CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter presents research finding which has been collected during the research and discussion about the data of the research.

A. Research Finding

Research finding is described by providing table, chart, and graph. In this research, the researcher did a Pre-experimental research about the effectiveness of using think aloud strategy towards students reading comprehension of the first grade students at sman 01 campurdarat in academic year 2017-2018. The research consist of one subject that is experimental group and also control group. The class was from X science class 5 which consist of 30 students.

In this research the researcher use three steps: pre-test, treatment and also post-test. Pre-test and post-test were done in order to get the students' reading comprehension score. The scores from the students that has been collected by the resercher will be discussed in this chapter. The description of data discussed about the data of each variable and reports being computed using descriptive statistic like histogram, mean, standard deviation, etc. The results of statistic computation can be seen as follows in the next page:

1. The Result Of The Pre-Test And Post-Test Score from The Students'
Reading Comprehension Before And After They Were Taught By
Using Think Aloud Strategy

Table 4.1 The Result of Pre-Test And Post-Test Score

No.	Name	Pre-test Score	Post-test Score
1.	APHN	40	60
2.	AAA	52	60
3.	AND	48	76
4.	ALN	60	88
5.	AWU	36	84
6.	BPIY	64	80
7.	DR	60	76
8.	ESP	72	72
9.	HOP	68	68
10.	INDU	52	80
11.	IPA	76	80
12.	IMJ	40	84
13.	KR	44	76
14.	KK	76	88
15.	LYND	76	92
16.	MVR	64	80
17.	PWP	64	72
18.	PP	72	72
19.	PV	60	68
20.	PSA	60	80
21.	RS	48	84
22.	RR	84	76
23.	SDS	36	64
24.	SM	60	80
25.	STA	48	64
26.	VJS	56	72
27.	VAB	56	76
28.	VA	68	88
29.	VS	64	72
30.	WS	76	92
	N=30		

Based on the table above, there were 30 students from X IPA 5 as the sample of the research. The test was conducted by the research before and after being taught by using think aloud strategy.

The students' pre-test and post-test score of experimental group were distributed in the following table in order to analyzing the students' reading comprehension before and after treatment is given. Then, it was presented using frequency distribution in the following tables and histograms.

Figure 4.1

Histograms of Pre-test and Post-test Score Frequency Before and After Being Taught by Using Think Aloud Strategy.

Histogram of Pre-test
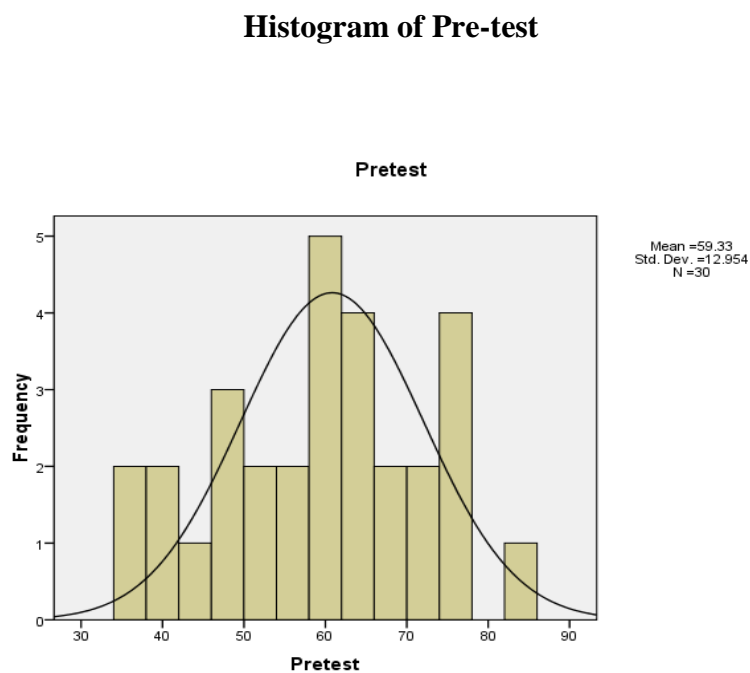
Histogram of Posttest

Posttest
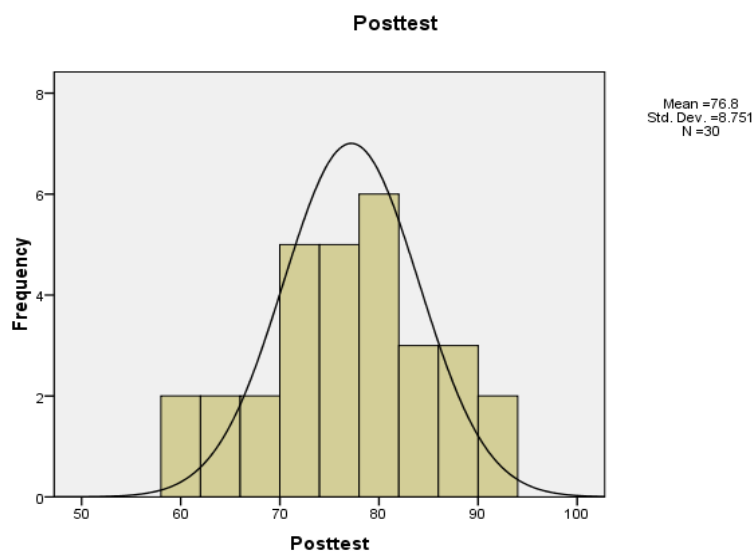
The shape of the normal curve depends on the mean and standard deviation. The curve of a distribution having a large standard deviation is different from the one with a small standard deviation. The larger the standard deviation, the more dispered the distibution. From those histogram above the post-test's curve has the smallest standard deviation, the score are relatively close to the mean. In consequence, the curve gets pointed upward. While the pre-test's curve has a larger standard deviation, the spread of the scores is larger than the post-test.

