

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the data of the research result were presented and analyzed. The data were trying-out, pre-test, and post-test result. The writer described and analyzed the result the data. In finding, the researcher presented all of the data which were collected during in the research. While in the discussion, the researcher analyzed all the data in finding.

#### 1.1 Findings

The findings of this research deals with calculation of trying out of instrument, the description of the data and analysis of the data. The finding was described as follows:

##### 1.1.1 Try-out Analysis

This analysis was meant to find out the validity and reliability of the instrument before it was used as the pre-test and post-test. This test was conducted on January 15, 2019. Try-out test was conducted for X.3 social studies class. There were twenty two students as respondent.

##### 1.1.1.1 The Validity of Try-out Test

The item test is valid if  $r_{\text{count}} > r_{\text{table}}$

The item test is invalid if  $r_{\text{count}} > r_{\text{table}}$

$$R_{\text{table}} = N$$

$$N = 22$$

IN THE TABLE 5 % SHOWS THAT 29 = 0,37

**Table 4.1**

**The Validity of the Tryout Test**

<b>Criteria</b>	<b>Number of Item</b>	<b>The Total Number</b>
Valid	1,2,3,4,7,8,12,16,19,20,22,23,24,28,29,34,37, 39,42,43,44,46,47,49,50	25
Invalid	5,6,9,10,11,13,14,15,17,18,21,25,26,27,30,31, 32,33,35,36,38,40,41,45,48	25

From the table it is seen that try-out instrument had 25 valid and 25 invalid items. The complete result of try-out test analysis can be seen in Appendix.

**1.1.1.2 The Reliability of Try-Out Test**

**Table 4.2**

The Reliability Computation Using SPSS Calculation

**Reliability Statistics**

Cronbach's Alpha	Part 1	Value	.898
		N of Items	25 <sup>a</sup>
	Part 2	Value	.833
		N of	25 <sup>b</sup>

2.		Items	
3.	Total N of Items		50
4 Correlation Between Forms			.733
5 Spearman-Brown	Equal Length		.878
6 Coefficient	Unequal Length		.878
7 Guttman Split-Half Coefficient			.877

8.

The  $r$  table = 0,374

Correlation Between Forms = 0.733

Spearman-Brown Coefficient (Equal Length and Unequal Length) = 0.878

The result if Spearman-Brown Coefficient  $> 0,7$  = items not reliable.

From the SPSS calculation above, it showed that in Spearman-Brown Coefficient column was  $0.878 > 0.7$ . The data can be said reliable if the Spearman-Brown  $> 0.7$  in this part showed that  $0.878 > 0.7$ . It meant that the instrument of the research was reliable.

#### 4.1.2 The Data Analysis

The purpose of this research is to know the effectiveness of Reciprocal Teaching Technique in teaching reading comprehension of narrative text at tenth grade of MA Wahid Hasyim Bangsri in the academic year of 2018/2019. The researcher collected the data from student's pre-test and post-test. The data was described into two points as the data experimental group and control group. X social 2

consisted of 26 students as experimental group that used reciprocal teaching technique and X social 1 which consist of 28 students as control group without reciprocal teaching technique.

The researcher used narrative text as learning materials. Furthermore, test scores of students was compared using t-test statistically by SPSS 20.0 to determine the effectiveness reciprocal teaching technique in teaching reading comprehension of narrative text.

#### **4.1.2.1 The Result of Pre-test**

The researcher conducted pre-test in first meeting. The pre-test was given to experimental and control group. It was given on 7<sup>th</sup> January 2019 for experimental group and control group was given on 9<sup>th</sup> January 2019. Pre-test was given to the students before giving the treatment by the researcher in order to know students' ability or skill. The purpose of pre-test was given to find out the ability of the students in the beginning of the lesson. After pre-test, the researcher implemented the treatment for two meetings and in the last meeting, the researcher conducted post-test in both of group.

The following table showed the score the pre-test in experimental and control group.

**Table 4.3**

The Pre-test Score of Experimental and Control Group

Experimental Class			Control Class		
No.	Students	Score	No.	Students	Score
1	AZ-1	55	1	AZ-1	40
2	AZ-2	60	2	AZ-2	40
3	AZ-3	48	3	AZ-3	36
4	AZ-4	55	4	AZ-4	48
5	AZ-5	60	5	AZ-5	55
6	AZ-6	55	6	AZ-6	60
7	AZ-7	64	7	AZ-7	55
8	AZ-8	72	8	AZ-8	64
9	AZ-9	60	9	AZ-9	60
10	AZ-10	55	10	AZ-10	64
11	AZ-11	55	11	AZ-11	60
12	AZ-12	60	12	AZ-12	55
13	AZ-13	64	13	AZ-13	60
14	AZ-14	48	14	AZ-14	64
15	AZ-15	52	15	AZ-15	48
16	AZ-16	55	16	AZ-16	52
17	AZ-17	48	17	AZ-17	55
18	AZ-18	60	18	AZ-18	48

