

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The important thing in the research is the concept of the research that was held, the concept of research is experimental research in the field of education. Based on the results of observations through interviews and consultation to the English teacher, the researcher got the information a condition of class. So, the researcher was held on July, 17th 2017 – September, 17th 2017.

The material of the teaching and learning were short functional text and kinds of text at eighth grade students with syllabus curriculum 2013 that consists of main competency, basic competence and indicator.

The subjects of research, they are students class of VIII A and VIII B in MTs Ni'matul Aziz Jelapat 1. Each class was acted as what have decided in research method.

The researcher made planning of all needed in teaching later in control class such as the lesson plan, the material aids, the evaluation, and so on. Teaching and learning implementation was done once for pre-test, three times for treatment, and once for post-test. Schedule of the teaching and learning implementation can be seen in this table below:

Table 4.1 Implementation of Teaching and Learning in Control Class

Meeting	Day/Date	Time	Topic
1	Thursday, 10 th August 2017	1-2	Pre Test
2	Saturday, 12 th August 2017	3-4	Short Functional Text (Invitation)
3	Thursday, 24 th August 2017	1-2	Kinds of text (Descriptive Text)
4	Saturday, 26 th August 2017	3-4	Kinds of text (Recount Text)
5	Thursday, 07 th September 2017	1- 2	Post Test

While The planning of teaching and learning implementation in experiment class was more complex than in control class. Besides, the researcher planned the lesson plan, the material aids, the evaluation, and so on, the researcher must plan and design the questions to students. In this research, the researcher designed 25 items of question that consist of multiple choice questions.

Same with control class, implementation of teaching and learning was done once for pre-test, three times for treatment, and once for post-test. Schedule of the teaching and learning implementation can be seen in this table below:

Table 4.2 Implementation of Teaching and Learning in Experiment Class

Meeting	Day/Date	Time	Topic
1	Thursday, 10 th August 2017	3-4	Pre Test
2	Thursday, 24 th August 2017	3-4	Short Functional Text (Invitation)
3	Thursday, 24 th August 2017	2-3	Kinds of Text (Descriptive Text)
4	Thursday, 31 st August 2017	8-9	Kinds of Text (Recount Text)
5	Thursday, 07 th September 2017	8-9	Post Test

During process teaching and learning in experiment class, the researcher gave pairs check technique in teaching reading comprehension on students every meeting. Pairs Check Technique which given was practice in teaching reading comprehension in the classroom. Because of first meeting was giving test, so the researcher began to give Pairs Check Technique in the end of the second meeting until the end of the fourth meeting.

1. The Students' Ability

a. Pre Test Result

Data of the students' ability in pre-test of experiment class and control class is the score of the pre-test. The researcher gave the test in first meeting of each class.

The result pre-test of experiment class at eighth grade students MTs Ni'matul Aziz Jelapat 1 can be seen in the following table:

Table 4.3 Score List of Pre -Test Result in Experiment Class

No	NAME	Score(x)
1	ECS 1	52
2	ECS 2	56
3	ECS 3	52
4	ECS 4	28
5	ECS 5	56
6	ECS 6	36
7	ECS 7	36
8	ECS 8	20
9	ECS 9	48
10	ECS 10	52
11	ECS 11	44
12	ECS 12	44
13	ECS 13	44

14	ECS 14	48
15	ECS 15	52
16	ECS 16	24
17	ECS 17	56
18	ECS 18	44
19	ECS 19	64
20	ECS 20	52
21	ECS 21	36
22	ECS 22	60
23	ECS 23	80
24	ECS 24	48
25	ECS 25	60
26	ECS 26	24
27	ECS 27	28
28	ECS 28	60
29	ECS 29	56
30	ECS 30	36
Total		1396

To know the students' ability and knowledge about material before giving treatment, the researcher used the accounting of mean score as follow:

$$M_1 = \frac{\sum x}{N_1}$$

$$M_1 = \frac{1396}{30} = 46.53$$

Based on the pre-test result, it can be seen that students' ability before giving treatment in experiment class can be concluded in low category.