Table 4.2. Frequency Of Pre-Test And Post-Test The Students' Reading Comprehension Before And After Being Taught By Using Think Aloud Strategy

Frequency of Pre-Test The Students' Reading Comprehension Score

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	2	6.7	6.7	6.7
	40	2	6.7	6.7	13.3
	44	1	3.3	3.3	16.7
	48	3	10.0	10.0	26.7
	52	2	6.7	6.7	33.3
	56	2	6.7	6.7	40.0
	60	5	16.7	16.7	56.7
	64	4	13.3	13.3	70.0
	68	2	6.7	6.7	76.7
	72	2	6.7	6.7	83.3
	76	4	13.3	13.3	96.7
	84	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The table and histogram above showed that pre-test minimum score was 36 and the maximum score was 84. Score 36 has 2 frequency (6.7 %) it means that there are two students get score 36, score 40 has 2 frequency (6.7%) it means that there are two students get score 40, score 44 has 1 frequency (3.3%) it means that there is only one student get score 44, score 48 has 3 frequency (16.7%) it means that there are three students get score 48, score 52 has 2 frequency (6.7%) it means

that there are two students get 52 score, score 56 has 2 frequency (6.7%) it means that there are two students get score 56, score 60 has 5 frequency (16.7%) it means that there are 5 students get score 60, and the maximum score 84 has 1 frequency (3.3%) it means that there is only one student get score 84.

Frequency of Post-Test The Students' Reading Comprehension Score

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.7	6.7	6.7
	64	2	6.7	6.7	13.3
	68	2	6.7	6.7	20.0
	72	5	16.7	16.7	36.7
	76	5	16.7	16.7	53.3
	80	6	20.0	20.0	73.3
	84	3	10.0	10.0	83.3
	88	3	10.0	10.0	93.3
	92	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

The table and histogram above showed that post-test the minimum score was 60 and the maximum score was 92. Score 60 has 2 frequency (6.7%) it means that there are two students get the minimum score, score 64 has 2 frequency (6.7%) it means that there are two students get score 64, score 68 has 2 frequency (6.7%) it means that there are two students get score 68, score 72 has 5 frequency (16.7%) it means that there are five students get score 72, score 76 has 5 frequency (16.7%)

it means that there are five students get score 76, score 80 has 6 frequency (20.0%) it means that there are six students get 80 score, score 84 has 3 frequency (10.0%) it means that there are 3 students get score 84, score 88 has 3 frequency (10.0%), and the maximum score 92 has 2 frequency (6.7%) it means that there are two students get the maximum score or 92.

Besides the tables and histograms, the researcher also showed the statistic data of students' score. The data can be seen below:

Table 4.3. Statistic Data Of Students' Pre-Test And Post-Test Score Before And After Being Taught By Using Think Aloud Strategy.

Statistics

		Pretest	Posttest
N	Valid	30	30
	Missing	0	0
Mean		59.33	76.80
Std. Error of Mean		2.365	1.598
Median		60.00	76.00
Mode		60	80
Std. Deviation		12.954	8.751
Variance		167.816	76.579
Range		48	32
Minimum		36	60
Maximum		84	92
Sum		1780	2304

The researcher also made the categorization of the students' pre-test and post-test score as follow:

Table 4.4. Categorization of Students' Score

Pre-test Score

Intervals	Frequency	Categorization	Percentage
81-100	1	Excellent	3.3%
61-80	12	Good	40.0%
41-60	13	Enough/Fair	43.4%
0-40	4	Poor	13.3%

According to the categorization table above, it showed in pre-test there were 1 students (3.3%) got the score 81-100 in excellent categorization. Then, there were 12 students (40.0%) got the score 61-80 in good categorization. Meanwhile, there were 13 students (43.4%) got the score 41-60 in enough/fair categorization and there were 4 students (13.3%) got the score 0-40 in poor categorization. So, it means that most of the students was in enough/fair categorization score (betwee score 41-60) based on their reading skill ability in the pre-test score.

