

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents three topics related to research finding that are the description of data, hypothesis testing and discussion.

A. The Description Of Data

In this study, the writer wants to know the effectiveness of Pairs Check Strategy (PCS) toward students' reading comprehension. The effectiveness can be seen from the significant different score of students reading comprehension before and after using Pairs Check Strategy (PCS). The presentation of the data were answers based on the formulated of research problems in chapter 1. That are: a) The students' reading comprehension before they are taught by using pairs check strategy (PCS). (b) The students' reading comprehension after they are taught by using pairs check strategy (PCS). c) Whether there any significant difference scores of the students before and after taught Pairs Check Strategy (PCS).

Then, the presentation of data is as follows: The pretest was followed by 20 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 Pairs Check Strategy (PCS). 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 20 students of the experimental group. The researcher allocates 60 minutes for conducting pre-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 Pairs Check Strategy (PCS). This test was intended to know the result or the effect of treatment toward students reading comprehension before giving the treatment.

Table: 4.1 The students' score in pretest and posttest

No	Respondents	Score	
		Pretest Score	Posttest Score
1	A F	90	100
2	A Y P	80	80
3	A D P	55	80
4	A B	55	75
5	B D S	35	75
6	E S A	55	80
7	F R C	80	70
8	I N C	85	95
9	K S D	50	80
10	M F Z A	20	50
11	M R R W R	60	55
12	M F M M	85	95
13	M N T	40	50
14	M V R S	55	30
15	R A D C	15	55
16	R A P	60	30
17	S M B	100	100
18	S A	90	100
19	W N H	55	70
20	E	90	100

From the presentation of the results of pretest, the students' score could be categorized into the following table of criteria students' score.

Table 4.2 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

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 and Post Test

Statistics

		responden	Pretest	Posttest
N	Valid	20	20	20
	Missing	0	0	0
Mean			62,75	73,50
Median			57,50	77,50
Mode			55	80 ^a
Sum			1255	1470

Based on the table 4.3 pretest, it can be seen that the students consist of 20 students. It shows that mean score 62.75, indicated that the averages of 20 student's score is 62.75. Based on the criteria of student's score 62.75 is classified

average score. The median score is 57.50. 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.

Based on the table 4.3 posttest can be seen that the students consist of 20 students. It shows that mean score 73.50, which means that the average of 20 students are get score is 73.50, indicated that the students can mastery reading well. The median score is 77.50. In this case mode score is 80 so, there are many students got enough score.

Table 4.4 Frequency of Pre Test

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	5,0	5,0	5,0
	20	1	5,0	5,0	10,0
	35	1	5,0	5,0	15,0
	40	1	5,0	5,0	20,0
	50	1	5,0	5,0	25,0
	55	5	25,0	25,0	50,0
	60	2	10,0	10,0	60,0
	80	2	10,0	10,0	70,0
	85	2	10,0	10,0	80,0
	90	3	15,0	15,0	95,0
	100	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Table 4.5 Frequency of Post Test

Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	2	10,0	10,0	10,0
50	2	10,0	10,0	20,0
55	2	10,0	10,0	30,0
70	2	10,0	10,0	40,0
75	2	10,0	10,0	50,0
80	4	20,0	20,0	70,0
95	2	10,0	10,0	80,0
100	4	20,0	20,0	100,0
Total	20	100,0	100,0	

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

From the table 4.5, The frequency of posttest after being distributed are 2 students getting score between 0 – 45, which means that the students' reading comprehension is very poor, 4 students getting score between 46 – 55 which means that the students' reading comprehension is poor, 4 students getting score between 56 – 75 which means that the students reading comprehension is at average, 4 students getting score between 76 – 85 which means that on the students' reading comprehension is good, and 6 students getting 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

- a. $H_0: \mu_1 \leq \mu_2$ or the mean of the students after being given treatment is smaller than or equal to the mean of the students before being given treatment.

