

## Chapter IV

### FINDING AND DISCUSSION

This chapter describes reasearch finding which consist of the description of data, analysis of data, the test of hyphotesis and the interpretation of data.

#### A. Findings

##### 1. The results of experimental and controlled class (Pre-Test)

The researcher obtained data pre-test from experimental and controlled class

by bar chart was consists of 30 students of the 9 grade after conducting study.

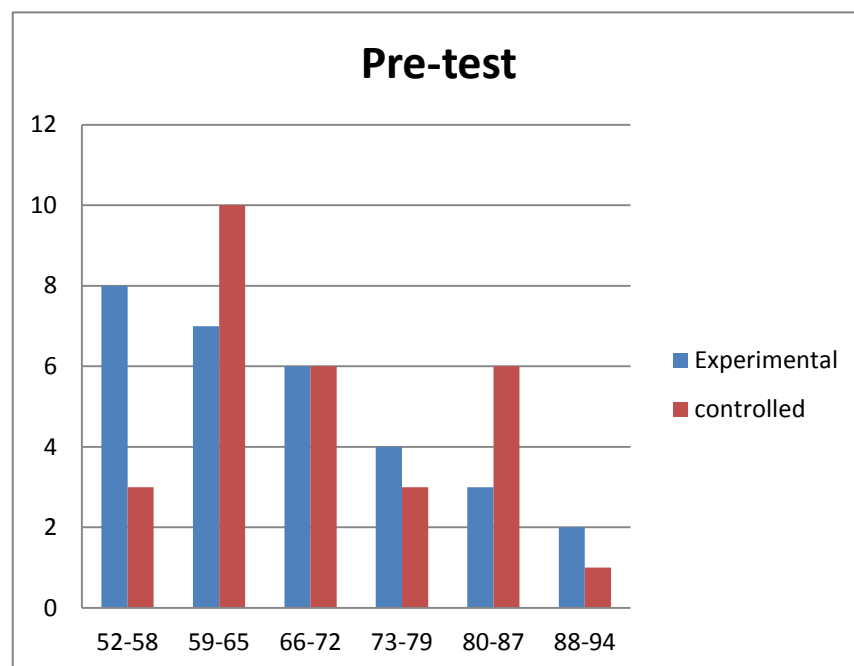


Diagram 4.1 Pre-test experimental and controlled classe

Table 4.1 Pre-Test Experimental and Control class

No	Pre-test	Pre-test
	(X1)	(Y1)
1.	88	88
2.	92	80
3.	84	80
4.	80	80
5.	76	80
6.	76	80
7.	76	80
8.	76	76
9.	76	76
10.	72	76
11.	72	76
12.	72	72
13.	72	72
14.	68	72
15.	68	72
16.	64	68
17.	64	68
18.	64	64
19.	60	64
20.	60	64
21.	60	64
22.	60	60
23.	56	60
24.	56	60

25.	56	60
26.	56	60
27.	52	60
28.	52	56
29.	52	52
30.	52	52

From the data above, the number of interval class and the length interval

were 6 classes. The table showed that students score in experimental class of pre-test and control class. The lowest score from experimental class of pre-test was in class interval 52-58 with 8 students. In addition, the lowest class for controlled class was in interval 52-58 with 3 students, and the highest score was 88-94 only one student. For the calculating of statistical description, it can be seen in appendix.

## **2. The Frequency distribution of Experimental and Controlled class (Pre-test)**

The test were presented in frequency distribution of experimental and

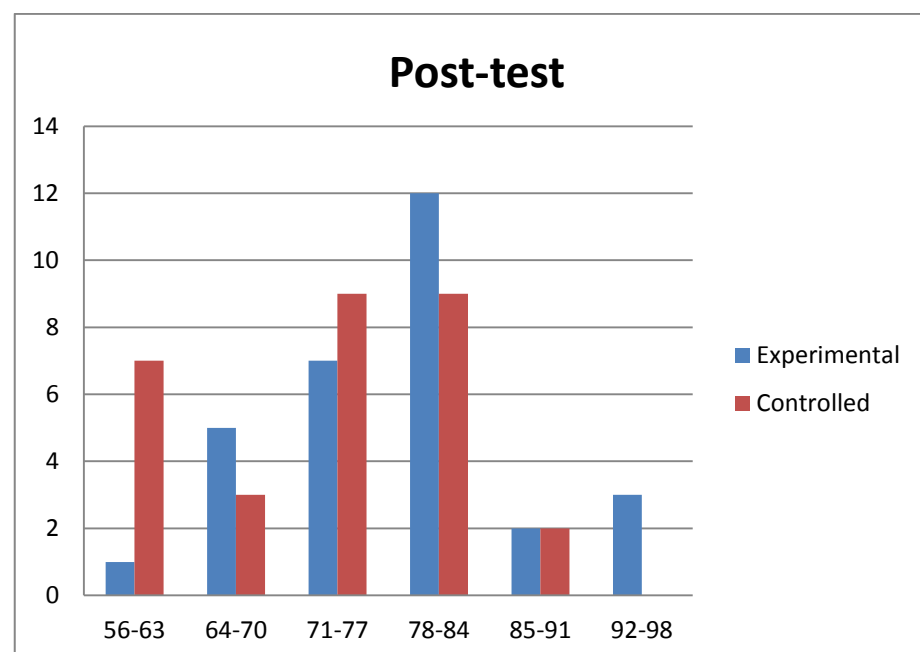
controlled class (pre-test) table which consist of maximum score, minimum score, mean, variance, and standard deviation from the table below.

