

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The researcher got the result based on collected and analyzed data. The aim is to find out the effectiveness of THIEVES strategy to teach explanation text at second grade students of MA NIPI RAKHA in the academic year of 2018/2019. The research had been conducted on March 12<sup>th</sup> to April 15<sup>th</sup> 2019.

##### 1. Result of Pre-Test

###### a. Control Class

**Table 4.1**

**Frequency Distribution of Reading Comprehension Pre-Test Data (control class) Frekuensi**

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~~F<sub>xi</sub>~~

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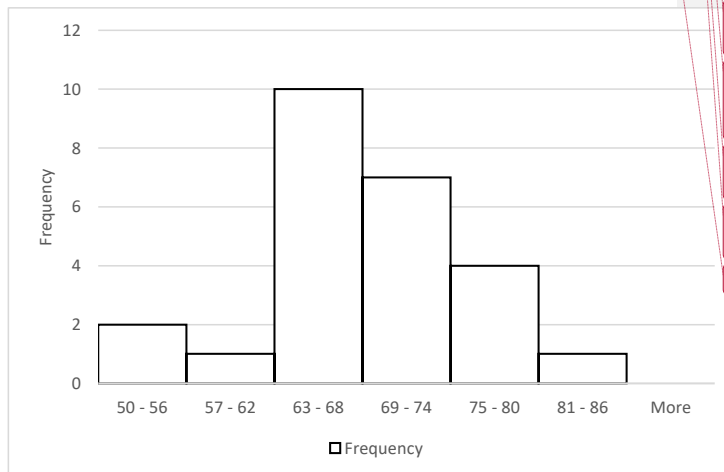
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IntervalKelas					
Interval	Frequency	Xi	F.Xi	F[xi-x]	f(xi-x)2
50 – 56	2	53	106	31.16	485.4728
57 – 62	1	59.5	59.5	9.08	82.4464
63 – 68	10	65.5	655	30.8	94.864
69 – 74	7	71.5	500.5	20.44	59.6848
75 – 80	4	77.5	310	35.68	318.2656
81 - 86	1	83.5	83.5	14.92	222.6064
<b>TotalJumlah</b>	25		1714.5	142.08	1263.34

The researcher conducted pre-test in control class. The pre-test was administrated on March 21<sup>th</sup> 2019. The students got score 50 up to 85. Based on the table frequency can be found that the mean of the test is 67.8, the mode is 65, the median is 65 and the standard deviation is 7.22. The scores of students' explanation text tested in pre-test in the control class could be seen in table [below](#):

**Table 4.1**

**The score of analysis pre-test (control class)**



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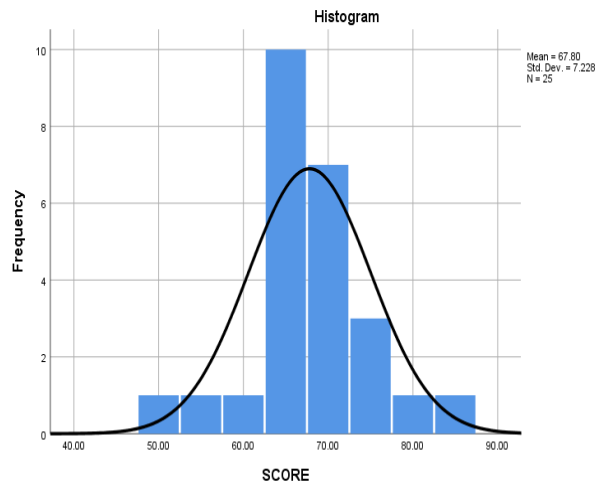
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**Figure 1**  
**The Result of Pre-Test in Control Class**



**c.b. Experimental Class**

The researcher conducted pre-test in order to know students' reading comprehension of explanation text ability before the treatment. The pre-test was administrated on March 21<sup>th</sup> 2019. The students got score 55 up to 85. Based on the table frequency can be found that the mean of the test is 70.69, the mode is 70, the median is 70 and the standard deviation is 7.086. The scores of students' explanation text tested in pre-test in the experimental class could be seen in table:

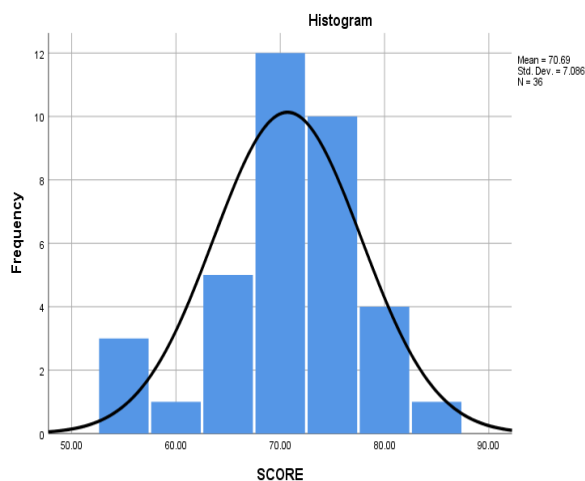
**Table 4.2**  
**The score of analysis pre-test (experimental class)**

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Kelas Interval	Frequency	Xi	F.Xi	F[X-X]	F(Xi-X)2
55 – 60	4	57.5	230	46.22222	534.1234568
61 – 65	5	63	315	30.27778	183.3487654
66 – 70	12	68	816	12.66667	13.37037037
71 – 75	10	73	730	39.44444	155.5864198
76 – 80	4	78	312	35.77778	320.0123457
81 – 85	1	83	83	13.94444	194.4475309
Jumlah	36		2486	178.3333	1400.888889

Figure 2

The Result of Pre-Test in Experimental Class



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2. Result of Post-Test

a. Control Class

The researcher conducted post-test in order to know students' reading comprehension of explanation text ability after the treatment. The pre-test was administrated on April 6<sup>th</sup> 2019. The students got score 50 up to 90. Based on the table frequency can be

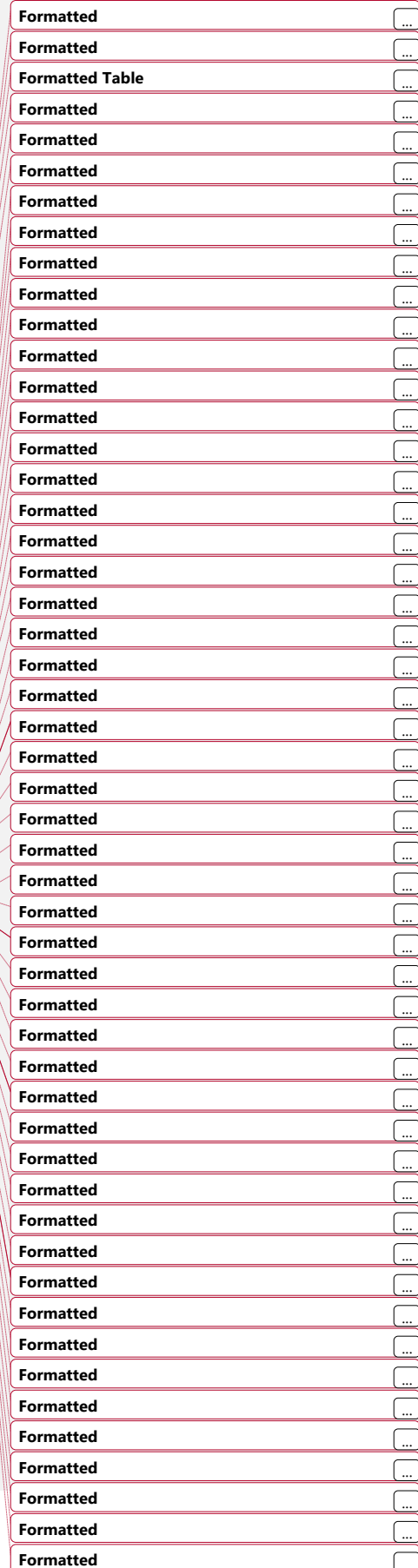
found that the mean of the test is 70.40, the mode is 65, the median is 70 and the standard deviation is 10.40. The scores of students' explanation text tested in post-test in the control class could be seen in table:

**Table 4.34.3**  
**The score of analysis post-test (control class)**

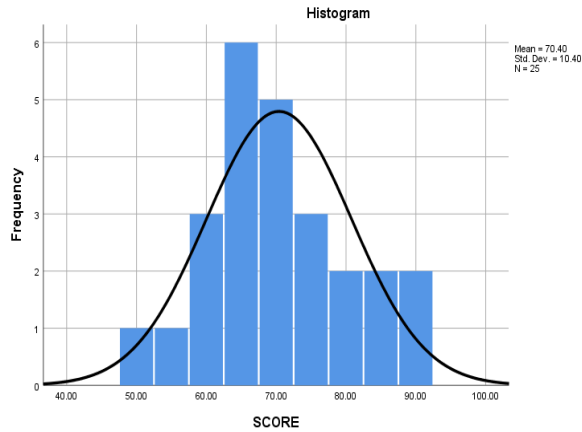
Kelas Interval  
 Frekuensi  
 $X_i$   
 $F \cdot X_i$   
 $F(X - X_i)$   
 $F(X_i - X)^2$

