Aulia Rahman and Ahkyak, Rinawati and the researcher, those shown that DRTA strategy is effective in teaching and learning reading purposed to improve students' reading comprehension

Based on the analysis obtained from the students' post-test control the mean score is 61.50. While the mean score of the students' pos-test experiment class is 71.37. And the result, it indicates that after giving treatment by using DRTA strategy the students have better ability and the

writer has known in the application of treatment the students' attention be focused in learning, and the students easy to understand the lesson. It is related with Wiesendanger (2001: 36) state that Directed Reading Thinking Activity requires students to be active participant in their reading. DRTA works for both good and poor readers to increase their knowledge based processing, DRTA is also useful for introducing new material with basal text.

Based on the result above, the writer concludes that the eight grade students of MTs Ma'arif Bakung Udanawu Blitar have good response in reading comprehension ability after the application of DRTA strategy. Therefore, the teacher can apply classroom questioning strategy in teaching English especially in reading comprehension.