The result pre-test of control class at eighth grade students MTs Ni'matul Aziz Jelapat 1 can be seen in the following table:

Table 4.4 The Score List of Pre-Test in Control Class

No	NAME	Score(y)
1	CCS 1	64
2	CCS 2	40
3	CCS 3	28
4	CCS 4	36
5	CCS 5	40
6	CCS 6	36
7	CCS 7	48
8	CCS 8	28
9	CCS 9	44
10	CCS 10	32
11	CCS 11	32
12	CCS 12	52
13	CCS 13	56
14	CCS 14	40
15	CCS 15	56
16	CCS 16	28
17	CCS 17	44
18	CCS 18	40
19	CCS 19	40
20	CCS 20	36
21	CCS 21	28
22	CCS 22	56
23	CCS 23	60
24	CCS 24	56
25	CCS 25	32
26	CCS 26	44
27	CCS 27	44
28	CCS 28	28
29	CCS 29	40
30	CCS 30	20
Total		1228

To know the students' ability and knowledge about material before giving treatment, the researcher used the accounting of mean score as follow:

$$M_2 = \frac{\sum y}{N_2}$$

$$M_2 = \frac{1228}{30} = 40.93$$

Based on the pre-test result, it can be seen that students' ability before giving treatment in control class can be concluded in low category.

b. The Post Test Result

The researcher gave the post test in the last meeting of each class.

They were shown by following tables below:

Table 4.5 The Score List of Post-Test in Experiment Class

No	NAME	Score
1	ECS 1	76
2	ECS 2	44
3	ECS 3	80
4	ECS 4	60
5	ECS 5	76
6	ECS 6	64
7	ECS 7	88
8	ECS 8	88
9	ECS 9	72
10	ECS 10	72
11	ECS 11	60
12	ECS 12	72
13	ECS 13	76
14	ECS 14	64
15	ECS 15	88
16	ECS 16	88

17	ECS 17	88
18	ECS 18	88
19	ECS 19	76
20	ECS 20	72
21	ECS 21	72
22	ECS 22	72
23	ECS 23	92
24	ECS 24	72
25	ECS 25	72
26	ECS 26	84
27	ECS 27	68
28	ECS 28	88
29	ECS 29	76
30	ECS 30	72
Total		2180

Based on the table, it shows that the score of post-test in experiment class the highest is 92 and the lowest score is 44. Then, the accumulated score is 2180.

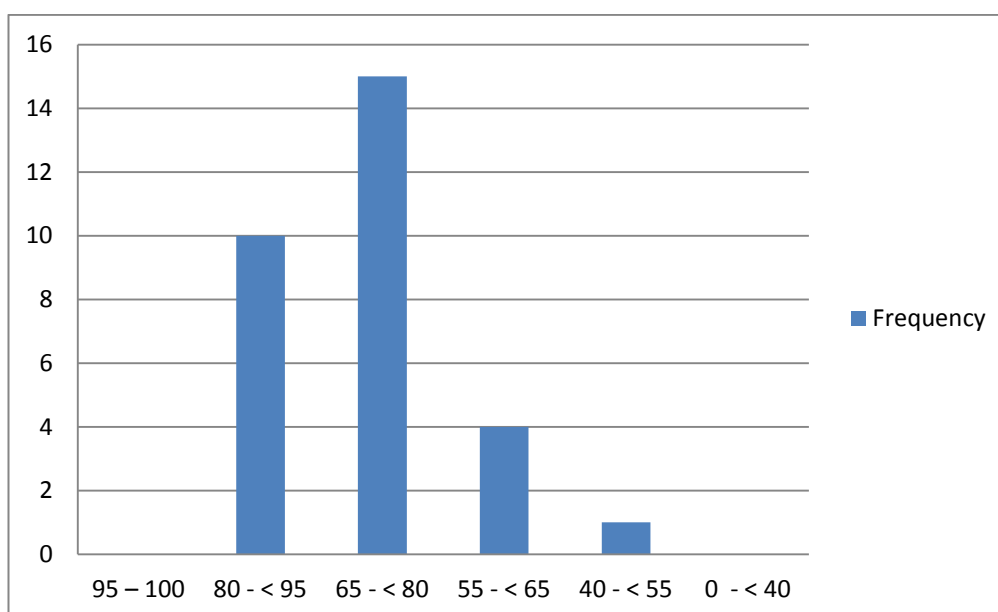
Table 4.6 The Frequency Distribution of the Students' Score in Post-Test at Experiment Class