Null Hypothesis (H_0) that there is no significant difference scores in reading between the students' score before and after taught using pairs check strategy

- b. $H_1: \mu_1 > \mu_2$ or the mean of the students after being given treatment is bigger than the mean of the students before being given treatment.

Alternative Hypothesis (Ha) that there is significant difference scores in reading between the students' score before and after taught using pairs check strategy.

The researcher is sure that Pairs Check Strategy (PCS) is effective for improving the students' reading comprehension. So the researcher used one tailed test. Determining the significant level, that is $\alpha = 5\%$

There are differences data presentations between before being taught by using Pairs Check Strategy (PCS) as a strategy and after being taught by using Pairs Check Strategy (PCS) as a strategy. The data present that the score after being taught by using Pairs Check Strategy (PCS) as a strategy better than higher before being taught by using Pairs Check Strategy (PCS) as a strategy. The researcher uses statistical test using paired sample t-test stated by SPSS 18.00 to ensure the effectiveness of using Pairs Check Strategy (PCS) on the students' reading comprehension. The result is as follows.

Table 4.6 Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	student's score posttest	73,50	20	22,367	5,001
	student's score pretest	62,75	20	24,142	5,398

Table 4.7 Paired Samples Test

Paired Samples Test

Pair 1 student's score posttest - student's score pretest	Paired Differences			Paired Differences		t	df	Sig. (2-tailed)
	Mean	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
10,750	15,917	3,559	3,301	18,199	3,020	19	,007	

Based on the table 4.6, the data presented are the performance scores of the members of one group which the students who were taught before and after using Pairs Check Strategy (PCS) in reading comprehension. Output paired sample statistics shows that there are mean scores differences between pre-test and post-test. The mean score of pre-test is 62.75 and the mean score of post-test is 73.50. So, the mean score of post-test is higher than the mean score of pre-test. It means that the student's score increase after being taught using Pairs Check Strategy (PCS) in reading comprehension. The number of subjects or respondents of each sample (N) is 20 students. Meanwhile, standard deviation of pre-test is (24.142) and standard deviation of post-test is (22.367). Mean standard error for pre-test is (5.398), while mean standard error for post-test is (5.001). So, we can conclude

that the value increases after being taught using Pairs Check Strategy (PCS) in reading comprehension

Based on table 4.7, the Sig. (2-tailed) or the p value (two-tailed) is 0.007. Given that the present test is one-tailed test, so the Sig. (2-tailed) or the p value (0.007) is divided by two: $0.007/2 = 0.0035$, and the significance level is 0.05. For interpretation of decision based on the result of probability achievement, that is:

- a. If the probability value (sig) > 0.05 then the null hypothesis is not rejected.
- b. If the probability value (sig) < 0.05 then the null hypothesis is rejected.

Since 0.0035 is smaller than significance level (α) 5%. The null hypothesis is rejected. In other word, the hypothesis saying that the mean after the treatment is smaller than or equal to the one before the treatment is rejected. It automatically accepts the alternative hypothesis saying that the mean after the treatment is bigger than the one before the treatment.

The conclusion is that Pairs Check Strategy (PCS) is effective for improving the student's reading comprehension.

C. Discussion

As discussed of research method in chapter III, the teaching and learning process was divided into three steps. First step was preliminary study by which conducted a preliminary study to know the student's reading comprehension by

administering pre-test before being taught using Pairs Check Strategy (PCS). The second was given treatment to the students; the treatment used in this study is Pairs Check Strategy (PCS). Pairs Check Strategy (PCS) is one of cooperative learning develop by Kagan. PCS is working in pairs, role play, trainer and partner gave about the answer, check the answer, exchanging roles, inference, and evaluation, reflection (Huda, 2013: 211). The third was post-test which it was conducted to know the students' reading comprehension after being taught Pairs Check Strategy (PCS).

