CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents three topics related to research findings, these are (a) research finding, (b) hypothesis testing, and (c) discussion.

A. Research Finding

In this study, the researcher wants to know the effectiveness of using One Stays the Rest Stray technique towards the second grade students' reading ability. To know the effectiveness of this technique, it can be seen from the significant difference scores of the students' reading ability between those who are taught by using One Stays the Rest Stray technique and those who are taught without using One Stays the Rest Stray technique. Therefore, the researcher conducted pretest and posttest in two groups of sample, namely experimental group and control group. The experimental and control group consist of 32 and 31 students of the second grade students in Junior High School 3 Kedungwaru. To answer the research problems in Chapter 1, the researcher presents the description of data of this research finding. Mentioned below is the presentation of data in this study.

1. Data Presentations of the Experimental Group (Pretest and Posttest)

Pretest in experimental group was done before this group was given a treatment by using One Stays the Rest Stray technique. The purpose of
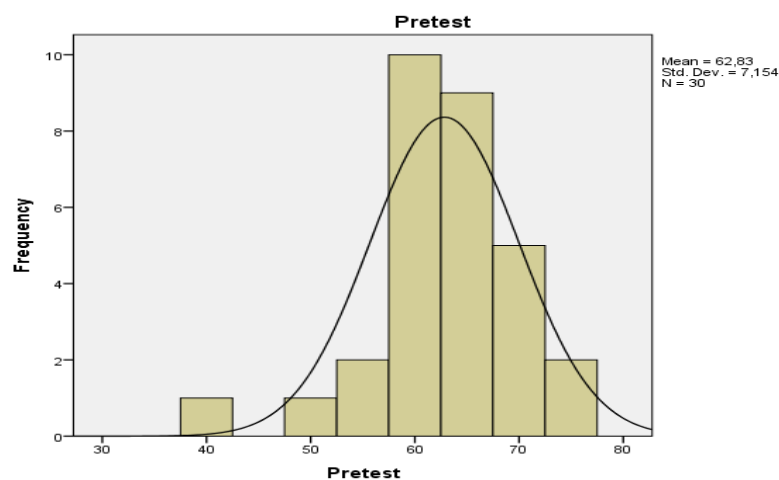
pretest in experimental group is to know how far students' reading ability especially about narrative text before given a treatment. When pretest was conducted, a student was absent. Therefore, the researcher only counted the score of the students who were present when pretest was administered. The result of students' score was shown in the table below :

Table 4.1 Frequency of Students' Pretest Score in Experimental Group

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3,3	3,3	3,3
	50	1	3,3	3,3	6,7
	55	2	6,7	6,7	13,3
	60	10	33,3	33,3	46,7
	65	9	30,0	30,0	76,7
	70	5	16,7	16,7	93,3
	75	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

The researcher also provided the histogram to show the frequency of the gained data. The histogram of the data was presented below :

Figure 4.1 Histogram of Students' Pretest Score Frequency in Experimental Group

Based on the table 4.1 and also figure 4.1 above, it can be seen that in pretest, 1 student (3.3%) got 40, 1 student (3.3%) got 50, 2 students (6.7%) got 55, 10 students (33.3%) got 60, 9 students (30%) got 65, 5 students (16.7%) got 70, and 2 students (6.7%) got 75.

After that, posttest in experimental group was done after this group was given a treatment. It is to know the students' reading ability especially about narrative text after the researcher gave a treatment. When posttest was conducted, there was also a student who was absent. Therefore, the researcher only counted the score of the students who were present when posttest was administered. The result of students' score was shown in the table below :

Table 4.2 Frequency of Students' Posttest Score in Experimental Group

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	7	23,3	23,3	23,3
	70	4	13,3	13,3	36,7
	75	10	33,3	33,3	70,0
	80	5	16,7	16,7	86,7
	85	4	13,3	13,3	100,0
	Total	30	100,0	100,0	

The researcher also provided the histogram to show the frequency of the gained data. The histogram of the data was presented below :

