

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

To better understand about students' understanding in narrative texts, the writer conducted a written test on 21st of May 2014 at class X-F (graduated students from Junior High School) and 23rd of May 2014 at class X-A (graduated students from Islamic Boarding School). The students answer 40 questions for 45 minutes. As a result, if the students can answer right for all of the questions, the students can get the highest score is 100 points.

1. Description about X-F class (graduated students from Junior High School) students' understanding in narrative texts at the tenth grade student of MA RAKHA Amuntai for female.

The writer conducted the narrative texts written test for graduated from Junior High School students of the tenth grade MA RAKHA Amuntai for female on 21st of May 2014. The score is divided into four test types, including 20 multiple choice test items, 10 items for questions (statements) in True-False forms, 5 items for completing the blank test and 5 items for matching test.

Table 4.1 The students' test result of graduated students from Junior High School in understanding narrative texts at the tenth grade students of MA RAKHA Amuntai for female.

Subject Number	Test type				Score
	Multiple Choice	True false	Fill in the blank	Matching test	
1.	42,5	20	7,5	10	80
2.	42,5	20	7,5	7,5	77,5
3.	35	20	7,5	10	72,5
4.	32,5	20	7,5	10	70
5.	27,5	20	2,5	5	55
6.	27,5	15	5	12,5	60
7.	42,5	20	7,5	10	80
8.	42,5	20	7,5	7,5	77,5
9.	42,5	20	7,5	10	80
10.	42,5	20	7,5	10	80
11.	27,5	17,5	7,5	10	62,5
12.	42,5	20	7,5	10	80
13.	35	20	7,5	10	72,5
14.	27,5	17,5	7,5	10	62,5
15.	40	20	7,5	10	77,5
16.	40	20	7,5	7,5	75

17.	30	15	7,5	12,5	65
18.	32,5	20	5	10	67,5
19.	12,5	12,5	5	7,5	37,5
20.	30	15	5	7,5	57,5
21.	22,5	25	5	10	62,5
22.	30	20	7,5	10	67,5
23.	42,5	20	7,5	10	80
24.	37,5	20	7,5	10	75
25.	32,5	20	7,5	10	70
26.	42,5	20	7,5	10	80
27.	35	25	10	10	80
28.	27,5	15	7,5	10	60
29.	32,5	15	7,5	12,5	67,5
30.	25	17,5	7,5	10	60
Total					2092.5

Based on the table above, it shows that the scores of graduated students from Junior High School in understanding narrative texts at tenth grade of MA RAKHA for female Amuntai academic year 2013/2014, the highest score is 80 which are divided in multiple choice score is 42,5, matching test score is 20, true false score is 7,5 and fill in the blank test score is 10. The lowest score is 37,5 which are divided

in multiple choice score test is 12, 5, matching score test is 12, 5, true and false score test is 5, and fill in the blank score test is 7, 5. And the accumulated score is 2092, 5.

Based on the result of the test, it is found that the categories of the graduated student from Junior High School students' in understanding narrative texts at tenth grade student of MA RAKHA Amuntai academic year 2013/2014 are categorized in:

- a. Excellent category, 8 students (26, 7%) with score 80-100
- b. Good category, 9 students (30%) with score 70-79
- c. Average category, 10 students (33, 3%) with score 60-69
- d. Low category, 2 students (6, 7%) with score 50-59
- e. Poor category, 1 student (3, 3%) with score 0-49

For information, it can be seen in the diagram below:

