CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 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 5th October 2019. Try-out test was conducted for 7th grade. There were 32 students as respondent. Try-out test is available in appendix 4.

1. Validity of Test

The reading comprehension test consists of thirty item numbers. From the try-out test that was conducted, it was obtained that item numbers were valid. Following the third chapter, the test said to be *valid* if the result r-xy is greater than r-table. The data was calculated by using product moment and the result showed that the index validity of item number 1 was 0,365. Then, the writer consulted the table of r with N=32 significance level 5% in which then r-table is 0,3610. The following is the example ofcounting the validity of the data on the table 4.1. :

Table 4. 1
Validity Test of Try-Out Instrument

No	If rxy > r-table = Valid ; rxy < r-table= Invalid		Valid or Invalid
	Rxy	r-table	
1	0,365	0,3610	Valid

2	0,487	0,3610	Valid
3	0,472	0,3610	Valid
4	0,595	0,3610	Valid
5	0,440	0,3610	Valid
6	0,441	0,3610	Valid
7	0,257	0,3610	Invalid
8	0,218	0,3610	Invalid
9	0,489	0,3610	Valid
10	0,411	0,3610	Valid
11	0,518	0,3610	Valid
12	0,560	0,3610	Valid
13	0,514	0,3610	Valid
14	0,323	0,3610	Invalid
15	0,609	0,3610	Valid
16	0,067	0,3610	Invalid
17	0,430	0,3610	Valid
18	0,431	0,3610	Valid
19	0,421	0,3610	Valid
20	0,421	0,3610	Valid
21	0,532	0,3610	Valid
22	0,027	0,3610	Invalid
23	0,434	0,3610	Valid

24	0,367	0,3610	Valid
25	0,365	0,3610	Valid
26	0,486	0,3610	Valid
27	0,548	0,3610	Valid
28	0,449	0,3610	Valid
29	0,094	0,3610	Invalid
30	-0,164	0,3610	Invalid
31	0,400	0,3610	Valid
32	0,094	0,3610	Invalid
33	0,451	0,3610	Valid
34	0,264	0,3610	Invalid
35	0,293	0,3610	Invalid
36	0,193	0,3610	Invalid
37	-0,314	0,3610	Invalid
38	0,073	0,3610	Invalid
39	0,181	0,3610	Invalid
40	0,401	0,3610	Valid
41	0,413	0,3610	Valid
42	0,392	0,3610	Valid
43	0,382	0,3610	Valid
44	0,395	0,3610	Valid
45	0,104	0,3610	Invalid

46	0,046	0,3610	Invalid
47	0,094	0,3610	Invalid
48	0,247	0,3610	Invalid
49	0,245	0,3610	Invalid
50	0,401	0,3610	Valid

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

From the data above, it can be seen that the try-out instrument had 31 valid and 19 invalid items. The result of try-out calculating can be seen in **appendix 6.**

2. Reliability

A good instrument has to be valid and reliable. After analyzing the items of validity of the instrument had been done, the next is to test the reliability of instrument. The test is reliable if the result whether is greater than r-table.

Table 4. 2
Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.714	51

The result for computing reliability of the try out instrument was 0.714 for a=5% with N=32 r-table= 0,3610. From this calculation showed that the instrument was definitely reliable.

3. Validity of Questionnaire

The validity instrument in this research was judge by the expert judgment. In this questionnaire used Likert scale from 1 to 4. Then the questionnaire was given to the students in both class between experimental class and control class.

Table 4. 3 Validity of Questionnaire

Instrument Option	**Score for Statement**	
	Positive Statement +	**Negative Statement** -
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Based on the result reading habit instrument, that has given to experimental class and control class, there were no invalid items from reading habit instrument.

4. Homogeneity

The variance homogeneity test is intended to find out whether the sample taken from the population has the same variant or not show significant difference. Homogeneity test is done by the initial test (pretest) and final test (post-test) in the control group and experimental group. Data requirements are said to be homogeneous if the significance value is calculated greater than the significance level, which is 0.05. The counting process is done with the help of the SPSS 25 computer program. The table can be seen below:

Table 4. 4 Test of Homogeneity of Variances for Pre Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.026	1	62	**.873**
	Based on Median	.000	1	62	1.000
	Based on Median and with adjusted df	.000	1	50.762	1.000
	Based on trimmed mean	.001	1	62	.969

Table 4.3 shows that the calculation of students' pretest data was obtained the levene statistic is 0,026 with df1 = 1 and df2 = 62, and the significance of the data was 0.873 is greater than 0.05, then the pretest score of the control group and group the experiment was declared homogeneity.

Table 4. 5 Test of Homogeneity of Variances for Post Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	5.006	1	62	**.029**
	Based on Median	4.371	1	62	.041
	Based on Median and with adjusted df	4.371	1	60.936	.041
	Based on trimmed mean	5.204	1	62	.026

While the results of the calculation of the students' post-test data obtained levene statistics of 0,006 with df1 = 1 and df2 = 62, and significance of the data was 0.029. The significance value above is lower than 0.05, then the post-test score of the control group and the experimental group were declared heterogeneity.

5. Normality

Data on this normality test were obtained from the pretest and post-test both of experimental and control groups. This test uses computer assistance program SPSS 25. Data requirements are said to be normally distributed if p obtained from the calculation results is greater than the 0.05 level (level 5% error). The following table presents the results of the calculation of the normality test. The table can be seen below:

Table 4. 6
One-Sample Kolmogorov-Smirnov Test for Pre Test

		Unstandardized Residual
N		32
Normal Parameters[a,b]	Mean	.0000000

	Std. Deviation	12.04223702
Most Extreme Differences	Absolute	.162
	Positive	.137
	Negative	-.162
Test Statistic		.162
Asymp. Sig. (2-tailed)		**.033**[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The result of table 4.5 data shows that the data distribution is normal. Normally, the distribution is also known from the value of Asymp Sig (2-tailed) greater than 0.05 in the pretest and post-test of both groups, experiment group and control group. The significance value 0,033 is lower than 0.05.Then the score of the pretest from the control group and the experimental group were declared abnormal.

