

## CHAPTER IV

### RESULT AND DISCUSSION

In this chapter, the data of this research were results of the data analysis were presented. The findings of the research were obtained through, the process of collecting the subjects data in reading recount text. In collecting the data, the researcher findings of the research focusing on pre-test, post-test, questionnaire and interview scores analysis of both experimental and control class to show the effectiveness of think pair share technique in teaching reading recount text.

#### 4.1. Result of Pre-Test

This research was followed by two classes, the first is by 30 students of class X IB MAN Bawu Jepara as the experimental class and the second from 30 students of class X MIA 2 MAN Bawu Jepara as the control class. They have the same questions and time. There were 20 questions in matching tasks format in 30 minutes.

The result of pre-test in experimental and control classes can be seen in the table below:

**Table 4.1 Pre-Test Scores of Experimental Class and Control Class**

| NO | Students code | Pre-Test           |               |
|----|---------------|--------------------|---------------|
|    |               | Experimental Class | Control Class |
| 1  | S-1           | 50                 | 75            |
| 2  | S-2           | 65                 | 45            |
| 3  | S-3           | 60                 | 55            |
| 4  | S-4           | 55                 | 30            |
| 5  | S-5           | 60                 | 65            |
| 6  | S-6           | 60                 | 65            |
| 7  | S-7           | 65                 | 25            |
| 8  | S-8           | 45                 | 65            |

|                              |      |             |             |
|------------------------------|------|-------------|-------------|
| 9                            | S-9  | 60          | 35          |
| 10                           | S-10 | 50          | 35          |
| 11                           | S-11 | 60          | 65          |
| 12                           | S-12 | 30          | 65          |
| 13                           | S-13 | 40          | 65          |
| 14                           | S-14 | 35          | 50          |
| 15                           | S-15 | 30          | 65          |
| 16                           | S-16 | 80          | 55          |
| 17                           | S-17 | 40          | 30          |
| 18                           | S-18 | 50          | 30          |
| 19                           | S-19 | 55          | 55          |
| 20                           | S-20 | 55          | 65          |
| 21                           | S-21 | 65          | 65          |
| 22                           | S-22 | 45          | 40          |
| 23                           | S-23 | 55          | 50          |
| 24                           | S-24 | 60          | 50          |
| 25                           | S-25 | 55          | 30          |
| 26                           | S-26 | 45          | 45          |
| 27                           | S-27 | 65          | 55          |
| 28                           | S-28 | 45          | 55          |
| 29                           | S-29 | 35          | 65          |
| 30                           | S-30 | 55          | 65          |
| <b><math>\Sigma X</math></b> |      | <b>1570</b> | <b>1560</b> |
| <b>N</b>                     |      | <b>30</b>   | <b>30</b>   |
| <b>M</b>                     |      | <b>52.3</b> | <b>52</b>   |

Based on the result of pre-test that is present in table 4.1, the mean of Experimental and Control Class, obtained by the tenth grade subjects MAN Bawu Jepara is calculate by using the formula bellow:

$$M = \frac{\sum X}{N}$$

$$\text{Mean of Experimental Class} = \frac{1570}{30} = 52.3$$

$$\text{Mean of Control Class} = \frac{1560}{30} = 52$$

The table shows that the experimental class got total scores 1570 in doing pre-test. So the mean score of the students' result in this experimental class was 52.3. In addition, it can be seen that the total scores of pre-test in control class was 1560. So the mean score of the students' result in this control class was 52. The result of pre-test in experimental class was slightly different from the control class.

As a result, the researcher concluded that two classes had equal level in reading recount text before getting the treatment.

#### **4.2. Implementation of the Experiment**

After getting the score of the students, the researcher gave the treatment. The treatment was conducted two times for the experimental and control class. Each class received the same materials, but different teaching media and method. The Experimental class taught by using Think Pair Share technique in teaching reading recount text, while the control class was taught using the conventional method.

