

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher would like to presents the finding and the result of analyzing the data.

A. Finding

In the finding, there are 2 points; they are data presentation those are discusses about the result of data analysis and hypothesis testing.

1. Data Presentation

To obtain the data, the test was given to the experimental class. The purpose of the researcher intended to know the students' reading achievement before and after being taught by using pre-questioning technique. Besides, the researcher also want to know whether there is any significant effect or not of using SSR Strategy on the students' reading comprehension achievement in narrative text of the tenth grade of SMK NU Tulungagung. The researcher uses two classes there are Pharmacy class (25 students) and TKJ class (19 students). To describe the data, the researcher makes the score criteria from the test. These criteria consist of categorization of the score of students. The function of these criteria is to know the students' reading achievement that is good or not. The researcher classified the total score into five categories: very good, good, enough, less, and bad/low. The categories as the table in 4.3 follow:

Table 4.1 Scores Criteria:

No.	Interval Class	Criteria	Grade
1.	100 85	Very good	A
2.	84 70	Good	B
3.	69 60	Enough	C
4.	59 50	Less	D
5.	49 0	Bad/Low	E

From the table 4.1 above, the researcher explained about the score criteria for students' reading achievement in experiment class and control class. The researcher will present both percentage score in pre-test and post-test in the table as bellow:

Data Presentation of Students' Pretest Score in Experiment Class

This data was taken from the result of students' pretest. This pre-test was given by asking students to answer questions based on the text. The number items was given by the researcher is 30 items. The 25 items were multiple choices and 5 items were True false statement. There were 44 students in the class as subjects which divided into 2 classes.

After the researcher know about the score of pretest, it was continued with descriptive statistics. Descriptive statistics are used to describe the basic futures of data in this study. By using SPSS program 16.0 version, it is know that the mean of students' score in pretest is 61.92; the mode is 70; and the median is 68. The table of the descriptive statistic can be seen in the table 4.5. Pretest was held on November, 23rd, 2017 at 09.00-10.00.

Descriptive Statistic of Pretest in Experiment Class

Table 4.2 Descriptive Statistic Pretest In Experiment Class

Statistics

Pretest

N	Valid	25
	Missing	0
Mean		61.92
Median		68.00
Mode		70
Minimum		46
Maximum		88

Based on the tables 4.2, it shows that the mean score in pretest is 61.92 it means the average score of the whole students.. Based on the criteria of students" score 61.92 is enough score. Then the median score in pretest is 68.00 it means the middle score and the mode score in pretest is 70. it means that the number is most oftenly appeared.

Frequency Of Pre Test Score in Experiment Class

In the table 4.2 and figure pie chart 4.1 below describe about frequency of pre-test score, it's to know how much the times of the number appeared. It starts from the minimum score which is the lowest score that appeared in the reading achievement score until maximum score is the highest one. After the researcher take a look at the table 4.2, the researcher concludes that based on that standard students' scores criteria are the students who got the less score is 10 student (40%). This student failed from this test because she/he got D, while student who got enough score are 3 students (12%). Then, the student that have grade B or good score are 11 students (44%). Thus there was 1 student got A (4%). For the

classification of the score criteria can be seen in the table 4.1 and figure pie chart

4.1

Table 4.3 Frequency Pretest Score in Experiment Class

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	5	20.0	20.0	20.0
	51	5	20.0	20.0	40.0
	61	2	8.0	8.0	48.0
	68	1	4.0	4.0	52.0
	70	7	28.0	28.0	80.0
	73	3	12.0	12.0	92.0
	76	1	4.0	4.0	96.0
	88	1	4.0	4.0	100.0
	Total	25	100.0	100.0	



Figure Pie Chart 4.1 Pretest in Experimental Class

Data Presentation Students of Post-Test Score in Experiment Class

After giving a treatment, the test was administered by the researcher. The test is called post-test. The post-test was given by asked the student to answer the question about narrative text. The from of test is same as of the pretest item. This test was intended to know the students' reading achievement when they taught by using SSR strategy. Post-test held on November, 23th 2017.