**Table 4.2 Frequency distribution of Experimental and Controlled class (Pre-test)**

Data	Experimental Class	Controlled Class
Maximum Score	92	88
Minimum Score	52	52
Mean	67.48	69,7
Variance	116.764	80.683
Standard Deviation	10.804	9.982

### 3. The result of experimental and controlled class (post-test)

The researcher obtained data post-test from experimental and controlled class with consist of 30 students of the 9 grade after conducting study.



**Diagram 4.2 Post-test experimental and controlled classes**

**Table 4.3 Post-test experimental and controlled classes**

No.	Post-test	Post Test
	(X2)	(Y2)
1.	88	68
2.	88	80
3.	92	80
4.	76	60
5.	80	72
6.	84	80
7.	76	56
8.	96	76
9.	92	72
10.	80	72
11.	80	76
12.	76	88
13.	80	84
14.	80	80
15.	64	56
16.	84	68
17.	80	68
18.	72	88
19.	80	56
20.	76	76
21.	68	72
22.	60	84
23.	76	72
24.	80	76

25.	80	80
26.	72	56
27.	68	76
28.	84	76
29.	68	60
30.	64	60

According explanation above there was 6 numbers of class intervals. On the other hand, the length of the class interval was 7 both of score. The table from post test of experimental showed that the lowest score was in class interval 56-63 only one student and the highest was 92-98 with 3 student. Hence, the lowest class for controlled class was in interval 56-63 with 7 students, and highest score was 92-98 no one student. For the calculating of statistical description, it can be seen in appendix.

#### **4. The Frequency distribution of experimental and controlled class (Post-test)**

The test were presented in frequency distribution of experimental and controlled class (post-test) table which consist of maximum score, minimum score, mean, variance, and standard deviation from the table below.

#### **4.4 Frequency distribution of experimental and controlled class (Post-test)**

Data	Experimental Class	Controlled Class
Maximum Score	96	88
Minimum Score	60	56

Mean	78,25	72,9
Variance	70.470	90.24
Standart Deviation	8.394	9.499

## B. Analysis of Data

The researcher tested normality test after she got score of students in reading pre-test and post-test of narrative text by using SPSS22.

### 1. Normality test of Pre-test and post-test

Based of *liliefors* from sample (n) 30 with significance level  $\alpha=0.05$

- a. If the value (p) > significance ( $\alpha=0.05$ ) it means that the sample from the population,  $H_0$  was accepted and  $H_1$  was rejected (normal distribution)
- b. If the value (p) < significance ( $\alpha=0.05$ ) it means  $H_0$  was rejected and  $H_1$  was accepted (not normal distribution)

**Table 4.5 Experimental and Controlled class (Pre-test)**

Pre-test	Kolmogorov-Smirnov		
	Statistic	Df	Sig
Experiment AI	,138	30	,150
Controlled	,135	30	0170

Based on the table 4.5 above, the researcher compared of normality in pre-test of experimental class was 0.150 with significant 0.05. It concluded the reslut pre-test of experimental was higher than the significant 0.05; ( $0.150 > 0.05$ ).

Furthermore, the normality in pre-test controlled was higher than the significant 0.05; ( $0.170 > 0.05$ ). Therefore, the data pre-test of experimental and controlled class was normal distribution.

**Table 4.6 Experimental and Controlled class (Post-test)**

Pre-test	Kolmogorov-Smirnov		
	Statistic	Df	Sig
Experiment AI	,152	30	,074
Controlled	,156	30	,061

Based on the table 4.6 above, the researcher compared of normality in post-test of experimental class was 0.074 with significant 0.05. It concluded the result pre-test of experimental was higher than the significant 0.05; ( $0.074 > 0.05$ ). Furthermore, the normality in post-test controlled was higher than the significant 0.05; ( $0.061 > 0.05$ ). Therefore, the data post-test of experimental and controlled class was normal distribution.

## 2. Homogeneity of Pre-test and Post-test

The researcher tested homogeneity test after she got score of students reading comprehension in experimental and controlled class Pre-test and Post-test of reading comprehension in narrative text by using SPSS22.