**Table 4.2 The Schedule of the Study**

| Date                           | Experimental Class (X IB)                                      | Date                           | Control Class (X MIA 2)                      |
|--------------------------------|--|--------------------------------|--|
| July 26 <sup>th</sup> , 2017   | Pre-test for the Experimental Class                            | July 26 <sup>th</sup> , 2017   | Pre-test for the Control Class               |
| July 27 <sup>th</sup> , 2017   | First treatment by using Think Pair Share Technique            | July 27 <sup>th</sup> , 2017   | First treatment by using translation method  |
| August 03 <sup>th</sup> , 2017 | Second treatment by using Think Pair Share Technique           | August 03 <sup>th</sup> , 2017 | Second treatment by using translation method |
| August 10 <sup>th</sup> , 2017 | Post-test, Questioner and interview for the Experimental Class | August 10 <sup>th</sup> , 2017 | Post-test for the Control Class              |

### **4.3. The Effectiveness of Think Pair Share Technique in Teaching Reading**

#### **Recount text**

After getting the treatment by using think pair share technique in teaching reading recount text to the students' of experimental class, the researcher got the result. The students reading mastery of experimental class was increased significantly. There was better improvement in experimental class which taught by think pair share technique compared to control class, which taught by conventional method. It was proved that the think pair share technique was effective method to improve students' in reading recount text. It could be seen by the post-test findings, mean scores differences between pre-test and post-test of experimental and control classes.

#### 4.3.1. Result of Post Test

This research was followed by two classes, the first was by 30 students of class X IB MAN Bawu Jepara as the experimental class and the second from 30 students of class X MIA 2 MAN Bawu Jepara as the control class. They had the same questions and time. There were 20 questions in matching tasks format in 30 minutes.

The result of post-test in experimental and control class can be seen in the table below:

**Table 4.3 Post-Test Scores of Experimental Class and Control Class**

| NO | Students code | Post-test          |               |
|----|---------------|--------------------|---------------|
|    |               | Experimental Class | Control Class |
| 1  | S-1           | 65                 | 75            |
| 2  | S-2           | 75                 | 60            |
| 3  | S-3           | 85                 | 65            |
| 4  | S-4           | 90                 | 50            |
| 5  | S-5           | 75                 | 65            |
| 6  | S-6           | 90                 | 50            |
| 7  | S-7           | 70                 | 55            |
| 8  | S-8           | 65                 | 70            |
| 9  | S-9           | 70                 | 45            |
| 10 | S-10          | 65                 | 50            |
| 11 | S-11          | 60                 | 70            |
| 12 | S-12          | 60                 | 65            |
| 13 | S-13          | 65                 | 75            |
| 14 | S-14          | 65                 | 65            |
| 15 | S-15          | 65                 | 65            |
| 16 | S-16          | 100                | 65            |
| 17 | S-17          | 65                 | 60            |
| 18 | S-18          | 80                 | 55            |

|                              |      |             |             |
|------------------------------|------|-------------|-------------|
| 19                           | S-19 | 75          | 60          |
| 20                           | S-20 | 70          | 65          |
| 21                           | S-21 | 75          | 65          |
| 22                           | S-22 | 60          | 65          |
| 23                           | S-23 | 60          | 70          |
| 24                           | S-24 | 75          | 55          |
| 25                           | S-25 | 80          | 50          |
| 26                           | S-26 | 60          | 65          |
| 27                           | S-27 | 80          | 55          |
| 28                           | S-28 | 70          | 65          |
| 29                           | S-29 | 65          | 65          |
| 30                           | S-30 | 90          | 75          |
| <b><math>\Sigma X</math></b> |      | <b>2170</b> | <b>1860</b> |
| <b>N</b>                     |      | <b>30</b>   | <b>30</b>   |
| <b>M</b>                     |      | <b>72.3</b> | <b>62</b>   |