Figure 4.2 Histogram of Students' Posttest Score Frequency in Experimental Group
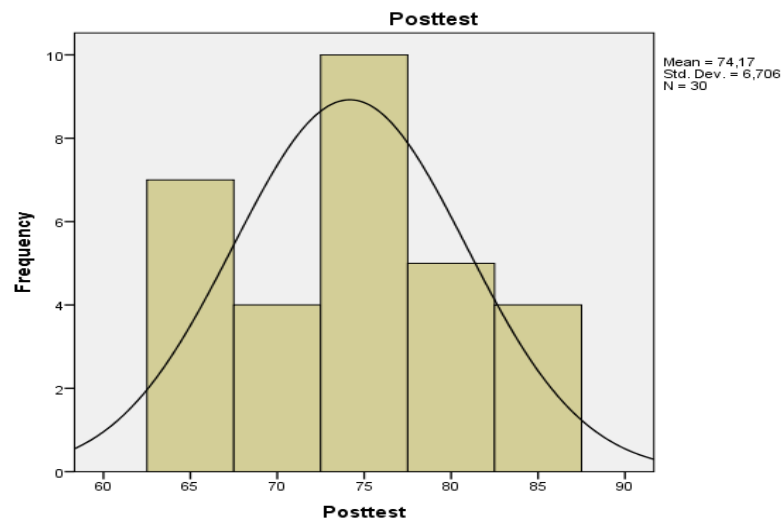
Based on the table 4.2 and also figure 4.2 above, it can be seen that in posttest, 7 students (23.3%) got 65, 4 students (13.3%) got 70, 10 students (33.3%) got 75, 5 students (16.7%) got 80, and 4 students (13.3%) got 85. Besides the tables and histograms, the researcher also showed the statistic data of students' score. The data can be seen below :

Table 4.3 Statistic Data of Students' Score in Experimental Group

Statistics

		Pretest	Posttest
N	Valid	30	30
	Missing	0	0
Mean		62,83	74,17
Std. Error of Mean		1,306	1,224
Median		65,00	75,00
Mode		60	75
Std. Deviation		7,154	6,706
Variance		51,178	44,971
Range		35	20
Minimum		40	65
Maximum		75	85
Sum		1885	2225

From the table above, it can be seen that in pretest, the highest score was 75 and the lowest score was 40, while the range was 35. The mean of the data was 62.83, the median was 65, the mode was 60, and the standard deviation was 7.154. Moreover, in posttest, the highest score was 85 and the lowest score was 65, while the range was 20. The mean of the data was 74.17, the median was 75, the mode was 75, and the standard deviation was 6.706. Then, the researcher make the categorization of the students' score as follow :

Table 4.4 Categorization of Students' Score

Pretest

Intervals	Frequency	Categorization	Percentage
90 – 100	0	Excellent	0%
80 – 89	0	Good	0%
70 – 79	7	Fair	23.3%
60 – 69	19	Poor	63.4%
≤ 59	4	Very Poor	13.3%

Posttest

Intervals	Frequency	Categorization	Percentage
90 – 100	0	Excellent	0%
80 – 89	9	Good	30%
70 – 79	14	Fair	46.7%
60 – 69	7	Poor	23.3%
≤ 59	0	Very Poor	0%

The researcher determined the intervals and categorization of students' score after consulting to the English teacher in Junior High School 3 Kedungwaru. She used that categorization of score to categorize the students' score in English subject, so the researcher also used it in this study. Based on the table above, it can be known that in pretest, there were 4 students (13.3%) got the score ≤ 59 in very poor categorization. Then, 19

students (63.4%) got the score 60 – 69 in poor categorization. There were 7 students (23.3%) got the score 70 – 79 in fair categorization. Meanwhile, there was no student (0%) got the score in good and excellent categorization.

In posttest, there were 7 students (23.3%) got the score 60 – 69 in poor categorization. Then, 14 students (46.7%) got the score 70 – 79 in fair categorization. There were 9 students (30%) got the score 80 – 89 in good categorization. Finally, there was no student (0%) got the score in very poor and excellent categorization. It can be concluded that in pretest, 13.3% of the students were in very poor categorization and 0% of the student was in good categorization. However, 0% of student was in very poor categorization and 30% of the students were in good categorization in posttest (see the pretest and posttest score of experimental group in Appendix 6). It means that the students' reading ability in experimental group was increased.