19	AZ-19	55	19	AZ-19	60
20	AZ-20	64	20	AZ-20	54
21	AZ-21	72	21	AZ-21	60
22	AZ-22	60	22	AZ-22	64
23	AZ-23	55	23	AZ-23	68
24	AZ-24	64	24	AZ-24	60
25	AZ-25	48	25	AZ-25	55
26	AZ-26	52	26	AZ-26	48
			27	AZ-27	50
			28	AZ-28	60
$\Sigma$		1496	$\Sigma$		1543
<b>Mean</b>		57.538	<b>Mean</b>		55.107

Based on the table 4.3 we can see that in experimental class, the highest pre-test score in 72 while the lowest pre-test score was 48. On the control class, the highest pre test score was 68 while the lowest pre-test score was 36. Moreover, in the experimental class, the average score or mean was 57.538. On the other hand, in the control class, the average score or mean was 55.107.

From the students' pre test-score mean it can be assumed that students from experimental and control group in the pre-test almost. This assumption was tested using t-test in the next section.

**Table 4.4**

The T-test of Pre-Test Score in the Experimental and Control Group

## Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest Score	Group A	26	57.54	6.629	1.300
	Group B	28	55.11	8.015	1.515

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

Pretest Score	Equal variances assumed	.583	.449	1209	52	.232	2.431	2.010	-1.603	6.465
	Equal variances not assumed			1218	54	.229	2.431	1.996	-1.575	6.438

Table above described the t-test analysis using SPSS of pre-test in experimental and control group. There were two tables, first table was named “Group Statistic” presented the statistical result of pre-test in the experimental and control group. The group statistic show that the average or mean between experimental and control group were different, the mean score of experimental group was 57.54 and the mean of control group was 55.11. It meant that the experimental and control group almost same. It can be concluded that the experimental and control group had same ability in the beginning of reading comprehension of narrative text.

The second table was named “Independent sample test” described the statistical of this research. The analysis showed that the difference significant

was 0.232. It meant there was no significant the pre-test score of experimental and control group. The significant level of  $0.232 > 0.05$ . The result of t-value in this research was 1.209. The t-table was taken from the requirements of t-table to analyse the data. The t-table 0.05 as the significant level was 2.000 with 52 the degree of freedom (df). Then, it can be stated that t-value (1.209) of pre < t- table (2.000). It can be concluded that there was no significant between experimental and control group because both of groups had same ability in the beginning of reading comprehension of narrative text.

#### 4.1.2.2 The Result of Post-test

The Post-test was given to experimental and control group after presenting the material about narrative text. It was given on 6<sup>th</sup> of February 2019 for experimental group and control group was given on 9<sup>th</sup> of February 2019.

The following table showed the score of post-test in experimental and control group.

**Table 4.5**

Post-Test Score of Experimental Class and Control Class

Experimental Class			Control Class		
No.	Students	Score	No.	Students	Score
1	AZ-1	60	1	AZ-1	60
2	AZ-2	76	2	AZ-2	50
3	AZ-3	58	3	AZ-3	40
4	AZ-4	58	4	AZ-4	58

5	AZ-5	64	5	AZ-5	58
6	AZ-6	60	6	AZ-6	64
7	AZ-7	72	7	AZ-7	60
8	AZ-8	88	8	AZ-8	72
9	AZ-9	72	9	AZ-9	68
10	AZ-10	72	10	AZ-10	68
11	AZ-11	60	11	AZ-11	64
12	AZ-12	68	12	AZ-12	60
13	AZ-13	72	13	AZ-13	68
14	AZ-14	55	14	AZ-14	72
15	AZ-15	60	15	AZ-15	55
16	AZ-16	60	16	AZ-16	60
17	AZ-17	55	17	AZ-17	60
18	AZ-18	72	18	AZ-18	55
19	AZ-19	82	19	AZ-19	72
20	AZ-20	84	20	AZ-20	54
21	AZ-21	74	21	AZ-21	68
22	AZ-22	82	22	AZ-22	72
23	AZ-23	82	23	AZ-23	72
24	AZ-24	84	24	AZ-24	68
25	AZ-25	74	25	AZ-25	68
26	AZ-26	82	26	AZ-26	55

		27	AZ-27	64
		28	AZ-28	72
	$\Sigma$	1826	$\Sigma$	1757
	<b>Mean</b>	70.2307	<b>Mean</b>	62.75

According to the table 4.2, in the experimental class, the highest post-test score was 88 while the lowest post-test score was 55. On the control class, the highest post-test score was 72 while the lowest post-test score was 40. Moreover, in the experimental class, the average score or mean was 70.2307. On the other hand, in the control class, the average score or mean was 62.75.

From the students' post-test score mean, and median it can be concluded that student from the experimental class highest from control class. It can be concluded that Reciprocal Teaching Technique can improve students' reading comprehension of narrative text. This assumption was tested using t-test in the next section.