Table 4. 7
One-Sample Kolmogorov-Smirnov Test for Post Test

		Unstandardized Residual
N		32
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	14.12235679
Most Extreme Differences	Absolute	.124
	Positive	.103
	Negative	-.124
Test Statistic		.124
Asymp. Sig. (2-tailed)		**.200**[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The result of table 4.6 data shows that the data distribution is normal. The significance value 0,200 is greater than 0.05.Then the score of the post-test from the control group and the experimental group were declared Normal

4.2 Description of Data

In this study there are three variables: DRTA as independent variable, while reading comprehension, and reading habit as dependent variable. This study has done into two classes between 7B as experiment class and 7A as controlled class. To obtain the data, the researcher gave test to know students' reading comprehension and distributing questionnaire to gain data of students' reading habit. The researcher conducted to pretest before the treatment began and post-test after the treatment finished.

4.2.1 Data Description of Reading Test

A. The Result of Pre-test

Table 4. 8
Pre-test Score of Experimental and Control Class

Experiment Class					**Controll Class**				
No	Students' code	Pre-test			No	Students' code	Pre-test		
		Test	Questionnaire				Test	Questionnaire	
			Total	Score				Total	Score
1	S-1	36	43	54	1	N-1	63	46	58

2	S-2	73	47	59	2	N-2	80	48	60
3	S-3	70	52	65	3	N-3	50	43	54
4	S-4	86	50	63	4	N-4	63	49	62
5	S-5	53	50	63	5	N-5	63	39	49
6	S-6	86	45	57	6	N-6	67	47	59
7	S-7	67	53	67	7	N-7	73	47	59
8	S-8	80	55	69	8	N-8	90	43	54
9	S-9	80	53	67	9	N-9	67	40	50
10	S-10	63	38	48	10	N-10	63	52	65
11	S-11	36	48	60	11	N-11	83	43	54
12	S-12	86	52	65	12	N-12	87	46	58
13	S-13	86	50	63	13	N-13	63	51	64
14	S-14	76	36	45	14	N-14	83	47	59
15	S-15	73	49	62	15	N-15	90	51	64
16	S-16	53	54	68	16	N-16	57	47	59
17	S-17	80	48	60	17	N-17	57	53	67
18	S-18	66	45	57	18	N-18	50	46	58
19	S-19	60	49	62	19	N-19	63	49	62
20	S-20	46	42	53	20	N-20	83	50	63
21	S-21	50	51	64	21	N-21	80	44	55
22	S-22	70	48	60	22	N-22	80	46	58
23	S-23	70	52	65	23	N-23	63	51	64
24	S-24	73	50	63	24	N-24	83	51	64
25	S-25	73	57	72	25	N-25	87	48	60
26	S-26	86	51	64	26	N-26	87	53	67
27	S-27	80	40	50	27	N-27	70	47	59
28	S-28	60	52	65	28	N-28	53	49	62
29	S-29	73	46	58	29	N-29	73	50	50
30	S-30	70	57	72	30	N-30	70	51	51
31	S-31	73	50	63	31	N-31	80	47	59

32	S-32	86	47	59	32	N-32	63	49	62
	Σ	2220	1560			Σ	2284	1523	
	Max	86	57			Max	90	53	
	Min	36	36			Min	50	39	
	Mean	69,4	48,8			Mean	71,4	47,6	
	Median	73	50			Median	70	47,5	
	Standard Diviation	14,9	5,0143			Standard Diviation	12,6	3,6391	

1. Data Description of Experimental Class

In this research the reading test consist of 30 questions. In collecting the data of students' reading score researcher use pre-test as the following table:

Table 4. 9 Descriptive Statistics of Pre-test in Experimental Class

No	Data	Reading Score
		Pre-test
1	Max	86
2	Min	36
3	Mean	69,375
4	Median	73
5	Standard Diviation	14,86248073

The mean score of pre-test was 69,375, the Standard Deviation was 14,86248073. The median was 73, the maximum score was 86 and the minimum score was 36.

Table 4. 10 Frequency of Experimental Class Pre-test

NO	FREQUENCY		Percentage
	Class Interval	Frequency	
1	**21 – 30**	0	0

2	**31 – 40**	2	6,25
3	**41 – 50**	2	6,25
4	**51 – 60**	4	12,5
5	**61 – 70**	7	21,875
6	**71 – 80**	11	34,375
7	**81 – 90**	6	18,75
	Σf	32	100

Based on the table of experimental class above, it can be showed that 6,25 % students got score about 31 – 40. 6,25% students got score about 41 – 50. 12,5% students got score about 51 – 60. 21,875% students got score about 61 – 70. 34,375% students got score about 71 – 80. 18,75% students got score about 81 – 90.

Data frequency distribution of pre-test can be described on the chart below:

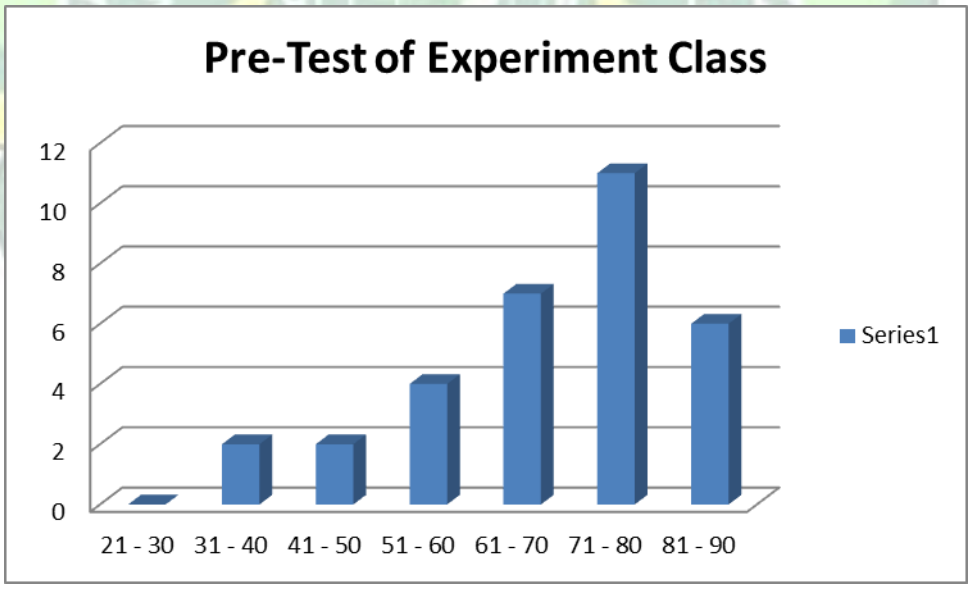

Diagram 4. 1 Frequency of Experiment Class Pre-test

2. Data Description of Control Class

In the control class, the data obtained from the pre-test score, that shows the maximum score was 90, the minum score was 50, the mean was 71,375, the median was 70, and the standard deviation was 12,59007546.