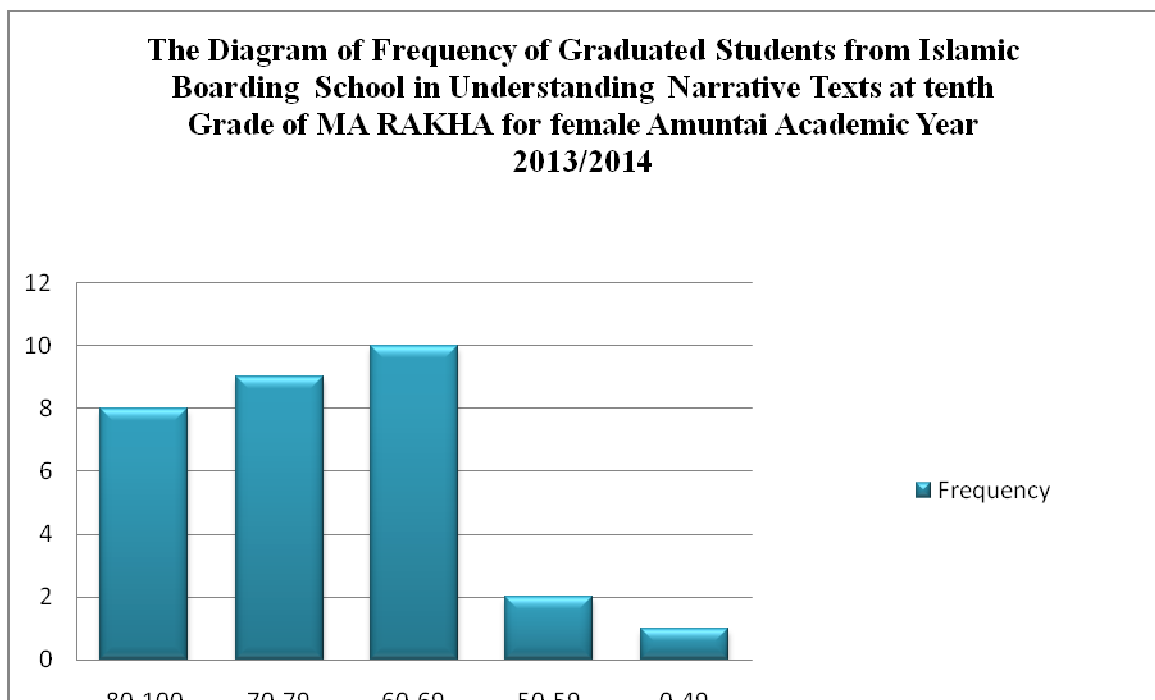


Table 4.2 The Frequency Distribution of Students' Understanding in Narrative Texts of Junior High School at the Tenth Grade of MA RAKHA Amuntai Academic Year 2013/2014

No.	SCORE	FREQUENCY	PERCENTAGE	CATEGORIES
1.	80-100	8 students	26,7%	Excellent
2.	70-79	9 students	30%	Good
3.	60-69	10 students	33,3%	Average
4.	50-59	2 students	6,7%	Low
5.	0-49	1 student	3,3%	Poor
Total		30 students	100%	

The table above reveals that the students' understanding narrative texts of graduated students' from Junior High School on the categories are 8 students are in excellent category (26,7%), 9 students are in good category (30%), 10 students are in average category (33,3%), 2 students are in low category (6,7%) and 1 student is in poor category.

To know the understanding narrative texts of class X F (graduated students from Junior High School) at tenth grade of MA RAKHA Amuntai academic year 2013/2014, the writer uses accounting of mean formula as follows:

Σ

$$= \frac{2092,5}{30} = 69,75$$

The mean score shows that the students' understanding narrative texts of graduated students from Junior High School is in average category in their frequency.

Then, in order to count the t-test to answer the third question of the research easily, the writer counted the total value based on the mean which has been calculated above to know the Standard Deviation value of this group.

Table 4.3 Working table of data analysis of students' understanding in narrative texts of graduated students from Junior High School

No	Nilai ()	(-)	
1.	80	10,25	105,063
2.	77,5	7,75	60,063
3.	72,5	2,75	7,563
4.	70	0,25	0,063
5.	55	-14,75	217,563
6.	60	-9,75	95,063
7.	80	10,25	105,063
8.	77,5	7,75	60,063
9.	80	10,25	105,063
10.	80	10,25	105,063
11.	62,5	-7,25	52,563
12.	80	10,25	105,063
13.	72,5	2,75	7,563

14.	62, 5	-7, 25	52, 563
15.	77, 5	7, 75	60, 063
16.	75	5, 25	27, 563
17.	65	-4, 75	22, 563
18.	67, 5	-2, 25	5, 063
19.	37, 5	-32, 25	1040, 063
20.	57, 5	-12, 25	150, 063
21.	62, 5	-7, 25	52, 563
22.	67, 5	-2, 25	5, 063
23.	80	10, 25	105, 063
24.	75	5, 25	27, 563
25.	70	0, 25	0, 063
26.	80	10, 25	105, 063
27.	80	10, 25	105, 063
28.	60	-9, 75	95, 063
29.	67, 5	-2, 25	5, 063
30.	60	-9, 75	95, 063
TOTAL	2092, 5	0	2979, 375
Mean	69, 75		