From the list of post-test test score, it can be knew the difference between before and after given the treatment. After the researcher know about the score of posttest, it was continued with descriptive statistics. Descriptive statistics are used to describe the basic futures of data in this study. By using SPSS program 16.0 for windows, it is to know that the mean of students' score in posttest is 84.64; the mode is 82; and the median is 85. The maximum score was 92 and the minimum score is 76. The result can be seen in the table 4.3

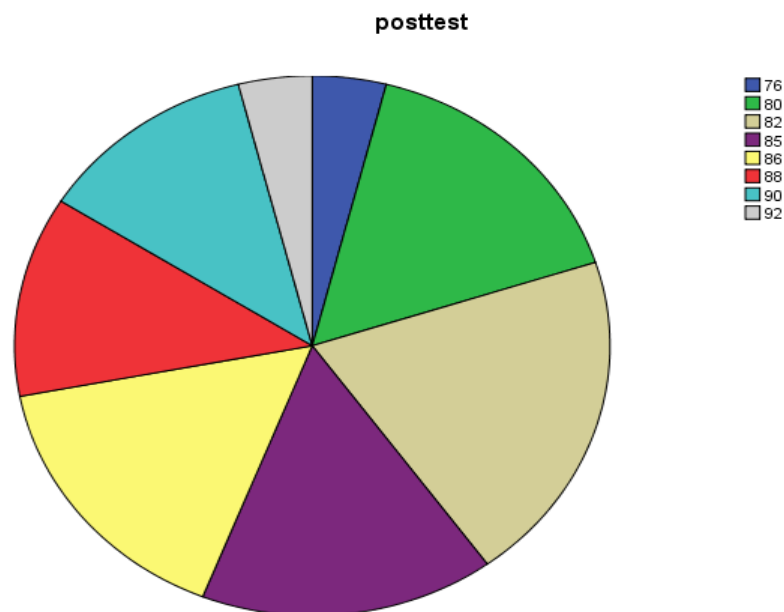
Table 4.4 Descriptive Statistic of Post-Test in Experiment Class

Statistics		
Posttest		
N	Valid	25
	Missing	0
Mean		84.64
Median		85.00
Mode		82
Minimum		76
Maximum		92

Based on table 4.4 ,it shows that the mean score in pretest is 86.64 from the 25 students. According on criteria of students score 86.64 is good score. Then the median score in pretest is 85.00 and the mode score in pretest is 82.

Table 4.5 Frequency Post-test in Experiment Class

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	76	1	4.0	4.0	4.0
	80	4	16.0	16.0	20.0
	82	5	20.0	20.0	40.0
	85	4	16.0	16.0	56.0
	86	4	16.0	16.0	72.0
	88	3	12.0	12.0	84.0
	90	3	12.0	12.0	96.0
	92	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

**Figure Pie Chart 4.2. Post-Test in Experiment Class**

Based on table 4.4 and figure pie chart 4.2 it is describe about frequency of post-test score. It starts from the minimum score until maximum score. After the researcher touched upon at the table above, the researcher concludes that based on

that standard students' scores criteria are the students who got the good score are 10 student (40%), while students who got enough score are 15 students (60%). It can be concluded after conducting a post-test, students in experiment class get higher score than in the pre test. Most of them getting score are good until very good criteria based on the table 4.1.

Data Presentation Students of Pre-Test Score in Control Class

Pretest in the control class were same as the experiment class. The item of question consist of 25 item multiple choice and 5 True-False statement. There are 19 students as subject at the research. Pretest was held on November, 23rd 2017. The result can be seen in table 4.6.

Table 4.6 Descriptive Statistic in Control Class

Statistics		
Pretest		
N	Valid	19
	Missing	0
Mean		65.11
Median		70.00
Mode		70
Minimum		46
Maximum		88

Based on the table 4.6 that consist of 19 students, it shows that the mean score in pretest is 65.11. Based on the criteria of students' score 65.11 is enough score. Then the median score in pretest is 70.00 and the mode score in pretest is 70

Table 4.7 Frequency of Students Pre-Test Score in Control Class

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	3	15.8	15.8	15.8
	51	3	15.8	15.8	31.6
	61	2	10.5	10.5	42.1
	70	5	26.3	26.3	68.4
	73	2	10.5	10.5	78.9
	76	2	10.5	10.5	89.5
	88	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

**Figure Pie Chart 4.3 Pretest in Control Class**

Based on the table 4.7 and figure pie chart 4.3 above frequency of pretest after distributed there are 3 students got E there are getting score between 0-50 (15.8%), 3 students got D there are getting score between 50-59 (15.8%), 2 students there are getting score between 60-69 (10.5%), 9 students there are

getting score between 70-84 (47.3%), Then, there are 2 students getting A there are getting score between 85-100(10.5%)