**Table 4.6**

The T-test of Post-test Score in the Experimental and Control Group

**Group Statistics**

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
POST TEST	GROUP	26	70.23	10.308	2.022

SCORE	A				
	GROUP	28	62.75	7.943	1.501
	B				

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
P	Equal variances assumed	3.263	.077	3.000	52	.004	7.481	2.494	2.477	12.485

Equal			2.	4	.005	7.48	2.51	2.4	12.5
variances			9	6.		1	8	15	46
not			7	9					
assumed			1	4					
				9					

Table above described the t-test analysis using SPSS of post-test in experimental and control group. There were two tables, first table was named “Group Statistic” presented the statistical result of post-test in the experimental and control group. The group statistic show that the average or mean between experimental and control group were different, the mean score of experimental group was 70.23 and the mean of control group was 62.75. It meant that the experimental was the higher score than control group. It can be concluded that the experimental and control group had different understanding in reading comprehension of narrative text.

The second table was named “Independent sample test” described the statistical of this research. The analysis showed that the difference significant was 0.04. It meant there was significant the post-test score of experimental and control group. The significant level of  $0.04 < 0.05$ . It indicates that post-

test of experimental and control group was significant in improving the students' reading comprehension of narrative text.

In the independent sample test table also described about the value of this research. The result of t-value in this research was 3.000. Furthermore, the t-value was compared to the t-table to know whether through Reciprocal Teaching Technique the students can improve their reading comprehension of narrative text or not. The t-table was taken from the requirements of t-table to analyse the data. The t-table 0.05 as the significant level was 2.000 with 52 the degree of freedom (df). Then, it can be stated that t-value (3.000) of post-test > t- table (2.000). It can be concluded that Reciprocal Teaching Technique (RTT) method can improve the students' reading comprehension of narrative at the tenth grades of MA Wahid Hasyim Bangsri in the academic year 2018/2019.

#### **4.1.3 The Hypothesis Testing**

The research was held to answer the question whether Reciprocal Teaching Technique (RTT) has any effect on students' ability in reading comprehension of narrative text on tenth grade students of MA Wahid Hasyim Bangsri Jepara. In order to provide for the question above, the Alternative Hypothesis ( $H_a$ ) and Null Hypothesis ( $H_o$ ) were proposed as follows:

- a.  $H_o$  (Null Hypothesis): Reciprocal Teaching Tecnique (RTT) has no significant effectiveness in learning reading comprehension of narrative text.

- b.  $H_a$  (Alternative Hypothesis): Reciprocal Teaching Technique (RTT) has significance effectiveness in learning reading comprehension of narrative text.

To prove the hypothesis, the data obtained in experimental and control group were calculated by using t-test SPSS. Based on the description of the data calculation, it shows that:

1. The t-value was 3.000.
2. The degree of freedom (df) was 52, so the value of t-table was 2.000 in significance level of 0.05.

It showed that the result of post-test both experimental and control group was t-value (3.000) was higher than t-table (2.000). To conclude, the  $t\text{-value} > t\text{-table}$  means that  $H_0$  (Null Hypothesis) was rejected and  $H_a$  (Alternative Hypothesis) was accepted. Moreover, the stating that “Reciprocal Teaching Technique” method is effective to improve the students’ reading comprehension of narrative text at tenth grade of MA Wahid Hasyim Bangsri Jepara in the academic year 2018/2019.

## 4.2 Discussion

Based on the finding of this study, this part discusses about the significant difference of using Reciprocal Teaching Technique (RTT) in teaching reading comprehension of narrative text.

Before the students of the experimental group and control group got treatment, the researcher gave pre-test to assess their reading comprehension

skill. The result in pre-test the mean is 57.54 became 70.23 in experimental group and 55.11 became 62.75 in control group. It showed from the mean score of the post test in experimental group was higher than control group of post-test. In other side, the data analysis used t-test, the value  $t_0$  of pre-test in experimental and control group was 1.209 with degree of freedom (df) 52 in the level significance ( $\alpha$ ) of 0.05,  $t_{table}$  was 2.000 and the value  $t_0$  of post-test in experimental and control group was 3.000 with the degree of freedom (df) 52 in the level significance ( $\alpha$ ) of 0.05,  $t_{table}$  was 2.000. It meant that  $t_0$  was higher than  $t_{table}$  in post-test of experimental and control groups only. The score of the increase point showed that Reciprocal Teaching Technique could be recommended as the solution for the teachers to bring their students to a new concept of assisting the students to use their ability in reading skill of narrative text.

Furthermore, Reciprocal Teaching Technique (RTT) made the students' enthusiasm during teaching learning process. From the result of treatment, in every meeting the teacher focused on encouraging the students to use Reciprocal Teaching Technique to help them in developing reading skill. Based on (Ying, 2013:2017) the purpose of reciprocal teaching is to improve student's reading comprehension by using four strategies there are predicting, questioning, clarifying, and summarizing. It can be concluded that Reciprocal Teaching Technique can improve the students' reading comprehension of narrative text at tenth grade of MA Wahid Hasyim Bangsri Jepara in the academic year of 2018/2019.