Table 4. 11 Descriptive Statistics of Pre-test in Control Class

No	Data	Reading Score
		Pre-test
1	Max	90
2	Min	50
3	Mean	71,375
4	Median	70
5	Standard Diviation	12,59007546

The table frequency of control class for pre-test as follow:

Table 4. 12 Frequency of Control Class Pre-test

NO	FREQUENCY		Percentage
	Class Interval	Frequency	
1	**21 – 30**	0	0
2	**31 – 40**	0	0
3	**41 – 50**	2	6,25
4	**51 – 60**	3	9,375
5	**61 – 70**	12	37,5
6	**71 – 80**	6	18,75
7	**81 – 90**	9	28,125
	Σf	32	100

Based on the table of control class above, it can be showed that 6,25% students got score about 41 – 50. 9,375% students got score about 51 – 60. 37,5% students got score about 61 – 70. 18,75% students got score about 71 – 80. 28,125% students got score about 81 – 90.

Data frequency distribution of pre-test can be described on the chart as follow:

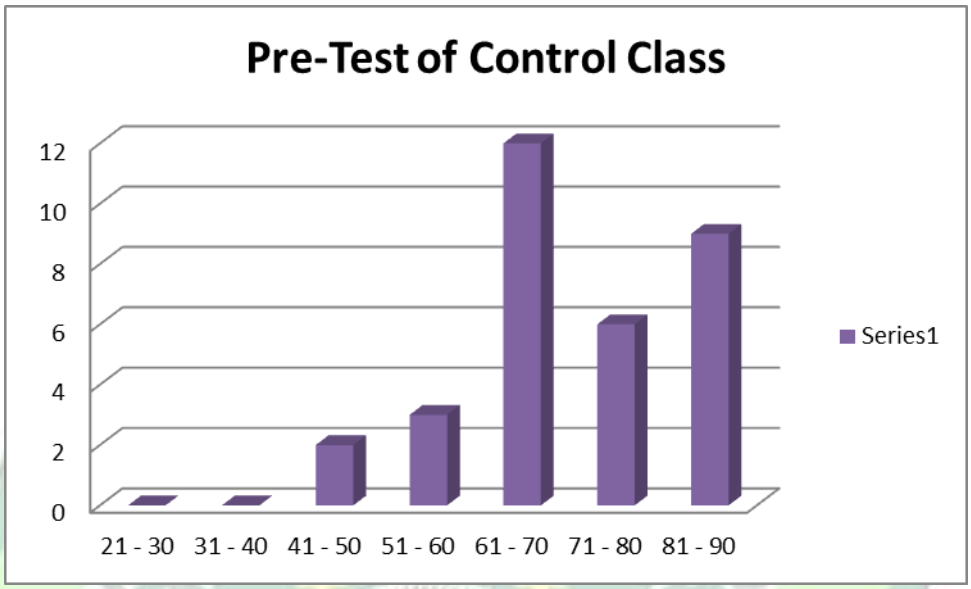

Diagram 4. 2 Control Class Pre-test

B. The Result of Post-test

1. Data Description of Experimental Class

After conducted pre-test, researcher gave post-test for experiment and control class. The result showed the lowest and the highest score, the mean, the median, and the standard deviation score. The following table is for the result of post-test in experimental class:

Table 4. 13 Descriptive Statistics of Post-test in Experimental Class

No	Data	Reading Score
		Post-test
1	Max	90
2	Min	23
3	Mean	61,84375
4	Median	58,5

5	Standard Diviation	18,38042437

The mean score of pre-test was 61,84375, the Standard Deviation was 18,38042437. The median was 58,5, the maximum score was 90 and the minimum score was 23.

About the detail of frequency distribution of experimental class and control class students, the data can be seen on the table and chart of class interval as follow:

Table 4. 14 Frequency of Experimental Class Post-test

NO	FREQUENCY		Percentage
	Class Interval	Frequency	
1	**21 - 30**	1	3,125
2	**31 - 40**	0	0
3	**41 - 50**	12	37,5
4	**51 - 60**	4	12,5
5	**61 - 70**	2	6,25
6	**71 - 80**	9	28,125
7	**81 - 90**	4	12,5
	Σf	32	100

Based on the table of experimental class above, it can be showed that 3,125% students got score about 21 – 30. 37,5% students got score about 41 – 50. 12,5% students got score about 51 – 60. 6,25% students got score about 61 – 70. 28,125% students got score about 71 – 80. 6,25% students got score about 81 – 90.

Data frequency distribution of post-test can be described on the chart below:

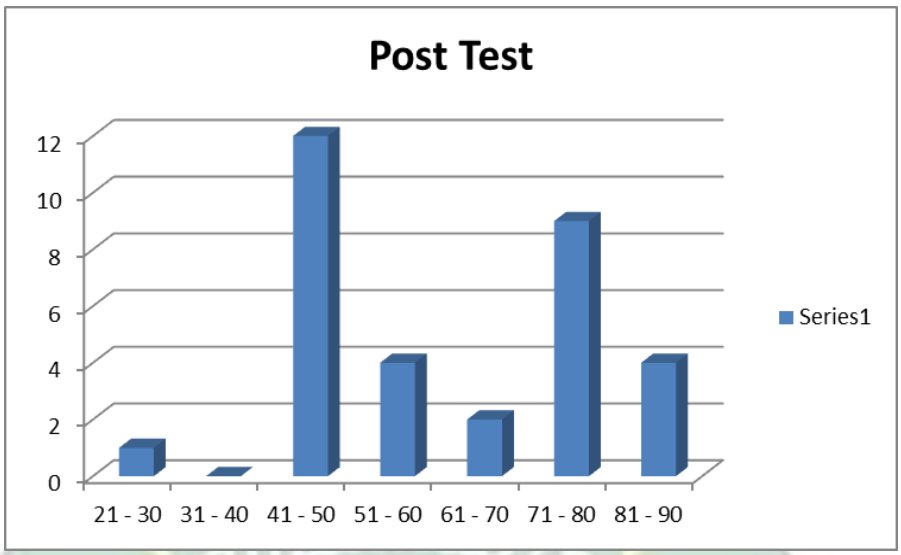

Diagram 4. 3 Frequency of Experiment Class Post-test

2. Data Description of Control Class

This result covers the highest, the lowest score, mean, median, and standard deviation score as the table below:

Table 4. 15 Descriptive Statistics of Post-test in Control Class

No	Data	Reading Score
		Pre-test
1	Max	90
2	Min	36
3	Mean	72,53125
4	Median	76
5	Standard Deviation	14,0940886

The maximum score was 90, the minimum score was 36, the mean score was 72,53125, the median score was 76, and the standard deviation was 14,0940886.

Table 4. 16 Frequency of Control Class Post-test

NO	FREQUENCY		Percentage
	Class	Frequency	

	Interval		
1	**21 – 30**	0	0
2	**31 – 40**	1	3,125
3	**41 – 50**	4	12,5
4	**51 – 60**	1	3,125
5	**61 – 70**	6	18,75
6	**71 – 80**	10	31,25
7	**81 – 90**	10	31,25
	Σf	32	100

Based on the table of control class above, it can be showed that 3,125% students got score about 31 – 40. 12,5% students got score about 41 – 50. 3,125% students got score about 51 – 60. 18,75% students got score about 61 – 70. 31,25% students got score about 71 – 80. 31,25% students got score about 81 – 90.

Data frequency distribution of post-test can be described on the chart as follow:

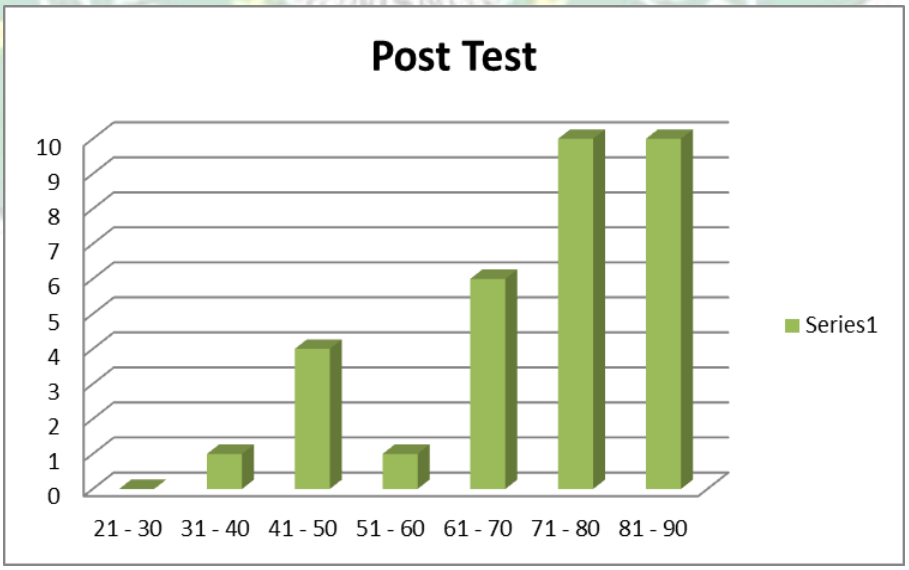

Diagram 4. 4 Control Class Post-test

C. Comparison between Pre-test and Post-test in the Experiment and Control Class

1. Data Comparison of Experimental Class

The table below showed the comparison between students' pre-test and post-test of reading test in the experimental class as follow:

Table 4. 17 Comparation Pre-Test and Post-test of Experimental Class

No	Data	Reading Achievement	
		Pre-test	Post Test
1	Max	86	90
2	Min	36	23
3	Mean	69,375	61,84375
4	Median	73	58,5
5	Standard Diviation	14,8624807	18,380424

Based on the table comparison above, it showed that the score between pre-test and post-test were 69,375 to 61,84375, it decreased -7.53125 points.

2. Data Comparison of Control Class

The table below showed the comparison of students reading test for pre-test and post-test score in the control class as follow:

Table 4. 18 Comparation Pre-Test and Post-test of Control Class

No	Data	Reading Achievement	
		Pre-test	Post Test
1	Max	90	90
2	Min	50	36
3	Mean	71,375	72,53125
4	Median	70	76
5	Standard Diviation	12,5900755	14,094089

Based on the table above, it showed that the mean score between pre-test and post-test in the control class were 71,375 to 72,53125. It increased 1.15625 points.

4.2.2 Data Description of Non-Test (Questionnaire)

A. The Result of Pre-test

1. Data Description of Experimental Class

The result of the students reading habit pre-test covers the high score, the lowest score, the mean, the median, and the standard deviation. The result showed that:

Table 4. 19 Descriptive Statistics of Pre-test in Experimental Class

No	Data	Reading Habit Pre-test
1	Max	57
2	Min	36
3	Mean	48,75
4	Median	50
5	Standard Diviation	5,014312848

Based on the table above, it showed that students maximum score was 57, the minimum score was 36, the mean score was 48,75, the median score was 50, and standard deviation score was 5,014312848.

About the detail of frequency distribution of experimental class and control class students, the data can be seen on the table and chart of class interval as follow:

Table 4. 20

Frequency of Questionnaire Pre-test for Experimental Class

NO	FREQUENCY		Percentage
	Class Interval	Frequency	
1	**21 - 30**	0	0
2	**31 - 40**	3	9,375
3	**41 - 50**	17	53,125
4	**51 - 60**	12	37,5
5	**61 - 70**	0	0
6	**71 - 80**	0	0
7	**81 - 90**	0	0
	Σf	32	100

Total score based answer	Clarification
> 75	Very High
58 – 75	High
42 – 58	Fair
<42	Low

Based on the table questionnaire for experimental class above, it can be showed that 9,375% students got score about 31 – 40 are categorized as low reading habit categorize. 53,125% students got score about 41 – 50 is fair categorize. 37,5% students got score about 51 – 60 are categorized as high categorize.