According to the mean score, the mean score of post-test is higher than the mean score of pre-test. It also means that teaching reading comprehension using Pairs Check Strategy (PCS) is better than teaching reading taught without Pairs Check Strategy (PCS).

Students' reading comprehension is low. It is proved by when they are taught without Pairs Check Strategy (PCS). As we know from the research findings, the students which are taught Pairs Check Strategy (PCS) have lower score than using Pairs Check Strategy (PCS). It is proved by the calculation of mean score on pre-test was 62.75 and post-test was 73.50.

As we know from the research findings, the students which after are taught using Pairs Check Strategy (PCS) have higher score than before are taught using Pairs Check Strategy (PCS). It is proved by the calculation of mean score on post-test was 73.50 and pre-test was 62.75. So, the researcher concluded that this

strategy is very useful to make the students more active, and improve students' comprehension in reading.

Based on table 4.7, the Sig. (2-tailed) or the p value (two-tailed) is 0.007. Given that the present test is one-tailed test, so the Sig. (2-tailed) or the p value (0.007) is divided by two: $0.007/2 = 0.0035$, and the significance level (α) is 0.05. Since 0.0035 is smaller than significance level (α) 5%. The null hypothesis is rejected. In other word, the hypothesis saying that the mean after the treatment is smaller than or equal to the one before the treatment is rejected. It automatically accepts the alternative hypothesis saying that the mean after the treatment is bigger than the one before the treatment.

The finding of this research stating that Pairs Check Strategy (PCS) is considered as an effective for the students' reading comprehension, it also could be seen in the treatment process, the students are more interested when the researcher applied this technique. The students become conducive, active because they are taught to work together with their friends, give receive a motivation, suggestion from their friend in pair or other group, and students to be more patient. As Dana (2008: 18) stated that cooperative learning model PCS is one way to help students who are passive in group activities. They do the same work in pairs and pairs get checking arrangement.

According to Candler, PCS involves students alternately working in pairs and teams. Students first solve one or two problems as a pair, and then check their answers with their teammates. The pair work results in a high level of on task

behavior. In addition, the frequent "team checks" ensure a high degree of mathematical accuracy. No matter how difficult the task, at least one student on the team is likely to have mastered the skill and will keep the rest of the team on track. All students benefit from helping and coaching each other. Students who are having difficulty often learn more easily from other students who have mastered a skill. Students who have mastered a skill are more likely to retain their knowledge after teaching it to someone else.

Regarding on the result of data analysis above, it's also strongly with previous study as stating that Pairs Check Strategy (PCS) is considered as an effective for the students' reading comprehension in reading text. The journal written by Muklas conducted a research entitled *The Effectiveness Of Using Pair Check Model To Teach Reading At The Eighth Grade Students Of Smp N 02 Buay Madang*. In this research experimental method and true experimental design was used. The result of the research showed that Pair Check Model was an effective model to teach reading to the eighth grade students of SMP Negeri 02 Buay Madang. It meant that application of Pair Check Model was effective way to teach reading and have influenced in teaching reading and this made easier to understand the reading material.

Based on the research finding, it can be said that Pairs Check Strategy (PCS) is effective to teach students reading comprehension, because Pairs Check Strategy (PCS) provided higher thinking and do not making the student feel bored with the reading activity. Besides it, Pairs Check Strategy (PCS) allowed students

to train students to be patient, by giving time for their partner to think and not directly give answers (answer) a matter that is not his duty, train students to give and receive motivation from their partners appropriately and effectively, train students to be open to constructive criticism or suggestions from their spouses or from other couples in the group. That is, when they check each other's work in groups, provide opportunities for students to guide others (spouse). From the explanation above, it can be conclude that using Pairs Check Strategy (PCS) is effective in this research. And the strategy above is accepted by the researcher, especially in understanding the reading comprehension to the junior high school, because it can increase the students' reading comprehension ability at the seventh grade of MTs Aswaja Tunggangri in academic year 2017/2018.