Data Presentation of Post-Test Score in Control Class

This posttest was given to the students by giving test to the students that consist of 25 item multiple choice and 5 True-False statement. The questions are same but the item randomized in several number. The differences in control group and experiment group are in the treatment. In the experiment group the researcher uses SSR strategy to be applied as a treatment before the post-test held. While in the control group, the researcher uses conventional method as usually without any treatment strategy. There are 19 students as subject at the research in the control group. Post test was held on May, 25th 2017. The list of students' score in posttest can be seen in the table 4.8:

Table 4.8 Descriptive Statistic Post-Test In Control Class

Statistics		
Posttest		
N	Valid	19
	Missing	0
Mean		65.84
Median		61.00
Mode		61
Std. Deviation		12.864
Minimum		46
Maximum		88

Based on the table 4.7 that consist of 19 students. It shows that the mean score in posttest is 65.84. Based on the criteria of students' score 65.84 is enough

score. Then the median score in posttest is 61.00 and the mode score in posttest is 61.00

Frequency of Students Post-Test Score in Control Class

Based on the table 4.8 and figure pie chart 4.4 below frequency of pretest after distributed there are 1 students getting score between 0-49 (5.3%), exactly there is 46, it means that on the students' reading comprehension achievement is bad/low, 4 students getting score between 50-59(21.1%). It means that on the students reading comprehension achievement is D, 7 students are getting score between 70-85 (36.8%). it means that on the students reading comprehension achievement is good, 1 student is getting score between 85-100 (10.5%), it means that on the students' reading comprehension achievement is very good.

Table 4.9 Frequency Students Post-Test in Control Class

		Posttest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	1	5.3	5.3	5.3
	51	4	21.1	21.1	26.3
	61	5	26.3	26.3	52.6
	70	2	10.5	10.5	63.2
	73	2	10.5	10.5	73.7
	76	2	10.5	10.5	84.2
	82	1	5.3	5.3	89.5
	88	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

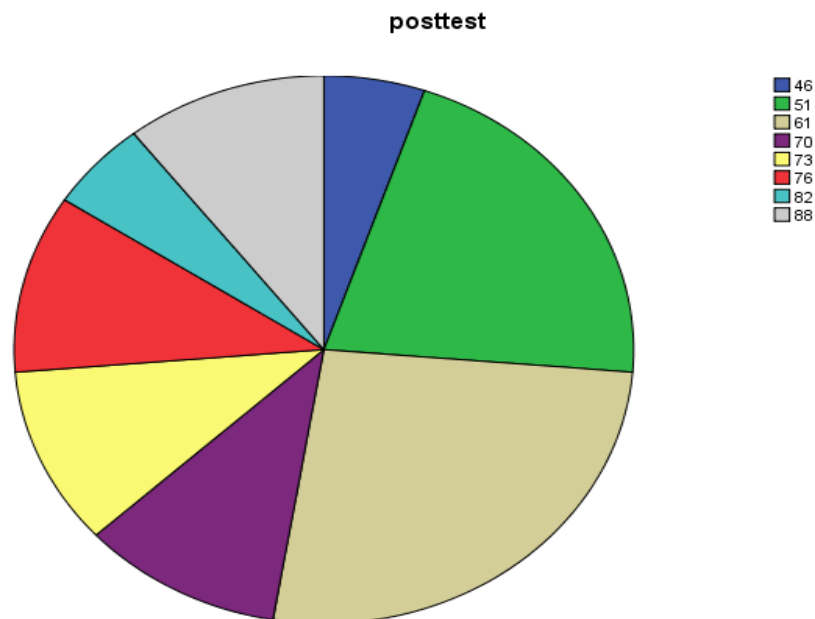


Figure Graph 4.4 Post-Test in Control Class

From the description above in advance, the researcher have conclusion there are different score between before and after being taught by using SSR strategy. The data present that the score in experiment group, after being taught by using SSR strategy is better and higher than the score in control group that taught without using SSR strategy. According to from the data presentation about the result of pretest-postest in experimental class and the result of pretest-postett in control class, it can be concluded that the result of pretest in the experiment class after being taught by using increased steadily than the score in the control class after being taught without using SSR strategy. The result in the control class don't show significant difference. So, SSR strategy is effective to teach narrative reading comprehension for the students SMK NU Tulungagung