Data frequency distribution of pre-test can be described on the chart below:

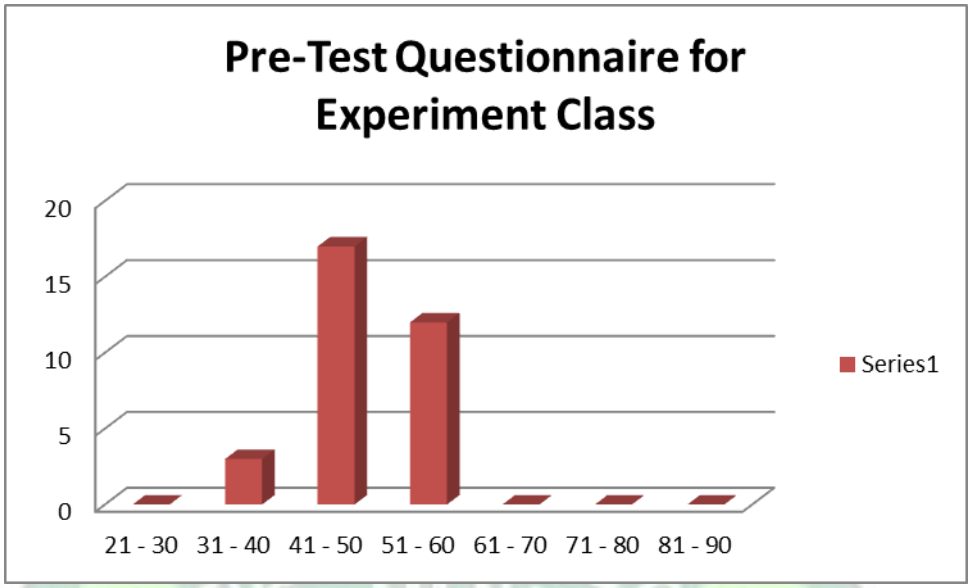

Diagram 4. 5 Pre Test of Questionnaire for Experiment Class

2. Data Description of Control Class

The statistics table below shows the distribution of students' reading habit pre-test score in control class. It covers the highest score, the lowest score, the mean, the median, and the standard deviation as follows:

Table 4. 21 Descriptive Statistics of Pre-test in Control Class

No	Data	Reading Habit
		Pre-test
1	Max	53
2	Min	39
3	Mean	47,59375
4	Median	47,5
5	Standard Deviation	3,639139092

From thirty two students in control class, the highest score was 53, the minimal score was 39, the mean score was 47,59375, the median score was 47,5, and the standard deviation was

3,639139092. The frequency distribution students' score and percentage of pre-test reading habit in control class as follow:

Table 4. 22 Frequency of Questionnaire Pre-test for Control Class

NO	FREQUENCY		Percentage
	Class Interval	Frequency	
1	**21 - 30**	0	0
2	**31 - 40**	2	6,25
3	**41 - 50**	22	68,75
4	**51 - 60**	8	25
5	**61 - 70**	0	0
6	**71 - 80**	0	0
7	**81 - 90**	0	0
	Σf	32	100

Total score based answer	Clarification
> 75	Very High
58 – 75	High
42 – 58	Fair
<42	Low

Based on the table questionnaire for control class above, it can be showed that 6,25% students got score about 31 – 40 are categorized as low. 68,75% students got score about 41 – 50 are categorized as fair categorize. 25% students got score about 51 – 60 are categorized as high.

Data frequency distribution of pre-test can be described on the chart below:

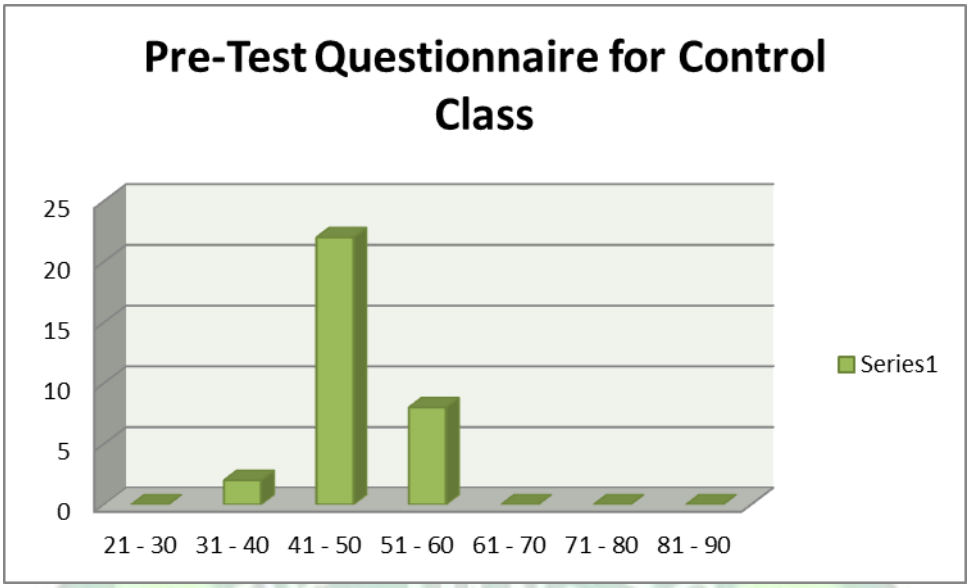

Diagram 4. 6 Pre-test of Questionnaire for Control Class

B. The Result of Post-test

Table 4. 23
Post-test Score of Experimental and Control Class

Experiment Class				Controll Class			
No	Students' code	Post-test Questionnaire		No	Students' code	Post-test Questionnaire	
		Total	Score			Total	Score
1	S-1	33	42	1	N-1	46	58
2	S-2	55	69	2	N-2	47	59
3	S-3	59	74	3	N-3	54	68
4	S-4	50	63	4	N-4	41	52
5	S-5	50	63	5	N-5	51	64
6	S-6	48	60	6	N-6	46	58
7	S-7	50	63	7	N-7	47	47
8	S-8	49	62	8	N-8	41	52
9	S-9	56	70	9	N-9	43	54
10	S-10	48	60	10	N-10	48	60
11	S-11	50	63	11	N-11	43	54
12	S-12	44	55	12	N-12	47	59
13	S-13	51	64	13	N-13	49	62
14	S-14	50	63	14	N-14	43	54
15	S-15	49	62	15	N-15	51	64
16	S-16	55	69	16	N-16	48	60