**Table 4.7 Experimental and Controlled Class (Pre-test)**

Levene Stastic	df1	df2	Sig.
1167	1	58	,285



Based on table 4.7 above, the result of homogeneity test (pre-test) of experimental and controlled class was higher than the significant 0.05; (0.285 > 0.05) it means the data was homogeny.

**Table 4.8 Experimental and controlled Class (Post-test)**

Levene Stastic	df1	df2	Sig.
,567	1	58	,450

Based on table 4.8 above, the result of homogeneity test (pre-test) of experimental and controlled class was higher than the significant 0.05; (0.450 > 0.05) it means the data was homogeny.

### 3. Statistical Hypothesis test

The table below had formulation os statistical hypthothesis test, this study wasusing t-test which significance  $\alpha = 0,05$

**Table 4.9 the Result of Experimental and Controlled class  
(Post-test)**

Statistic	Experimental	Controlled
Mean (X)	78.25	72.9
Variance(S <sup>2</sup> )	70.47	90.24
S gab	10.79	
t-value	2.07	
t-table	1,684	
	The Mean score of Experimental class was higher than mean score of controlled class	

Conclusion	
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### C. Hypothesis of test

After calculating the data, the researcher tested her hypothesis based on statistical hypothesis test states:

- a. if  $t_{value} < t_{table}$ , it means that  $H_0$  is accepted and  $H_a$  is rejected.
- b. if  $t_{value} > t_{table}$ , it means that  $H_0$  is rejected and  $H_a$  is accepted.

As the result of the researcher calculating, the researcher gained the

$t_{value}$  was 2.07

while  $t_{table}$  was 1.684. Moreover, it concluded that  $t_{value} (2.07) > t_{table} (1.684)$  or  $H_0$  is rejected and  $H_a$  is accepted. Therefore, there was a significant effect using

reading think aloud on students reading comprehension in narrative text.

On the other hands, after the researcher found the result of t-test which proved was a significant effect using reading think aloud on students reading comprehension in narrative text. The researcher used Statistic Calculator *The Effect Size (Cohen's d) Calculator for a Students t-Test* to know how large the effect of Reading Think Aloud apply in the reading comprehension process in the class. The result test of effect size (*Cohen's d*) with input mean score of experiment (78.25), mean score of controlled (72.9) and standart deviation of experimental (8.394) and standart deviation of controlled (9.499) automatically that showed the total was 0,59 it means that in the table 3.2 on the chapter III was

on medium effect. So, reading think aloud was a medium effect size to used in the class on the students' reading comprehension.

#### **D. Discussion**

From the descriptions above, the mean score pre-test (experimental class) was 67.48 it changed in post-test after gave a treatment was 78.25. The mean score pre-test (controlled class) was 69.7 it changed in post-test was 72.9. Thus, the increased mean score in experimental class was 10.77 but in controlled class only 3.2. Both of class from pre-test and post-test score got a normality and homogeneity data which the value  $(p) < \text{significant } (\alpha = 0.05)$ . The gained of hypothesis of test using t-test with significant 0.05 showed that  $t_{\text{value}}(2.07) > t_{\text{table}}(1.684)$ . It concluded there was a significant effect using reading think aloud as a treatment in the experimental class on students' reading comprehension in narrative text. In addition, based on the effect size range of *Cohen's d* that found a medium effect using reading think aloud on students' reading comprehension in narrative text was 0.59 appropriate category of table effectsize.

In learning process on students' reading comprehension in narrative text using reading think aloud they must be relaxed, comfortably and motivate. Moreover, the students have been fun and the teacher should be creating a cheerful environment of the class.

Reading comprehension in narrative text is a hard for students to comprehend the text such as they have to know detail of characters, setting, climax/problem, resolution and moral value. The students have been feeling bored with long paragraph and don't relax when in reading process. Reading think

aloud treatment in the experimental class gave a chance to the students to relax and fun with the cheerful environment like the teacher storytelling the narrative text by follow the rhythm, games, video and using instrumental music or soft music in the learning process. On the contrary, the result of the post-test showed there was a significant different between experimental and controlled class. The experimental class the students got higher score than controlled because in experimental class was given treatment reading think aloud but in controlled class using tradition method. It was related with Lazanov's theory to make students relax and fun in learning process including interaction between student and teacher, physical activities and using music for memorizing new material by using reading think aloud.

The study found reading think aloud can improve the students' vocabulary mastery, build good attitude in teaching-learning process. Besides reading think aloud could encourage the students enthusiastic, creative, active and confident during learning and teaching process.

It could be concluded, from the description above mean score of post-test in experimental which given treatment reading think aloud had higher score compared with controlled class was using tradition method while reading comprehension process. So, there was a significance effect on students' reading comprehension in narrative text.