B. Data Analysis

Data analysis is done to know the different score of the students' reading comprehension achievement in narrative text materials before and after being taught by Self-selected Reading (SSR) strategy. To find out whether there is difference of students' reading achievement in narrative text materials before and after being taught by Self-Selected Reading (SSR) strategy, the researcher uses statistical test using *independent sample t-test* because the sample are derived from the different sample. Here it means the class are different (X Pharmacy and X TKJ classes) stated by SPSS 16.0 to ensure the effectiveness of Self-Selected Reading (SSR) strategy on the student' reading achievement. The result is as follow table 4.10:

Table 4.10 Group of Statistic

Group Statistics					
group		N	Mean	Std. Deviation	Std. Error
score					Mean
experiment		25	84.64	3.967	.793
control		19	65.84	12.864	2.951

Based on the table 4.10, *output independent samples statistic* shows the mean score of post-test in experiment group (84.64) and mean of posttest in control class group (65.84), while N for cell in experiment group there are 25 and mean in control group there are 19. Meanwhile, standard deviation for post-test in experiment group (3.967) and standard deviation for post-test in control group (12.864). mean standard error for post-test (.793)) and mean standard error for

posttest in control class (2.95). The result of Independent Sample Test can be seen in the table 4.10 below :

Table 4.10 Independent Sample Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2)	MD	SED	95% Confidence Interval of the Difference	
								L	U
S EVA	31.499	.000	6.909	42	.000	18.798	2.721	13.307	24.289
EVN A			6.151	20.616	.000	18.798	3.056	12.436	25.160

Based on statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value.. When the significant level (0.05) bigger than significant value (0.000) the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. While significant level (0.05) smaller than significant value (0.000) the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. Because significant level (0.05) is bigger than significant value (0.000), it can be concluding that alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. It means that there is different score on the students reading comprehension achievement between experiment group and control group. There is different on *independent sample t-test* that the mean of experiment class after taught by Self-Selected Reading (SSR) strategy 84.64 and mean of control class after being taught without SSR strategy (using conventional method) is 65.84 (can be seen in group statistic table 4.10), it means that the mean after taught by Self-Selected Reading (SSR) strategy is higher than after taught without Self Selected Reading (SSR) strategy .Mean difference between both of those group is are 18.789, and the difference about 12.436 - 25.160 (lower and upper).Thus, it can conclude that taught by Self-Selected Reading (SSR) strategy on the students" reading achievement for the tenth grade students at SMK NU Tulungagung is effective.

C. Discussions

From the result of research finding, showed that Self-Selected Reading (SSR) strategy was effective used in teaching narrative text materials, because there was significant different result between teaching narrative text using Self-

Selected Reading (SSR) and using conventional learning method (without SSR strategy). The results indicates that there is a statistically significant difference between post-test of reading comprehension scores of experimental and control groups. There is a small difference but not statistically significant difference in pre and posttest reading comprehension scores of the control group. However, a statistically significant difference is found when comparing the pre and posttest reading comprehension score of the experimental group who were taught by self-selected reading material.

Based on the data analysis, the researcher knows that sig. value smaller than sig level. Here, $0,000 < 0,05$ it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Thus, the finding mean that taught by Self-Selected Reading (SSR) strategy given significant effect on the students reading comprehension achievement was effective to improve students reading skill. Carver and Leibert (1995) discovered student improvement in reading achievement when allowed to self-select books at their instructional level. Studies also show when students are allowed to self-select the books they read, standardized test scores increase As Kragler and Nolley (1996) state "self-selection allows students more latitude to be deeply involved with the learning process, thus fostering an interest in, as well as developing an ownership of, the reading process" (p. 354).

Sewell (2003) explains Emmett Bett's criteria of reading levels. A student has selected a book at their instructional level if they are able to read at least 95% of the words correctly and comprehend at least 75% of the text. Actually, 50% of

participants stated their preference to select their own, 12 % expressed their preference for teacher-selected material, 38 % of participants stated they like both. Many expressed enjoying suggestions from the teacher but also wanting freedom to select their own books as well. During the second interview, 72 participants stated their preference for selfselection.. This shows a 22% increase since the participants were no longer required to read teacher-selected material. According to the research finding it found that SSR strategy is already verified on students' reading achievement to increase students' engagement in reading activity.