17	S-17	42	53	17	N-17	47	59
18	S-18	49	62	18	N-18	49	62
19	S-19	49	62	19	N-19	39	49
20	S-20	40	50	20	N-20	44	55
21	S-21	48	60	21	N-21	44	55
22	S-22	46	58	22	N-22	47	59
23	S-23	50	63	23	N-23	47	59
24	S-24	50	63	24	N-24	43	54
25	S-25	58	73	25	N-25	47	59
26	S-26	54	68	26	N-26	50	63
27	S-27	44	55	27	N-27	46	58
28	S-28	51	64	28	N-28	46	58
29	S-29	42	53	29	N-29	45	57
30	S-30	54	68	30	N-30	48	60
31	S-31	52	65	31	N-31	41	52
32	S-32	51	64	32	N-32	49	62

Σ	1577	Σ	1477
Max	59	Max	54
Min	33	Min	39
Mean	49,3	Mean	46,2
Median	50	Median	47
Standard Diviation	5,5353	Standard Diviation	3,4751

1. Data Description of Experimental Class

The result description of post-test score for students' reading habit in experiment class covers the maximum score, the minimum score, the mean score, the median score, and the standard deviation as follow:

Table 4. 24 Descriptive Statistics of Post-test in Experimental Class

No	Data	Reading Habit
		Post-test
1	Max	59
2	Min	33
3	Mean	49,28125

4	Median	50
5	Standard Diviation	5,535341001

Based on the table above, it showed that the maximum score was 59, the minimum score was 33, the mean score was 49,28125, the median score 50, and the standard deviation score was 5,535341001. About the detail of frequency distribution of experimental class students, the data can be seen on the table and chart of class interval as follow:

Table 4. 25 Frequency of Experimental Class Post-test

NO	FREQUENCY		Percentage
	Class Interval	Frequency	
1	**21 – 30**	1	3,125
2	**31 – 40**	0	0
3	**41 – 50**	12	37,5
4	**51 – 60**	4	12,5
5	**61 – 70**	2	6,25
6	**71 – 80**	9	28,125
7	**81 – 90**	4	12,5
	Σf	32	100

Total score based answer	Clarification
> 75	Very High
58 – 75	High
42 – 58	Fair
<42	Low

Based on the table of experimental class above, it can be showed that 3,125% students got score about 21 – 30 are categorized as low. 37,5%

students got score about 41 – 50 are categorized as fair. 12,5% students got score about 51 – 60. 6,25% students got score about 61 – 70 are categorized as high. 28,125% students got score about 71 – 80. 6,25% students got score about 81 – 90 are categorized as very high.

Data frequency distribution of post-test can be described on the chart below:

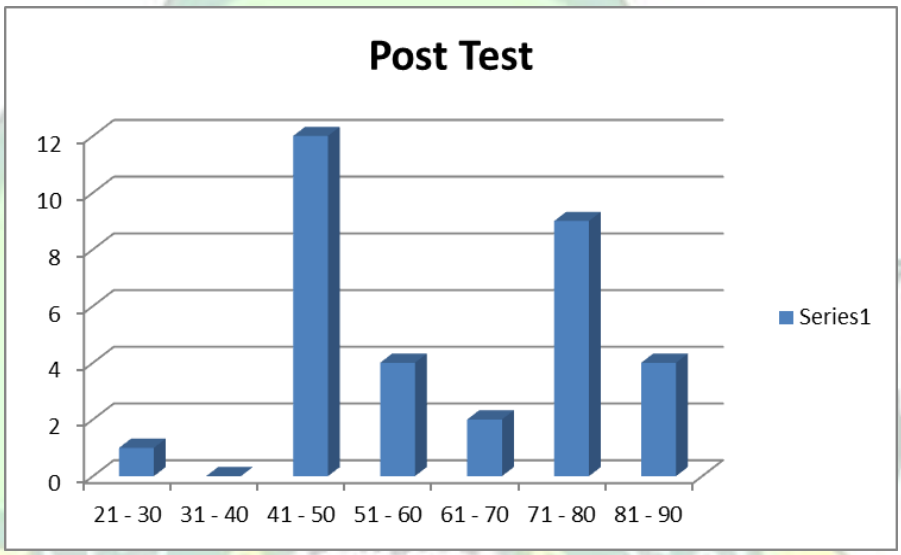

Diagram 4. 7 Frequency of Experiment Class Post-test

2. Data Description of Control Class

The statistic table shows the description of students' reading habit post-test score in the control class about maximum score, minimum score, the mean score, the median score, and the standard deviation score as follows:

Table 4. 26 Descriptive Statistics of Post-test in Control Class

No	Data	Reading Habit
		Pre-test
1	Max	54
2	Min	39

3	Mean	46,15625
4	Median	47
5	Standard Deviation	3,475149877

Based on the table above, it showed that the maximum score was 54, the minimum score was 39, the mean score was 46,15625, the median score was 47, and the standard deviation was 3,475149877. About the detail of frequency distribution of experimental class students, the data can be seen on the table and chart of class interval as follow:

Table 4. 27 Frequency of Questionnaire Post-test for Control Class

NO	FREQUENCY		Percentage
	Class Interval	Frequency	
1	**21 – 30**	0	0
2	**31 – 40**	1	3,125
3	**41 – 50**	28	87,5
4	**51 – 60**	3	9,375
5	**61 – 70**	0	0
6	**71 – 80**	0	0
7	**81 – 90**	0	0
	Σf	32	100

Total score based answer	Clarification
> 75	Very High
58 – 75	High
42 – 58	Fair
<42	Low

Based on the table questionnaire for control class above, it can be showed that 3,125% students got score about 31 – 40 are categorized as

low. 87.5% students got score about 41 – 50 are categorized as fair. 9,375% students got score about 51 – 60 are categorized as high.