Interval	Frequency	$X_i$	$F \cdot X_i$	$F(X - X_i)$	$F(X_i - X)^2$
50 – 57	2	53.5	107	38.44.5	595.81527
58 – 65	3	61.5	184.53	33.629	285.77283
66 – 73	11	69.58	764.548	35.230	83.793611
74 – 81	3	77.55	232.525	14.412	53.932869
82 – 89	4	85.52	342.28	44.965	505.35046
90 – 97	2	93.589	187.178	36.484	665.39528
Total/Jumlah	25		1817.57	188.32	2190.0628

Figure 3



**The Result of Post-Test in Control Class**



b.—Experimental Class

**Kelas Interval** **Table 4.4**

**The score of analysis post-test (experimental class)**

Interval	Frequency	$X_i$	$F \cdot X_i$	$F(X - X_i)$	$F(X_i - X)^2$
50 – 57	1	53.5	53.5	24	576

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58 – 65	4	61.5	246	64	1024
66 – 73	6	69.5	417	48	384
74 – 81	13	77.5	1007.5	0	0
82 – 89	7	85.5	598.5	56	448
90 – 97	5	93.5	467.5	80	1280
Jumlah	36		2790	272	3712

The researcher conducted post-test in order to know students' reading comprehension of explanation text ability after the treatment. The pre-test was administrated on April 6<sup>th</sup> 2019. The students got score 50 up to 97.5. Based on the table frequency can be found that the mean of the test is 76.94, the mode is 75, the median is 75 and the standard deviation is 10.301. The scores of students' explanation text tested in post-test in the experimental class could be seen in table:

**Table 4.4**  
**The score of analysis post test (experimental class)**

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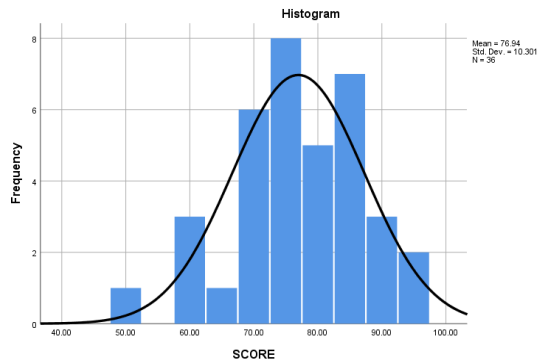
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**Figure 4**  
**The Result of Post-Test in Experimental Class**



## 2. Result of Normality Test

The researcher tested normality test after got score of the students in pre-test and post-test of explaining text. The researcher used Liliefors formula for the normality. The result of normality test could be seen in table:

No.	Data	Number of sample	L Obtained	L Table	Distribution of population
1	Post Test (exp)	36	0.103	0.148	NORMAL
2	Post Test (Ctrl)	25	0.155	0.177	NORMAL

- a. The result of normality test of the post test data in experimental class shows that the highest score ( $L_o$  max) is 0.103 and the  $L_{table}$  for n 36 is 0.148, it means that  $L_o$  is lower than  $L_{table}$  therefore the sample is in normal distribution



b. The result of normality test of the post test data in control class shows that the highest score ( $L_o$  max) is 0.155 and the  $L_{table}$  for n25 is 0.177, it means that  $L_o$  is lower than  $L_{table}$  therefore the sample is in normal distribution.

### 3. Result of Homogeneity Test

The homogeneity test is used to know whether the two samples of group are homogeneous. The researcher used Fisher formula for the homogeneity test. The result of homogeneity test could be seen in table:

Data	sample	$F_{count}$	$F_{table}$	( $\alpha$ )	Verb
Post Test	61	0.940858611	1.019371728	0.05	Homogeny

Based on the table above it could be conclude that  $F_{count}$  0.940858611 is lower than  $F_{table}$  1.019371728 at the level of significant 0.05, therefore the data were homogeneous.