2. Data Presentations of the Control Group (Pretest and Posttest)

Pretest in control group was done by the researcher to know how far students' reading ability especially about narrative text before the researcher taught this group conventionally. It means that there was no technique which was used. When pretest was conducted, two students were absent. Therefore, the researcher only counted the score of the students who were present when pretest was administered. The result of students' score was shown in the table below :

Table 4.5 Frequency of Students' Pretest Score in Control Group

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	4,0	4,0	4,0
	55	1	4,0	4,0	8,0
	60	6	24,0	24,0	32,0
	65	8	32,0	32,0	64,0
	70	6	24,0	24,0	88,0
	75	3	12,0	12,0	100,0
	Total	25	100,0	100,0	

The researcher also provided the histogram to show the frequency of the gained data. The histogram of the data was presented below :

Figure 4.3 Histogram of Students' Pretest Score Frequency in Control Group
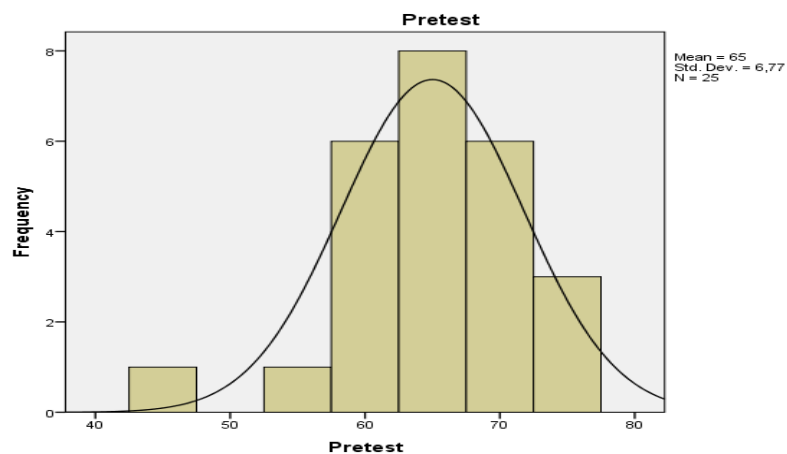
Based on the table 4.5 and also figure 4.3 above, it can be seen that in pretest, 1 student (4%) got 45, 1 student (4%) got 55, 6 students (24%) got 60, 8 students (32%) got 65, 6 students (24%) got 70, and 3 students (12%) got 75.

After that, the researcher also conducted posttest in control group. It is to know the students' reading ability especially about narrative text after the researcher taught this group conventionally. When posttest was conducted, four students were absent. Therefore, the researcher only counted the score of the students who were present when posttest was administered. The result of students' score was shown in the table below :

Table 4.6 Frequency of Students' Posttest Score in Control Group

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	4,0	4,0	4,0
	65	9	36,0	36,0	40,0
	70	8	32,0	32,0	72,0
	75	3	12,0	12,0	84,0
	80	3	12,0	12,0	96,0
	85	1	4,0	4,0	100,0
	Total	25	100,0	100,0	

The researcher also provided the histogram to show the frequency of the gained data. The histogram of the data was presented below :

Figure 4.4 Histogram of Students' Posttest Score Frequency in Control Group
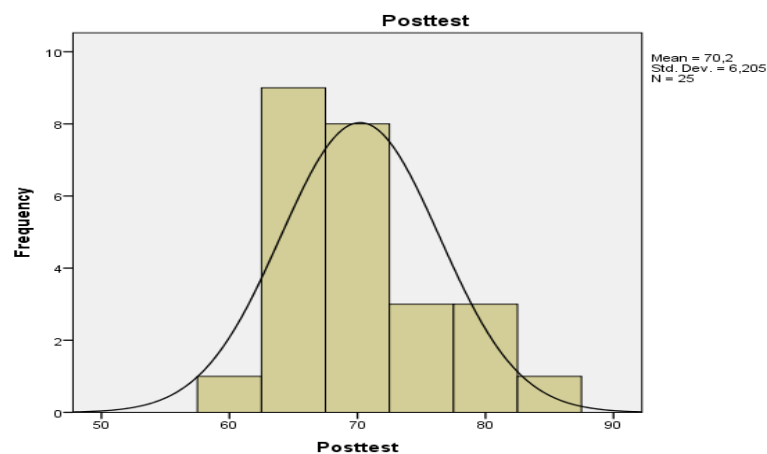
Based on the table 4.6 and also figure 4.4 above, it can be seen that in posttest, 1 student (4%) got 60, 9 students (36%) got 65, 8 students (32%) got 70, 3 students (12%) got 75, 3 students (12%) got 80, and 1 student (4%) got 85. Besides the tables and histograms, the researcher also showed the statistic data of students' score. The data can be seen below :