Data frequency distribution of post-test can be described on the chart below:

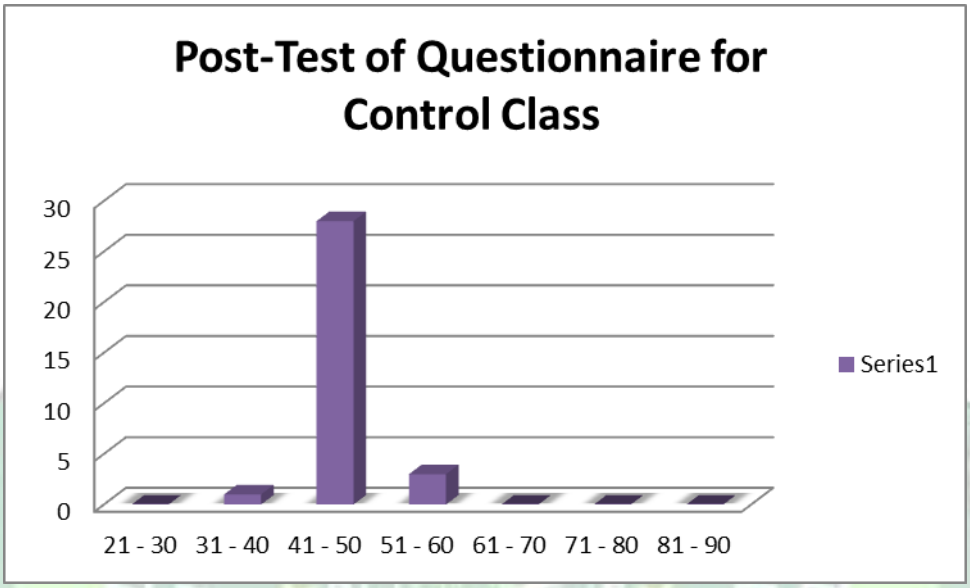

Diagram 4. 8 Post-test of Questionnaire for Control Class

C. Comparison between Pre-test and Post-test in the Experimental Class and Control Class

1. Data Description of Experimental Class

The table below showed the comparison of students' pre-test and post-test reading habit score in the experimental class as follow:

Table 4. 28 Comparation Pre-Test and Post-test of Experimental Class

No	Data	Students' Habit	
		Pre-test	Post Test
1	Max	57	59

2	Min	36	33
3	Mean	48,75	49,28125
4	Median	50	50
5	Standard Diviation	5,01431285	5,535341

Based on the table above, it showed that mean of pre-test and post-test of reading habit from 48,75 to 49,28125, it increased 0,53125 points.

2. Data Description of Control Class

The table below showed the comparison of students' pre-test and post-test reading habit score in the control class as follow:

Table 4. 29 Comparation Pre-Test and Post-test of Control Class

No	Data	Students' Habit	
		Pre-test	Post Test
1	Max	53	54
2	Min	39	39
3	Mean	47,59375	46,15625
4	Median	47,5	47
5	Standard Deviation	3,63913909	3,4751499

Based on the table above, it showed that mean of pre-test and post-test of reading habit from 47,59375 to 46,15625 it decreased 1,4375 points.

4.3 Hypothesis Testing

The criteria for hypotheses are null hypothesis (Ho) rejected if $p < \alpha$ ($p < 0,05$) and alternative hypothesis (Ha) is accepted if $p < \alpha$ ($p < 0,05$). Those hypotheses were tested with Multivariate Analysis of Variance (MANOVA) in this study, the writer analyzed the hypothesis and the data using SPSS statistic 25.

The result of this study finds out that, the alternative hypothesis (Ha) of students' reading comprehension was "there is significant difference of students' reading comprehension after taught by using DRTA in the seventh grade of MTs Mambaul Ulum Pakis Aji". The alternative hypothesis (Ha) of students' reading habit was "there is significant difference of students' reading habit after taught by using DRTA in the seventh grade MTs Mambaul Ulum Pakis Aji and the alternative hypothesis (Ha) of students" reading comprehension and habit between experiment and control class was "there is significant difference in improving students' reading comprehension and reading habit between class who taught by using DRTA and who are taught without DRTA in the seventh grade MTs Mambaul Ulum Pakis Aji"

4.3.1 Hypothesis

Table 4. 30 Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	R.comprehension	1827.563[a]	1	1827.563	7.083	.010
	R.habit	156.250[b]	1	156.250	7.949	.006
Intercept	R.comprehension	288906.250	1	288906.250	1119.779	.000
	R.habit	145733.063	1	145733.063	7414.083	.000
Class	R.comprehension	1827.563	1	1827.563	**7.083**	**.010**
	R.habit	156.250	1	156.250	**7.949**	**.006**
Error	R.comprehension	15996.188	62	258.003		
	R.habit	1218.688	62	19.656		
Total	R.comprehension	306730.000	64			
	R.habit	147108.000	64			
Corrected Total	R.comprehension	17823.750	63			
	R.habit	1374.937	63			

a. R Squared = .103 (Adjusted R Squared = .088)

b. R Squared = .114 (Adjusted R Squared = .099)

Ha: There is significant difference of students' reading comprehension after taught by using DRTA in the seventh grade of MTs Mambaul Ulum Pakis Aji.

Ho: There is no significant difference of students' reading comprehension after taught by using DRTA in the seventh grade of MTs Mambaul Ulum Pakis Aji.

The result of hypothesis test from computation performed by using SPSS version 25 for windows was found that the value of Sig for reading comprehension was 0.010 < 0.05 and Fobserved (7.083) > Ftable (3,33). Then, Ho was rejected and Ha was accepted. It can be concluded that there is significant difference of students' reading comprehension after taught by using DRTA in the seventh grade of MTs Mambaul Ulum Pakis Aji. The determinant coefficient (R Square) is 0,088. It means that the effect of DRTA in reading comprehension was 8,8%. It can be concluded that the influence of other factors on students' reading comprehension level 91,2% (100% - 8,8%).

Ha: There is significant difference of students' reading habit after taught by using DRTA in the seventh grade of MTs Mambaul Ulum Pakis Aji.

Ho: There is no significant difference of students' reading habit after taught by using DRTA in the seventh grade of MTs Mambaul Ulum Pakis Aji.