### 4. The result of Hypothesis Test

In this research, the researcher used t-test for hypothesis test. The result of hypothesis test could be seen in table:

t-Test: Two-Sample Assuming Equal Variances		
	<i>Experimental class</i>	<i>Control class</i>
Mean	76.94444444	70.4
Variance	106.1111111	108.1666667
Observations	36	25

Pooled Variance	106.9472693	
Hypothesized Mean Difference	0	
df	59	
t Stat	2.430772265	
P(T<=t) one-tail	0.009062491	
t Critical one-tail	1.671093032	
P(T<=t) two-tail	0.018124981	
t Critical two-tail	2.000995378	

The result of t-test stated that  $t_{score}$  is 2.43 and  $t_{table}$  is 2.00 with degree freedom 59 and the level significant is 0.05. The result provides that  $t_{score}$  is higher than  $t_{table}$  therefore the null hypothesis ( $H_0$ ) is rejected. It means that there is any significant different in reading comprehension achievement between students that taught by using THIEVES strategy and the students that taught without using THIEVES strategy.

## B. Discussion

The research had been conducted since March 12, 2019. The objective of this research is to find out whether or not the use of THIEVES strategy can improve students' ability in reading comprehension of explanation text at the second grade students of MA NIPI RAKHA in the academic year 2018/2019. Based on the research method, this research was divided into some steps. There are try-out, pre-test, treatment in four times, and post-test. The first step was try-out test. The researcher conducted try-out test in try-out class. The researcher prepared 40 items of multiple choice questions. After the researcher

gave the try-out test. The researcher calculated test items to know validity of the test. The result showed that 20 items were valid.

The second step was giving pre-test for control class and experimental class to know the students' reading comprehension ability before they were given treatments. The test was multiple choice with 20 items with four options a, b, c and d. In the pre-test, the result showed that the mean of students' pre-test score in control class was 67.8 meanwhile the mean of students' pre-test score in experimental class was 70.69.

The third step was giving treatment to the students. The treatments here were teaching reading comprehension on explanation text by using THIEVES strategy in experimental class and teaching reading comprehension on explanation text without THIEVES strategy in control class.

In the experimental class, the researcher conducted treatment on March 23, 2019 until April 04, 2019 with four meetings. In the first meeting, the researcher greeted the students and checked their attendance. After that the researcher explained material about explanation text. Then, the researcher gave the students introduction about explanation text and tried to activate their background knowledge related to the topic given. Then the researcher explained about explanation text and acronym THIEVES strategy. The researcher gave question to the students for guiding them in reading text. After the researcher gave question, the researcher asked to the students to answer worksheet THIEVES based on the topic. Then, the researcher and the students

discussed students' answer. The last, the researcher asked to the students to answer the multiple choice question and gave them homework to measure what is student understand or not. In the second, third, and fourth meeting, the researcher did the same activities to teach students as what the researcher did in the first meeting. The difference in every meeting was in the topic given.

The last step was giving post-test for control class and experimental class. After the treatments were given, the researcher gave post-test for students to know their reading comprehension ability after they got the treatments. The test was multiple choice questions consist of 20 items. Based on the result of students' post-test, the mean of students' post-test score in control class was 70.4 and mean of students' post-test score in experimental class was 76.94. Based on the result. The score of experimental class was higher than students' score of control class. It means that the students who are taught by using THIEVES strategy got better result than the students who are learning reading comprehension without THIEVES strategy.

Based on result of hypothesis by using t-test of the equal variance assumed in the independent test table is 2.00 with  $\alpha = 0.05$ . It is lower than  $t_{score} = 2.43$ . It means that null hypothesis ( $H_0$ ) is refused and alternative hypothesis ( $H_a$ ) is accepted. It can be concluded there is a significant effect of using THIEVES strategy in teaching reading comprehension at the second grade of MA NIPI RAKHA in the academic year of 2018/2019

Based on the result of data above. The researcher found that the students who were taught by using THIEVES strategy can improve their ability on reading comprehension. It is because the THIEVES strategy is easy to learn and it can make teaching and learning explanation text more effectively. The students give treatment about how to read explanation text without take a lot of time. With THIEVES strategy that standing for Title, Heading, Introduction, Every first sentence in a paragraph, Visual/Vocabulary, Ending, and Summary can make students know the contents of the whole text.

Based on the explanation above, it can be said that teaching reading comprehension by using THIEVES strategy on explanation text in the second grade of students of MA NIPI RAKHA is significantly effective and different from teaching without THIEVES strategy. It is proved by acceptability of  $H_a$  because the students treated by using THIEVES strategy in experimental class achieved better score than the students taught reading comprehension without THIEVES strategy.