No	Score	Frequency	Percentage	Category
1	95 – 100	0	0%	Excellent
2	80 - < 95	10	33,3%	Very good
3	65 - < 80	15	50,0%	Good
4	55 - < 65	4	13,3%	Fair
5	40 - < 55	1	3,3%	Low
6	0 - < 40	0	0%	Very low

From the table above, it can be seen that there are no one students (0%) whose score are around 0 - < 40 that classified very low category. There is one student (3.3%) whose are around 40 - < 55 that classified low category.

There are four students (13.3%) whose is around 55 - < 65 that classified fair category. There are fifteen students (50.0%) whose are around 65 - < 80 that classified good category. There are ten students (33.3%) whose are around 80 - < 95 that classified very good category. And there is no one student (0%) whose is around 95 – 100 that classified excellent.

Figure 4.7 The Chart of Frequency of Students Test Result in Experiment Class



To know the students' ability and knowledge about material after giving treatment, the researcher used the accounting of mean score as follow:

$$M_1 = \frac{\sum x}{N_1} = \frac{2180}{30} = 72.67$$

The mean score of students' ability in experiment class is 72.67. So, the students' achievement in experiment class is good category.

Table 4.8 The Score List of Post-Test in Control Class

No	NAME	Score
1	CCS1	80
2	CCS2	44
3	CCS3	60
4	CCS4	36
5	CCS5	72
6	CCS6	32
7	CCS7	52
8	CCS8	52
9	CCS9	52
10	CCS10	72
11	CCS11	72
12	CCS12	36
13	CCS13	84
14	CCS14	60
15	CCS15	40
16	CCS16	40
17	CCS17	44
18	CCS18	40
19	CCS19	52
20	CCS20	40
21	CCS21	44
22	CCS22	64
23	CCS23	92
24	CCS24	92
25	CCS25	84
26	CCS26	68
27	CCS27	44
28	CCS28	64
29	CCS29	52
30	CCS30	36
Total		1700

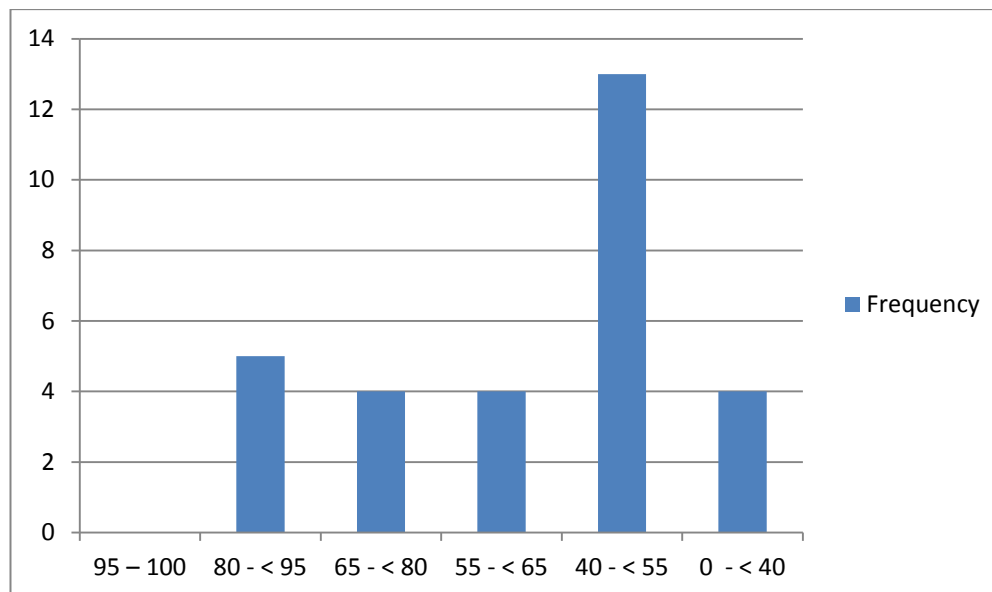
Based on the table, it shows that the score of post-test in control class the highest is 92 and the lowest score is 36. Then, the accumulated score is 1700.