2. Description about X-A class (graduated students from Islamic Boarding School)students' understanding in narrative textsof the tenth grade at MA RAKHA Amuntai Academic Year 2013/2014

The writer conducted the understanding narrative texts written test for graduatedstudents from Islamic Boarding School at the tenth grade of MA RAKHA Amuntai on 23rd of May 2014. The score is divided into four test types, including 20 multiple choice test items, 10 items for questions (statements) in True-False forms, 5 items for completing the blank test and 5 items for matching test.

Table 4.4The students' test result of graduated students from Islamic Boarding School in understanding narrative texts at the tenth grade students of MA RAKHA Amuntai for female.

Subject Number	Test type				Score
	Multiple Choice	True false	Fill in the blank	Matching test	
1.	37, 5	10	7, 5	10	65
2.	42, 5	17, 5	10	10	80
3.	42, 5	20	10	10	82, 5
4.	37, 5	17, 5	10	10	75
5.	30	12, 5	10	10	62, 5
6.	37, 5	17, 5	10	10	75
7.	42, 5	20	10	10	82, 5

8.	25	15	10	10	60
9.	20	15	10	10	55
10.	20	15	10	10	55
11.	37,5	10	10	10	67,5
12.	30	15	10	10	65
13.	37,5	15	10	10	72,5
14.	20	2,5	7,5	5	35
15.	37,5	17,5	10	10	7,5
16.	37,5	17,5	10	10	7,5
17.	42,5	20	10	10	82,5
18.	40	20	7,5	7,5	75
19.	35	10	10	10	65
20.	42,5	17,5	10	10	80
21.	42,5	17,5	10	10	80
22.	20	12,5	7,5	5	45
23.	25	15	5	5	50
24.	40	20	7,5	7,5	75
25.	27,5	5	5	2,5	40
26.	37,5	15	10	10	72,5
27.	30	10	10	10	60
28.	40	20	7,5	7,5	75

29.	25	12,5	5	5	47,5
30.	30	15	10	10	65
31.	30	17,5	10	10	67,5
32.	25	15	5	5	50
33.	20	15	10	10	55
34.	40	20	7,5	7,5	75
35.	15	15	10	10	50
36.	35	10	10	10	65
37.	35	10	10	10	65
38.	30	15	10	10	65
39.	30	10	10	10	60
40.	20	15	10	10	55
Total					2602,5

Based on the table above, it shows that the scores of students' understanding narrative texts of graduated students from Islamic Boarding School at tenth grade of MA RAKHA for female Amuntai academic year 2013/2014, the highest score is 82,5 which are divided in multiple choice score is 42,5, matching score test is 20, true and false score test is 10, and fill and the blank score test is 10. The lowest score is 35 which are divided in multiple choice score is 20, matching score test is 2,5, true and

false test score is 7,5, and fill in the blank score test is 5. And the accumulated score is 2602, 5.

Based on the result of the test, it is found that the categories of the graduated students from Islamic Boarding School students' in understanding narrative texts at the tenth grade of MA RAKHA Amuntai for female academic year 2013/2014 are categorized in:

- a. Excellent category, 6 students (15%) with score 80-100
- b. Good category, 10 students (25%) with score 70-79
- c. Average category, 13 students (32, 5%) with score 60-69
- d. Low category, 7 students (17, 5%) with score 50-59
- e. Poor category, 4 students (10%) with score 0-49

For more information, it can be seen in the diagram below:

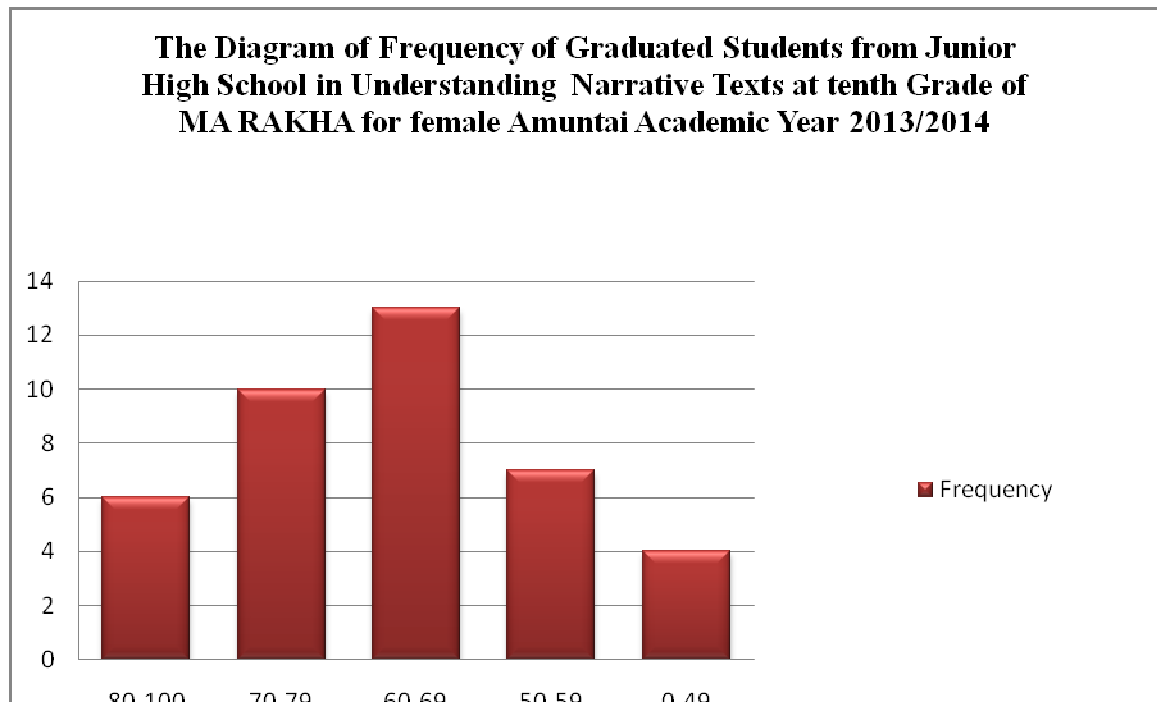


Table 4.5 The Frequency Distribution of Students' Understanding in Narrative Texts of Islamic Boarding School at the Tenth Grade of MA RAKHA Amuntai Academic Year 2013/2014

No.	SCORE	FREQUENCY	PERCENTAGE	CATEGORIES
1.	80-100	6 students	15%	Excellent
2.	70-79	10 students	25%	Good
3.	60-69	13 students	32,5%	Average
4.	50-59	7 students	17,5%	Low
5.	0-49	4 student	10%	Poor
Total		40 students	100%	

To know the understanding narrative texts of class X A (graduated Islamic Boarding School) at tenth grade of MA RAKHA Amuntai academic year 2013/2014, the writer uses accounting of mean formula as follows:

\bar{X}

$$= \frac{2602,5}{40} = 65,06$$

The mean score shows that the students' understanding of the X-A (graduated students from Islamic Boarding School) class is in average category in their frequency.

Then, in order to count t-test to answer the third questions of the research easily, the writer counted the total value based on the mean which has been calculated above to know the Standard Deviation value of this group.

Table 4.6 Working table of data analysis of students' understanding in narrative texts of the graduated students from Islamic Boarding School

No	Nilai ()	(-)	
1.	65	0,063	0,004
2.	80	-14,938	223,129
3.	82,5	-17,438	304,066
4.	75	-9,938	98,754
5.	62,5	2,563	6,566

6.	75	-9, 938	98, 754
7.	82, 5	-17, 438	304, 066
8.	60	5, 063	25, 629
9.	55	10, 063	101, 254
10.	55	10, 063	101, 254
11.	67, 5	-2, 438	5, 941
12.	65	0, 063	0, 004
13.	72, 5	-7, 438	55, 316
14.	35	30, 063	903, 754
15.	75	-9, 938	98, 754
16.	75	-9, 938	98, 754
17.	82, 5	-17, 438	304, 066
18.	75	-9, 938	98, 754
19.	65	0, 063	0, 004
20.	80	-14, 938	223, 129
21.	80	-14, 938	223, 129
22.	45	20, 063	402, 504
23.	50	15, 063	226, 879
24.	75	-9, 938	98, 754
25.	40	25, 063	628, 126
26.	72, 5	-7, 438	55, 316