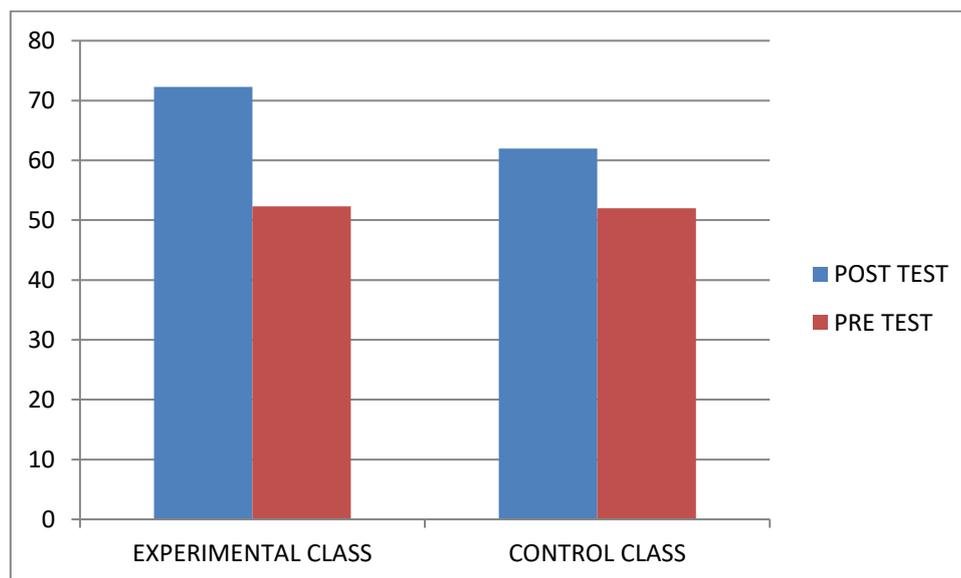
Based on the post test result, the total score of experimental class was 2170. This class got mean score 72.3. Furthermore, the control class got total score 1860. The mean score of this class was also increased, it was 62. The result showed that there was an improvement in post test result than pre-test.

Based on the tables above, it means that the students of experimental class were higher than control class. There was a significant difference in reading recount text between students of experimental class and control class after getting the treatment by using think pair share technique. Based on the post test results, it can be concluded that think pair share technique was more effective to improve students' reading recount text than conventional method.

### 4.3.2. Mean Scores Differences between Pre-Test and Post-Test of Experimental Class and Control Class

The significant difference of the achievement can be seen through the difference of means scores in two classes. The following figure presented the mean scores result of pre-test and post-test between the two groups:

**Figure 4.4 Mean Scores between Experimental Class and Control Class**



The figure above showed that the mean score of the pre-test in the experimental class was 52.3. Meanwhile, the mean score of the post-test was 72.3. Therefore, there was a significant improvement between the pre-test and the post-test scores achieved by the students of the experimental class.

In the mean scores of control class also showed an improvement. It was 52 in the pre-test and 62 in the post-test. But, there was less improvement than the experimental class. It means that the difference mean score on the experimental class was higher than in the control class. In the result, the researcher concluded that there was better improvement of the experimental class achievement after they received the treatment by using think pair share technique in teaching reading recount text.

After giving treatment and test, then the researcher provided questionnaires and interview for the students who were aimed to find out the attitude and interest of subjects about the effectiveness of think-pair-share technique in teaching reading recount text. Meanwhile, the additional data required for this study were collected through administering questionnaire to the students under study at the end. The obtained data shown the total score for items of the questionnaire were tabulated as follows:

**Table 4.5 Tabulation of Data Showing Students Responses in the Effectiveness of Think-Pair-Share Technique in Reading Recount Text**

| <b>NO</b> | <b>Students</b> | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> |
|-----------|-----------------|----------|----------|----------|----------|
| 1         | S1              | 2        | 7        | 1        | -        |
| 2         | S2              | 3        | 4        | 3        | -        |
| 3         | S3              | 2        | 6        | 4        | -        |
| 4         | S4              | -        | 6        | 3        | -        |
| 5         | S5              | 4        | 5        | 1        | -        |
| 6         | S6              | 1        | 9        | -        | -        |
| 7         | S7              | 3        | 5        | 2        | -        |
| 8         | S8              | 2        | 4        | 4        | -        |
| 9         | S9              | 2        | 8        | -        | -        |
| 10        | S10             | 4        | 5        | 1        | -        |
| 11        | S11             | 1        | 9        | -        | -        |
| 12        | S12             | 2        | 8        | -        | -        |
| 13        | S13             | -        | 7        | 2        | -        |
| 14        | S14             | 3        | 6        | 1        | -        |
| 15        | S15             | 5        | 4        | -        | -        |
| 16        | S16             | -        | 10       | -        | -        |
| 17        | S17             | 4        | 6        | -        | -        |
| 18        | S18             | 2        | 7        | 1        | -        |
| 19        | S19             | 1        | 9        | -        | -        |