Table 4.9 The Frequency Distribution of The Students' Score in Post-Test at Control Class

No	Score	Frequency	Percentage	Category
1	95 – 100	0	0%	Excellent
2	80 - < 95	5	16,67%	Very good
3	65 - < 80	4	13,3%	Good
4	55 - < 65	4	13,3%	Fair
5	40 - < 55	13	43,3%	Low
6	0 - < 40	4	13,3%	Very low

From the table above, it can be seen that there are four students (13.3%) whose score are around 0 - < 40 that classified very low category. There are thirteen of students (43.3%) whose are around 40 - < 55 that classified low category. There are four students (13.3%) whose is around 55 - < 65 that classified fair category. There are four students (13.3%) whose are around 65 - < 80 that classified good category. There are five students (16.67%) whose are around 80 - < 95 that classified very good category. And there is no one student (0%) whose is around 95 – 100 that classified excellent.

Figure 4.10 The Chart of Frequency of Students Test Result in Control Class



To know the students' ability and knowledge about material after giving treatment, the researcher used the accounting of mean score as follow:

$$M_2 = \frac{\sum y}{N_2} = \frac{1700}{30} = 56.67$$

The mean score of students' ability in control class is 56.67. So, the students' ability in control class is in fair category.

The students' ability between experiment class by giving pairs – check technique and control class without giving pairs – check technique are the mean score of pre-test result in experiment class is 46.53 that classified into low category and the mean score of post-test result in experiment class is 72.67 that classified into good category. It means that students' ability in experiment class have increasing 26.14. While the mean score of pre-test result in control class is 40.93 that classified into low category and the mean score of post-test result in control class is 56.67 that classified into fair category. It means that students'

ability in control class have increasing 15.74. So, students' ability in experiment class have significant increasing than students' ability in control class. Here, mean score of pre test and post test clearly.

Table 4. 11 Mean Score of Pre-Test and Post-Test

No	Group	Mean score of pre test	Mean score of post test	Difference	Percentage
1	Experiment class	46.53	72.67	26.14	56.17
2	Control class	40.93	56.67	15.74	38.45

Based on the table above, giving pairs – check technique can increase students' ability in teaching reading comprehension. The difference of increasing percentage from pre test to post test in experiment class with 56.17% is bigger than in control class with 38.45%. While effect size of giving pairs – check technique is $56.17\% - 38.45\% = 17.72\%$. relatives efficiency of giving pairs – check technique can be calculated by using formula :

$\frac{\bar{x} \text{ pre test experiment}}{\bar{x} \text{ post test experiment}} \times 100\%$, so relatives efficiency gotten is $\frac{46.53}{72.67} = 64.02\%$.

B. Discussion

To know the effectiveness of pairs – check technique in teaching reading comprehension and without pairs check technique the researcher use comparative study between the experiment class by using pairs – check technique and the control class without pairs – check technique. The researcher uses “t-test”. After

all the collected data have been processed, the researcher analyzes them and makes the conclusion by using the “t-test” formula.

- 1) Based on the result of the test, the researcher calculates the mean formula of each major subject. To keep the subject identity, the researcher just uses number for identifying the subject.

$$\begin{aligned} M^1 &= \frac{\sum x}{N^1} \\ &= \frac{2180}{30} \\ &= 72.67 \end{aligned}$$

$$\begin{aligned} M^2 &= \frac{\sum y}{N^2} \\ &= \frac{1700}{30} \\ &= 56.67 \end{aligned}$$

M_1 = Calculating mean of experiment Class

M_2 = Calculating mean of experiment Class

- 2) The researcher counts standard deviation of each major by using formula:

$$\begin{aligned} SD_1 &= \sqrt{\frac{\sum x^2}{(N-1)}} \\ &= \sqrt{\frac{2722.667}{(30-1)}} \\ &= \sqrt{\frac{2722.667}{29}} = \sqrt{93.89} = 9.69 \end{aligned}$$