27.	60	5,063	25,629
28.	75	-9,938	98,754
29.	47,5	17,563	308,441
30.	65	0,063	0,004
31.	67,5	-2,438	5,941
32.	50	15,063	226,879
33.	55	10,063	101,254
34.	75	-9,938	98,754
35.	50	15,063	226,879
36.	65	0,063	0,004
37.	65	0,063	0,004
38.	65	0,063	0,004
39.	60	5,063	25,629
40.	55	10,063	101,254
TOTAL	2602,5	0	5906,094
MEAN	65,06		

3. Significant Difference

To know the comparative study between graduated students from Junior High School and Islamic Boarding School, the writer uses “t-test”. After all the collected

data have been processed, the writer analyzes them and makes conclusion by using the “t-test” formula:

- a. Based on the result of the test in appendix, the writer calculates the mean formula of each graduated student. To keep the subject identity, the writer just uses number for identifying the subject.

$$\underline{\underline{\Sigma}}$$

$$= \frac{2092,5}{30} = 69,75$$

$$\underline{\underline{\Sigma}}$$

$$= \frac{2602,5}{40} = 65,06$$

- b. The writer counts standard deviation of each graduated student by using formula:

$$SDx = \sqrt{\frac{\Sigma^2}{(n-1)}} = \sqrt{\frac{2979,375}{(30-1)}} = \sqrt{102,73} = 10,13$$

$$SDy = \sqrt{\frac{\sum z^2}{(n-1)}} = \sqrt{\frac{5906,094}{(40-1)}} = \sqrt{151,43} = 12,31$$

- c. The writer counts standard error of mean from each graduated student by using formula:

$$SE_{mx} = \frac{SD}{\sqrt{N-1}}$$

$$= \frac{10,13}{\sqrt{30-1}} = \frac{10,13}{5,38} = 1,882$$

$$SE_{my} = \frac{SD}{\sqrt{N-1}}$$

$$= \frac{12,31}{\sqrt{40-1}} = \frac{12,31}{6,24} = 1,971$$

- d. The writer counts standard error from both subjects by using:

$$SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2} = \sqrt{1,882^2 + 1,971^2}$$

$$= \sqrt{(3,54) + (3,88)}$$

$$= \sqrt{7,42}$$

$$= 2,72$$

e. The writer counts t-test by using formula:

$$\begin{aligned}
 t\text{-test} &= \frac{\bar{x}_1 - \bar{x}_2}{s_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 t\text{-test} &= \frac{69,75 - 65,06}{2,72} = 1,724 \\
 &= \frac{69,75 - 65,06}{2,72} \\
 &= \frac{4,69}{2,72} \\
 &= 1,724
 \end{aligned}$$

f. Giving interpretation for “t” with consulting t table

- Looking for Degree of Freedom

$$\begin{aligned}
 df/db &= (N1 + N2) - 2 = (30 + 40) - 2 \\
 &= 70 - 2 \\
 &= 68
 \end{aligned}$$

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

After the writer finds the df (degree of freedom), which is 68, the writer uses nearest df in the table, that is df at 70. The table is put in appendix.

g. The writer makes conclusion

Thus, based on the explanation of the formulas above, it is clearly seen that $t_{count} (1, 724) < t_{table 5\%} (2, 00) < t_{table 1\%} (2, 65)$. T table is higher than t count. **Ho (Zero Hypothesis) is accepted and Ha (Alternative Hypothesis) is rejected.** By this result, the writer concludes that **Ho is accepted.**

From the research, it is found that there is no difference in understanding narrative texts between graduated students from Junior High School and Islamic Boarding School of the tenth grade at MA RAKHA Amuntai for female academic year 2013/2014. People are expected not to give judgment which is the best and the worse graduated. Therefore, the understanding narrative texts ability of students is not based on their graduated.

B. Discussion

From the statistical measurement above shows that Ho (Zero Hypothesis) is accepted; Ha (Alternative Hypothesis) is not accepted or rejected, because value of t-count is *lower than* of t-table (value of critic "t"). It means "there is no significance different" in understanding narrative texts of the graduated students from Junior High School and Islamic Boarding School at tenth grade of MA RAKHA for female Amuntai academic year 2013/2014.