Table 4.7 Statistic Data of Students' Score in Control Group

Statistics

		Pretest	Posttest
N	Valid	25	25
	Missing	0	0
Mean		65,00	70,20
Std. Error of Mean		1,354	1,241
Median		65,00	70,00
Mode		65	65
Std. Deviation		6,770	6,205
Variance		45,833	38,500
Range		30	25
Minimum		45	60
Maximum		75	85
Sum		1625	1755

From the table above, it can be seen that in pretest, the highest score was 75 and the lowest score was 45, while the range was 30. The mean of the data was 65, the median was 65, the mode was 65, and the standard deviation was 6.770. Moreover, in posttest, the highest score was 85 and the lowest score was 60, while the range was 25. The mean of the data was 70.20, the median was 70, the mode was 65, and the standard deviation was 6.205. Then, the researcher make the categorization of the students' score as follow :

Table 4.8 Categorization of Students' Score
Pretest

Intervals	Frequency	Categorization	Percentage
90 – 100	0	Excellent	0%
80 – 89	0	Good	0%
70 – 79	9	Fair	36%
60 – 69	14	Poor	56%
≤ 59	2	Very Poor	8%

Posttest

Intervals	Frequency	Categorization	Percentage
90 – 100	0	Excellent	0%
80 – 89	4	Good	16%
70 – 79	11	Fair	44%
60 – 69	10	Poor	40%
≤ 59	0	Very Poor	0%

Based on the table above, it can be known that in pretest, there were 2 students (8%) got the score ≤ 59 in very poor categorization. Then, 14 students (56%) got the score 60 – 69 in poor categorization. There were 9 students (36%) got the score 70 – 79 in fair categorization. Meanwhile, there was no student (0%) got the score in good and excellent categorization. In posttest, there were 10 students (40%) got the score 60 – 69 in poor categorization. Then, 11 students (44%) got the score 70 – 79 in fair categorization. There were 4 students (16%) got the score 80 – 89 in good categorization. Finally, there was no student (0%) got the score in very poor and excellent categorization.

It can be concluded that in pretest, 8% of the students were in very poor categorization and 0% of the student was in good categorization. However, 0% of student was in very poor categorization and 16% of the students were in good categorization in posttest (see the pretest and posttest score of

control group in Appendix 7). It means that the students' reading ability in control group was increased.

B. Hypothesis Testing

This study used the level of significance 95% ($\alpha = 0.05$) to test the hypothesis. The hypothesis testing of this study is as follow :

1. If Sig (2-tailed) is smaller than the level of significance 0.05, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is any significant difference of the students' ability in reading narrative text between those who are taught by using One Stays the Rest Stray technique and those who are taught without using One Stays the Rest Stray technique. The different is significant.

2. If Sig (2-tailed) is bigger than the level of significance 0.05, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is no any significant difference of the students' ability in reading narrative text between those who are taught by using One Stays the Rest Stray technique and those who are taught without using One Stays the Rest Stray technique. There is no significant difference.