Standard Variation for Variable II

$$\begin{aligned}
 SD_2 &= \sqrt{\frac{\Sigma y^2}{(N-1)}} \\
 &= \sqrt{\frac{9250.667}{(30-1)}} \\
 &= \sqrt{\frac{9250.667}{29}} = \sqrt{318.99} = 17.86
 \end{aligned}$$

- 3) The researcher counts standard error of mean of each major by using formula:

$$\begin{aligned}
 SE M_1 &= \frac{SD1}{\sqrt{N1-1}} \\
 &= \frac{9.69}{\sqrt{30-1}} \\
 &= \frac{9.69}{\sqrt{29}} \\
 &= \frac{9.69}{5.39} = 1.79
 \end{aligned}$$

Standard Error for Variable II

$$\begin{aligned}
 SE M_2 &= \frac{SD2}{\sqrt{N2-1}} \\
 &= \frac{17.86}{\sqrt{30-1}} \\
 &= \frac{17.86}{\sqrt{29}} \\
 &= \frac{17.86}{5.39} = 3.31
 \end{aligned}$$

- 4) The researcher counts Standard Error for Comparative Mean Variable I and Variable II as follow the formula:

$$\begin{aligned}
 SE_{M_1-M_2} &= \sqrt{SEM_1^2 + SEM_2^2} \\
 &= \sqrt{1.79^2 + 3.31^2} \\
 &= \sqrt{3.20 + 10.96} \\
 &= \sqrt{14.16} \\
 &= 3.76
 \end{aligned}$$

- 5) The researcher counts T test by using formula:

$$\begin{aligned}
 T \text{ test} &= \frac{M_1 - M_2}{SE_{m_1 - m_2}} \\
 &= \frac{72.67 - 56.67}{3.76} \\
 &= \frac{16}{3.76} \\
 &= 4.26
 \end{aligned}$$

- 6) After having the t-test score, the researcher looking at the “t” table by counting the degree of freedom.

$$\begin{aligned}
 t_{table} &= (N_1 + N_2) - 2 \\
 &= (30 + 30) - 2 \\
 &= 58
 \end{aligned}$$

df: degree of freedom to know every position.

After the researcher finds the df degrees of freedom, which is 58, the researcher uses the nearest df in table, that is df at 60. The table is put in appendix.

- Consulting score of “db/df” with “table”
- In significant degrees t-table 5% = 2,00%
- In significant degrees t-table 1% = 2,65%

7) The researcher makes a conclusion

Based on the findings, the researcher found some information about how, significant difference on students’ ability in reading comprehension by pairs – check technique at class VIII of MTs Ni’matul Aziz Jelapat 1.

In this research, students of experiment class get increasing 26.14 on students’ ability while students of control class get increasing 15.74 on students’ ability. In this case, it is supported by the difference of increasing percentage from pre test to post test in experiment class with 56.17% that is bigger than in control class with 38.45%. While effect size of giving homework is 17.72%. Giving pairs – check technique can increase students’ ability in reading comprehension. So, it is effective on students’ ability.

To know giving pairs – check technique is either significant or not on students’ ability in reading comprehension at class VIII of MTs Ni’matul Aziz Jelapat 1, the researcher examines the hypothesis by rules:

1. Alternative hypothesis (H_a) is accepted and Null hypothesis (H_0) is rejected
If t_{test} is equal or more than t_{table} . So, there is a significant difference in the Effectiveness of pairs – check technique on students’ ability in reading comprehension between students in experiment class and control class.

2. Alternative hypothesis (H_a) is rejected and Null hypothesis (H_0) is accepted

If t_{test} is less than t_{table} . So, there is no significant difference in the Effectiveness of pairs – check technique on students' ability in reading comprehension between students in experiment class and control class.

Based on research finding that gotten, t_{test} is 4.26 with t_{table} 5% is 2.00 and t_{table} 1% is 2.65. Thus, t_{table} (5% = 2.00) < t_{test} (4.26) > t_{table} (1% = 2.65). It shows that t_{test} in this research is more than t_{table} 5% and 1%. By the result, the researcher concludes that H_a is accepted and H_0 is rejected. It means that there is a significant difference on students' ability between experiment class by giving pairs – check technique and control class without giving pairs – check technique.