Based on the result of the test, there are different highest and lowest scores of the test. The highest score of the test result of the graduated students from Junior High School is 80, and the highest score of graduated students from Islamic Boarding School is 82, 5. While the lowest scores from graduated students from Junior High

School is 37, 5, and the lowest score of graduated students from Islamic Boarding School is 35.

Table 4.1 presents the data about the graduated students from Junior High School where there is 1 student (3, 3%) whose score are around 0-49 that classified in Poor Category. There are 2 students (6, 7%) whose score are around 50-59 that classified in Low Category. There are 10 students (33, 3%) whose score are around 60-69 that classified in Average Category. There are 9 students (30%) whose score are around 70-79 that classified in Good Category. There are 8 students (26, 7%) whose score are around 80-100 that classified in Excellent Category.

Meanwhile, from the table 4.4, it presents the data about the graduated students from Islamic Boarding School where there are 4 students (10%) whose score are around 0-49 that classified in Poor Category. There are 7 students (17, 5%) whose score are around 50-59 that classified in Low Category. There are 13 students (32, 5%) whose score are around 60-69 that classified in Average Category. There are 10 students (25%) whose score are around 70-79 that classified in Good Category. There are 6 students (15%) whose score are around 80-100 that classified in Excellent Category.

The writer also finds a same mean score between graduated students from Junior High School and Islamic Boarding School. One hand, the mean score of the graduated students from Junior High School is 69, 75, it means students' understanding in narrative texts of the graduated students from Junior High School is in Average Category. Meanwhile, the mean score of the graduated students from

Islamic Boarding School is 65,06, it means students' understanding in narrative texts of the graduated students from Islamic Boarding School is in Average Category.

Although there are different score and same means from both of graduated students, but by collecting numerical data that are analyzed using mathematically. The writer found the result of the test from the subjects or t-count is *lower than* t-table. The conclusion is there is no significant different in students' understanding in narrative texts between graduated students from Junior High School and Islamic Boarding School.

By this conclusion, it explains that students who are graduated students from Junior High School and Islamic Boarding School do not really significance influence students' in understanding narrative texts.

Besides that, everyone has different ability in learning language. Because of having ability, it influences the students' achievement in understanding narrative texts. According to the writer, there is no difference between graduated students from Junior High School and Islamic Boarding School comprehending may be affected by some factors as Syaiful stated that, "Dua factor yang menjadipenyebabperbedaankemampuananakdalambelajarbahasa, yaitu factor internal and factor external anak."(Syaiful, 2008, p. 73).

1. Internal Factors

a. Students' interest

Interest is being one of the important factors in order to increasing the students' comprehension achievement in reading (Smahillah, 2012). If

the students' interest in reading is high, they will get the good achievement. Otherwise, if there is no interest in reading, it will influence the students' achievement.

b. Students' background knowledge

A person with prior knowledge is able to comprehend better than a person with less (Johnston, 2012, p. 219). Another powerful factor in reading comprehension is the reader's prior knowledge of the topic of a passage or text (Suzanne, 2008, p. 285). Prior knowledge or background knowledge is the key ingredient to reading comprehension. It will help and support the reader's comprehension in receiving new information.

c. Intelligence

In common belief, intelligence gives the impact in reading comprehension. The different intelligence causes the different achievement for students.

2. External factors

a. Learning facility

Facilities in learning of course support the students' achievement. Adequate facilities can help the students to improve their ability in reading comprehension.

b. Reading materials

The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students (Syaiful, 2008, p.74).

c. Teacher

The teachers' performance and competency in teaching reading also has the important role for the students' achievement. If the teacher has a good ability in explaining the material, it also will make the students' capability good.

In general, all the factors give the effect for the students' achievement in English, but the internal factors, especially about the interest. Also the students can manage the time for learning English, although their background of knowledge, facilities are not supporting them. Students can solve the problem in learning English by themselves because of life long education.

NurhusnaHayati (2012) also has already investigate about the comparative study on grammar mastery between Social Major students and Science Major students at the second grade of SMAN 5 Banjarmasin, and the result is also there is no significance different between them. From the result of hers and this research, the writer concludes that from what kind of schools the students are graduated or the majors they choose does not influence students' in understanding narrative textsmuch.

In conclusion, people are expected not to give judgment which are the best and the worst schools or majors. The understanding of the students is not based on their schools, their graduated or majors.