|                      |     |           |            |           |          |
|----------------------|-----|-----------|------------|-----------|----------|
| 20                   | S20 | -         | 10         | -         | -        |
| 21                   | S21 | -         | 8          | -         | -        |
| 22                   | S22 | 2         | 5          | 3         | -        |
| 23                   | S23 | 3         | 7          | -         | -        |
| 24                   | S24 | 2         | 8          | -         | -        |
| 25                   | S25 | 3         | 7          | -         | -        |
| 26                   | S26 | 4         | 6          | -         | -        |
| 27                   | S27 | 1         | 7          | 2         | -        |
| 28                   | S28 | 3         | 6          | 1         | -        |
| 29                   | S29 | -         | 8          | -         | -        |
| 30                   | S30 | 3         | 7          | -         | -        |
| <b>TOTAL</b>         |     | <b>62</b> | <b>204</b> | <b>29</b> | <b>0</b> |
| <b>A+B+C+D = 295</b> |     |           |            |           |          |

The data obtained from score of the items of the questionnaire in which total answer for item A,B,C,D were shown as follows :

$$X = \frac{R}{N} \times 100\%$$

The Percentage of Questionnaires

1. Total Percentage of items A =  $\frac{62}{295} \times 100\% = 21.02\%$
2. Total Percentage of items B =  $\frac{204}{295} \times 100\% = 69.15\%$
3. Total Percentage of items C =  $\frac{29}{295} \times 100\% = 9.83\%$
4. Total Percentage of items D = 0%

The items A is a strongly agreed, the items B is an agreed, the items C is a quite agreed, and the item D is a disagreed.

From the data of questionnaire above, it was found that there were 21.02% of subject strongly agreed, 69.15% agreed, 9.83% quite agreed, none of the disagreed toward the implementation of the think pair share. Moreover, this result

indicated that the students gave positive responses to improve reading recount text ability in the effectiveness of think pair share technique.

The result from interview to the students class X IB after getting treatment and test, the interviewer ask questions to the students. The interviewer asks the students to give opinion about the differences of the effectiveness of think pair share technique and the school method from the interviewer.

After getting the result from interview to students about the effectiveness of think pair share technique in teaching reading recount text. The researcher can conclude, if all of students like the think pair share technique in teaching reading. In fact, many students X IB class like studying English. But they do not know how to study with easy and fun. From school, the students get method in reading text is just translate the text and submit to the teacher. "It is not good and it is less effective to learn" they said. After they getting think pair share technique in teaching reading, they feel spirit and get motivation to learn, especially in teaching reading. They can discuss their idea with partner, getting solution, and share the idea in front of class. It is make the students active to study in teaching reading text.

#### **4.4. Discussion**

As the result, it means that the effectiveness of think pair share technique in teaching reading recount text gives a significant result. Before doing the treatment, the mean scores of students in the experimental class and control class were almost the same. The pre-test scores mean of students' in experimental class and control class indicated that there was no significant difference in students between two classes of achievement before the treatment given.

The treatments were given to the experimental class in order to know the effectiveness of think pair share technique. The table shows that the experimental class got total scores 1570 in doing pre-test. So the mean score of the students result in this experimental class was 52.3. In addition, it can be seen that the total

scores of pre-test in control class was 1560. So the mean score of the students result in this control class was 52.

After the researcher gave treatments, the post-test result showed that the mean score of the students gained higher than the post-test score of the control class. Based on the post test result, the total score of experimental class was 2170. This class got mean score 72.3. Furthermore, the control class got total score 1860. The mean score of this class was also increased, it was 62. The result showed that there was increase in post test result than pre-test.

Based on the tables above, it means that the students of experimental class were higher than control class. There was a significant difference in reading recount text between students of experimental class and control class after getting the treatment by using think pair share technique. Based on the post test results, it can be concluded that think pair share technique was more effective to improve students' reading recount text than conventional Method.

The questionnaires percentage figure of the total the questionnaire item A wits 21.02%, item B wits 69.15%, item C wits 9.83%, and item D wits 0%. Moreover, this result indicated the students gave positive responses in improving reading recount text ability in the effectiveness of think pair share technique. This interviewer also got the result if most of the students like to study English with using think pair share technique. Based on discussion above, showed that the effectiveness of Think-Pair-Share technique was effective in improving the students in reading text.