To prove whether the use of One Stays the Rest Stray technique is effective towards the students' reading ability and also to know whether Sig (2-tailed) is bigger or smaller than the level of significance 0.05, the researcher analyzed the data by using Independent Samples Test in SPSS 21.0 version. The result was shown as follow :

Table 4.9 Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,440	,510	2,259	53	,028	3,967	1,756	,445	7,488
	Equal variances not assumed			2,275	52,386	,027	3,967	1,743	,469	7,464

According to the table 4.9 above, the result of the F-test shows that p-value (Sig.) is 0.510 and it is bigger than 0.05. It means that the t-test with equal variances assumed is used. Based on the result of the t-test with equal variances assumed, it can be seen that the $t_{obtained}$ is 2.259, with the df is 53, and the Sig. (2-tailed) is 0.028. The way to test whether the null hypothesis could be rejected was by comparing the result of Sig. (2-tailed) and the level of significance 0.05. If the result of Sig. (2-tailed) is smaller than the level of significance 0.05, the null hypothesis can be rejected. On the contrary, if the result of Sig. (2-tailed) is bigger than the level of significance 0.05, the null hypothesis cannot be rejected. Comparing to the level of significance 0.05, the value of Sig. (2-tailed) is smaller (0.028 < 0.05). Thus, it means that the null hypothesis can be rejected.

Because Sig. (2-tailed) was smaller than the level of significance 0.05, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was any significant difference of the students' ability in reading narrative text between those who are taught by using One Stays the Rest Stray technique and those who are taught without using One Stays the Rest Stray technique. From the explanation above, it can be concluded that One Stays the Rest Stray technique was effective towards the students' ability in reading narrative text.

C. Discussion

The objectives of this study are to find out the students' ability in reading narrative text between experimental and control group and to identify the significant difference of the students' ability in reading narrative text between experimental and control group. To reach the objectives of this study, the researcher conducted some steps. The first step was administering pretest in experimental and control group. Then, the next step was giving treatment by using one stays the rest stray technique for experimental group and teaching the control group conventionally in two meetings. The last step was conducting posttest in both of groups (see the documentation of the research in Appendix 8).

After the steps were conducted, the researcher got the data in the form of pretest and posttest scores of experimental and control group. After that, the researcher analyzed them by using SPSS 21.0 version to find the statistic data

of the students' score. In table 4.3 and table 4.7, the researcher provided the statistic data of students' score and they show the different means of pretest and posttest scores of both of groups. The mean of pretest score in experimental group was 62.83 and it changed in posttest after the researcher gave a treatment was 74.17. Then, the mean of pretest score in control group was 65 and it changed in posttest was 70.20. Thus, it can be known that the increased mean score in experimental group was 11.34 but in control group only 5.2. From the description above, the researcher interpreted that the students' reading ability in experimental group was highly increased than control group.

The finding of this study was also supported by the previous study that compared One Stays the Rest Stray to Lockstep technique on the enhancement of students' reading achievements. In the previous study, the use of One Stays the Rest Stray was more effective than Lockstep technique towards college students' reading achievement. The research used two-group quasi experimental with posttest only design and the instrument in this study was test (Surjosuseno, 2011). Furthermore, Johnson (2003:138) also stated that when the students work in group, they are able to enhance their positive interdependence, individual accountability, and interpersonal skills. Based on this statement, each group members can learn to rely on one another to achieve the goal. Then, they also have responsibility for contributing their idea for the success of the group. Finally, the students can learn to trust, to communicate, to accept, and to support each other in their group.

From the explanation above, it can be said that One Stays the Rest Stray technique could become the appropriate technique for teaching reading in Junior High School. This technique was very suitable to enhance the students' reading ability. According to Panitz (as cited in Surjosuseno, 2011), working in groups as in One Stays the Rest Stray technique can help students keep on task, recall the knowledge, and comprehend the texts well and happily. It means that there were some advantages which the students gained of using this technique. When the students shared knowledge with their friends, they would be easier to solve the problem. Moreover, using this technique could bring more variety and interest into language lesson such as giving the students opportunity to answer and raise questions and to summarize the materials given during the teaching and learning process of reading. It also made cheerful atmosphere in the classroom which could make the students feel glad for learning.

Some advantages above implied that the use One Stays the Rest Stray technique gave positive effects towards students' reading ability. It had been proven by the result of data analysis that show there is any significant difference of the students' ability in reading narrative text between those who are taught by using One Stays the Rest Stray technique and those who are taught without using One Stays the Rest Stray technique. Therefore, it can be concluded that the use of One Stays the Rest Stray technique is effective towards the second grade students' reading ability in Junior High School 3 Kedungwaru.