The result of hypothesis test from computation performed by using SPSS version 25 for windows was found that the value of Sig for reading habit was 0.006 < 0.05 and Fobserved (7.949) > Ftable (3,33). Then, Ho was rejected and Ha was accepted. It can be concluded that there is significant difference of students' reading habit after taught by using DRTA in the seventh grade of MTs Mambaul Ulum Pakis Aji. The determinant coefficient (R Square) is 0,099. It means that the effect of DRTA in reading habit was 9,9%. It can be concluded that the influence of other factors on students' reading habit level 90,1% (100% - 9,9%).

Table 4. 31 Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.992	3876.972[b]	2.000	61.000	.000
	Wilks' Lambda	.008	3876.972[b]	2.000	61.000	.000
	Hotelling's Trace	127.114	3876.972[b]	2.000	61.000	.000
	Roy's Largest Root	127.114	3876.972[b]	2.000	61.000	.000
Class	Pillai's Trace	.220	8.599[b]	2.000	61.000	.001
	Wilks' Lambda	.780	8.599[b]	2.000	61.000	.001
	Hotelling's Trace	.282	8.599[b]	2.000	61.000	.001
	Roy's Largest Root	.282	8.599[b]	2.000	61.000	.001

a. Design: Intercept + Class
b. Exact statistic

Ha: There is significant difference in improving students' reading comprehension and reading habit between class who taught by using DRTA and who are taught without DRTA in the seventh grade MTs Mambaul Ulum Pakis Aji

Ho: "There is no significant difference in improving students' reading comprehension and reading habit between class who taught by using

DRTA and who are taught without DRTA in the seventh grade MTs Mambaul Ulum Pakis Aji"

The significance of Wilks' Lambda (Fa = 8,599) and sig = 0,01<0,05. It means that DRTA can affect students' reading comprehension and reading habit after getting treatment. In other hand, the used DRTA in teaching English can improve students' reading comprehension and reading habit at the seventh grade students of Mts mambaul Ulum Pakis Aji.

The researcher described about interpretation of the research find and summarized the hypothesis. Hypothesis testing determined the proposed null hypothesis (H_0) tested at a certain significance level. The research was held to answer the question whether Directed Reading Thinking Activity (DRTA) has any effect in improving students' reading comprehension and reading habit at seventh grade of MTs Mambaul Ulum Pakis Aji. In order to the question above, the researcher writes the alternative Hypothesis (Ha) and the Null Hypothesis (Ho) as follows:

a) The Null Hypothesis (Ho): There is no effect of using directed thinking reading activity strategy in improving students' reading comprehension and reading habit of descriptive text at seventh grade
b) The Null Hypothesis (Ha): There is effect of using directed thinking reading activity strategy in improving students' reading comprehension and reading habit of descriptive text at seventh grade.

To prove the hypothesis, the data obtained in experimental and control class were calculated by using F-test formula with assumption as follows:

a. If fα > f-table, the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. It was proven that DRTA has any effect to improve students' reading comprehension and reading habit.
b. If fα < f-table, the Null Hypothesis (Ho) was accepted and alternative Hypothesis (Ha) was rejected. It was proven that DRTA has no any effect to improve students' reading comprehension and reading habit.

According to the analysis of the score using SPSS, the value of fα is 2,106 and the degree of freedom is 42 with 5% degree of significance that is used by the researcher. Base on the significance value of f-table 3,33, the result of the f-observe was higher than f-table (7,083 >3,33) and (7,949 >3,33). According the result, the alternative hypothesis (Ha) was accepted and the Null hypothesis (Ho) was rejected.

4.4 Discussion

Researcher discusses the research finding in this part, in order to answer the research question on this research. The researcher explains the research finding of the data analysis in this part obtained from MTs Mambaul Ulum Pakis Aji. This research shows the result that there are any effects of using DRTA in improving students' reading comprehension and reading habit of descriptive text. This can be proved from experimental class and control class score. From experimental class, the highest post-test score is 90 while the lowest post-test score is 23. In other hand the control class, the highest score

gets 90 while the lowest post-test score gets 36. Moreover in the experimental class, the average score is 61,8 and the median is 58,5. On other hand in the control class is 72,5 and the median is 76.

It means that students' who were taught by using DRTA have lower score than students' who did not teach using DRTA. Based on the researcher technique, the research was done by using three steps. The first step is pre-test for experimental class and control class in order to know students' reading comprehension. Then the next step is treatment that the researcher gave for experimental class and control class. The treatment in experimental class by using DRTA, the researcher found that most of students enjoy in learning about descriptive text. There were some students were seriously gave their thoughts. In addition, there were some groups did not gave their thoughts and did not pay attention to the lesson. In guessing the sentences most of students did not catch the purpose, the teacher and the researcher helped to get the purposes. On other hand, in control class, researcher used 5M strategy. The last step is post-test that was given for both experimental class and control class.

In computing reliability of the try out instrument, the result was 0.714 for a=5% with N=32 r-table= 0,3610. From the calculation, it showed that the instrument was definitely reliable. The statistic of multivariate the value of Sig for teaching method was 0.010 < 0.05 and Fobserved (7.083) > Ftable (3,33). The data analysis showed that there was significant difference of reading comprehension between students

who were taught by DRTA and those who were taught by other method, so students' reading comprehension was influenced by the use of DRTA.

Then the value of Sig for reading comprehension was 0.010 < 0.05 and Fobserved (7.083) > Ftable (3,33). It can be concluded that there was significant difference of reading habit of students who were taught by DRTA method. Then the value of Sig for reading habit was 0.006 < 0.05 and Fobserved (7.949) > Ftable (3,33). It can be concluded that there was significant difference of reading habit of students who were taught by DRTA method.

From the result above, the data showed that DRTA has significant effect in improving students' reading comprehension and reading habit. Based on the previous studies conducted by Chaemsai & Rattanavich, (2016), Novendiana, Tasnim, & Wijaputra, (2016), Lusyani, (2017), and Wahyudi, (2016) said that DRTA can improve students' reading comprehension.

In addition, although the DRTA has significant result, DRTA can be used to improve students reading comprehension based on the situation and the condition of students.