Post-test Score

Intervals	Frequency	Categorization	Percentage
81-100	8	Excellent	26.7%
61-80	20	Good	66.8%
41-60	2	Enough/Fair	6.7%
0-40	0	Poor	0%

In the post-test, there were 8 students (26.7%) got the score 81-100 in excellent categorization. Then, there were 20 students (66.8%) got the score 61-80 in good categorization. Meanwhile, there were 2 students (6.7%) got the score 41-

60 in enough/fair categorization and there were not any students got the score 0-40 in poor categorization. Therefor, in post-test most of the students got the good categorization (between score 61-80) based on their reading skill in post-test. In pre-test there were not any students got the excellent categorization, but in the post test whom got the excellent score raise to 20.0%. While in the good categorization the score was raise up to 46.6% and there were not any students got the poor categorization in the final score.

B. Hypothesis Testing

Hypothesis testing was used to test the hypothesis of the research. In order to know the significant difference of the students pre-test and post-test before and after being taught using think aloud strategy for the first grade students at SMAN Campurdarat. In analyzing the data the researcher used statistical test using *paired sample t-test* stated by SPSS Statistics 17.0. This study used standard significance 95% (α=0.05) to test the hypothesis. The hypotheses are stated as follow:

a. Null hypothesis (H_0)

There is no significant different on the students' reading comprehension that are taught before using think aloud reading strategy and after using think aloud reading strategy.

b. Alternative Hypothesis (Ha)

There is significance different on the students' reading comprehension that are taught before using think aloud reading strategy and after using think aloud reading strategy.

1. If Sig (2-Tailed) value less than 0.05, it means that Null Hypothesis (H$_0$) is rejected and Alternative Hypothesis (Ha) is not rejected.

2. If Sig (2-Tailed) value greater than 0.05, it means that Null Hypothesis (H$_0$) is not rejected and Alternative Hypothesis (Ha) rejected.

The researcher used statistical test using *paired sample t-test* the result can be seen on the following table in the next page:

Table 4.5. Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	59.33	30	12.954	2.365
	Posttest	76.80	30	8.751	1.598

Based on the table 4.5, the output of paired samples statistic shows mean of pre-test (59.33) and mean of post-test (76.80), while N was 30. Meanwhile, standard deviation for pre-test (12.954) and standard deviation for post-test (8.751). mean standard error for pre-test (2.365), while post-test (1.598).

Table 4.6. Paired Sample Test

Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	Pretest - Posttest	-17.467	12.886	2.353	-22.278	-12.655	-7.424	29	.000

According to the table showed the *p-value* (Sig 2-Tailed) was 0.000, and it was less than significance level 95% (α=0.05). It showed that 0.000 < 0.05. In consequence, the Null Hypothesis is rejected. In conclusion there is significance difference score using think aloud strategy on the students reading comprehension of the first grade at SMAN Campurdarat.

C. Discussion

From the data analysis, the objective of this study is to know the effectiveness of using think aloud strategy on the students' reading comprehension of the first grade students at SMAN Campurdarat, in academic year 2017/2018.

In order to gain the objectives of this study, the researcher conducts an experiment in a pre-test and post-test research design. This research procedures done during teaching and learning process is divided into three steps. For the first step, it is preliminary study in which the researcher conducts the preliminary study

to know the students' achievement by giving pre-test. The second step is giving treatment to the same students. The treatment is about reading narrative which applying the think aloud strategy to the class. Then, the last step is giving post-test. In the post-test, it is to know the students' reading comprehension after giving treatment.

Based on the result of the statistical computation, the result shows that there is significant increase between pre-test and post-test scores. The researcher knows that the *p-value* (Sig 2-Tailed) was 0.000, and it was less than significance level 95% ($\alpha=0.05$). Its mean that $0.000 < 0.05$, so the Alternative Hypothesis here is not rejected and the Null Hypothesis is rejected. It is show that the think aloud strategy is effective to teach in the first grade students at SMAN Campurdarat in academic year 2017/2018.

The first of previous study, it comes from Nikmah (2014) which used think aloud strategy, in this study there is significant difference between before and after being treatment. It can be seen from the T_{count} (5.30) > T_{table} (2.042). As a comparison with this study shows that the the *p-value* (Sig 2-Tailed) was $0.000 <$ standard significance ($\alpha=0.05$). It means that there is significance difference between pre-test and post-test score. In conclusion the previous study had the same result using think aloud strategy.

The second of previous study, it comes from Alaraj (2015) which used think aloud strategy, in this study also there is significant difference between before and after being treatment. It can be seen from the pre-test mean score of 1.66 to tyhe post-test score of 4.04, there was an increase of 2.38 points which was very

significant. In conclusion the previous study also had the same result using think aloud strategy.

The result of the study is line with (Block & Israel, 2004) state that think-aloud helps to enhance students' abilities of the thinking process and understand what they comprehend, and it allows for the reader to connect meaning and understanding with the text.

The statement above is obvious that through the think-aloud strategy are beneficial to students' thinking process when the correct method is taught to them and it allows for teachers to become better educators. Teachers show their thinking process and how their thoughts are occurring during the reading. So, the students can improving their reading comprehension when they taught by using think aloud strategy.

In conclusion, based on the discussion above the students' post-test score have better score than pre-test. Therefore, it can be concluding that the think aloud strategy is effective in teaching reading of the first grade students at SMAN Campurdarat.

So, think aloud strategy based on the discussion above it can be used for any kind of school to teach reading ability.