

CHAPTER IV

RESEARCH FINDING

A. Description of Data

In this chapter, the writer would like to present the description of the data. The sample of this research was the students of the second grade of SMPN 4 Pandeglang, as tested in this chapter, the writer divide them in two groups. The first is experimental class that consist of 40 students from class VIII A and the second is control class that consist 36 students from VIII B.

The goal of this research is to know the effectiveness of Choral Reading strategy toward students' reading comprehension and to give the report of the data description and to analyze the score of pre-test and post-test of the experimental and control class. The writer did an analyze of quantitative data. The data is obtained by giving test to the experimental class and control class after giving a different both classes.

The students have poor ability in some test before using Choral Reading strategy. The students have the difficulties in understand a text and they have poor on reading comprehension but after used Choral Reading strategy, the student's reading comprehension increased so that

they easier in the test. It can be seen from the result of pre-test and post-test and the students' work when learning process. In learning process of reading comprehension that use Choral Reading strategy students understood one by one the step of Choral Reading strategy and the students work was appropriated with the procedure of Choral Reading strategy.

To know the effectiveness of Choral Reading strategy toward students' reading comprehension, the writer gave the test to students as sample both at the experimental class and control class. The test that used in this research divided in two types, they are pre-test and post-test. The pre-test and post-test. The pre-test is given before treatment and post-test is given after giving treatment. Both the reading comprehension tests, pre-test, and post-test which the writer gave to the students were questions those are 20 (twenty five) multiple choices, the correct answer is given score 5 (five) and the incorrect answer is 0 (zero) in multiple choices.

The writer describe the students' result of pre-test and post-test in experimental class and control class by the table below:

Table 4.1**Data from Pre-test and Post-test of Experimental Class**

| No | Name of Students | Pre-test | Post-test | Gained |
|----|------------------|----------|-----------|--------|
| 1 | NS | 60 | 90 | 30 |
| 2 | ES | 60 | 90 | 30 |
| 3 | S | 65 | 90 | 25 |
| 4 | I | 65 | 80 | 15 |
| 5 | Y | 60 | 85 | 25 |
| 6 | C | 60 | 85 | 25 |
| 7 | F | 65 | 85 | 20 |
| 8 | MRD | 65 | 85 | 25 |
| 9 | MRA | 50 | 90 | 40 |
| 10 | BU | 55 | 95 | 40 |
| 11 | MTH | 40 | 65 | 25 |
| 12 | AR | 60 | 70 | 10 |
| 13 | SA | 60 | 75 | 15 |
| 14 | HMA | 40 | 70 | 30 |
| 15 | H | 60 | 75 | 15 |
| 16 | T | 60 | 80 | 20 |

| | | | | |
|----|-----|----|----|----|
| 17 | S | 60 | 70 | 10 |
| 18 | A | 50 | 80 | 30 |
| 19 | A | 50 | 85 | 35 |
| 20 | ME | 30 | 85 | 55 |
| 21 | R | 45 | 70 | 25 |
| 22 | M | 60 | 85 | 25 |
| 23 | RC | 60 | 85 | 23 |
| 24 | AM | 55 | 90 | 35 |
| 25 | LM | 60 | 95 | 35 |
| 26 | YY | 50 | 90 | 40 |
| 27 | RA | 55 | 90 | 35 |
| 28 | SA | 50 | 85 | 35 |
| 29 | HA | 75 | 95 | 20 |
| 30 | ASI | 65 | 90 | 25 |
| 31 | U | 55 | 95 | 40 |
| 32 | N | 30 | 85 | 55 |
| 33 | EF | 50 | 80 | 30 |
| 34 | DA | 45 | 80 | 35 |
| 35 | MR | 50 | 75 | 25 |

| | | | | |
|------|-------------|-------|-------|------|
| 36 | MRR | 50 | 85 | 35 |
| 37 | S | 50 | 85 | 35 |
| 38 | MAA | 65 | 70 | 5 |
| 39 | MAS | 70 | 85 | 15 |
| 40 | MS | 65 | 70 | 5 |
| N=40 | TOTAL SCORE | 2465 | 3315 | 1100 |
| | AVERAGE | 68.47 | 82.87 | |

Determine mean score pre-test and post-test of experimental class,

the writer follows the formula:

$$\begin{aligned}
 M1 &= \frac{\sum X1}{N1} \\
 &= \frac{2465}{40} \\
 &= 68.47
 \end{aligned}$$

$$\begin{aligned}
 M2 &= \frac{\sum X2}{N2} \\
 &= \frac{3315}{40} \\
 &= 82.87
 \end{aligned}$$

Determine mean with the formula:

$$\begin{aligned} M &= M2 - M1 \\ &= 82.87 - 68.47 \\ &= 14.40 \end{aligned}$$

Note: M = Mean

M1 = Mean of Pre-test

M2 = Mean of Post-test

X1 = Students' score of Pre-test

X2 = Students' score Post-test

N = Number of Students

The table above showed the students' score of pre-test and post-test at the experimental class. The highest score of pre-test was 75, it was gotten by seven students and the lowest score was 30, it was gotten by two students and the average of pre-test score was 68.47. Then, the highest score of post-test was 95, it was gotten by four students and the lowest score of post-test was 70, it was gotten by six students and average score of post-test was 82.87. The students' result can show that the post-test is higher score after applied Choral Reading strategy.

From the calculation of the determine mean the experimental class, the average between the pre-test and post-test increase amount 14.40.

Table 4.2

Data from Pre-test and Post-test of Control Class

| No | Name of Students | Pre-test | Post-test | Gained |
|----|------------------|----------|-----------|--------|
| 1 | NO | 55 | 65 | 10 |
| 2 | DH | 55 | 70 | 15 |
| 3 | SFR | 65 | 85 | 20 |
| 4 | RS | 60 | 80 | 20 |
| 5 | NFA | 60 | 75 | 15 |
| 6 | N | 60 | 75 | 15 |
| 7 | SN | 50 | 60 | 10 |
| 8 | HA | 45 | 65 | 20 |
| 9 | AS | 45 | 50 | 5 |
| 10 | DL | 50 | 75 | 25 |
| 11 | S | 55 | 65 | 10 |
| 12 | ER | 60 | 75 | 15 |
| 13 | C | 65 | 70 | 5 |
| 14 | I | 65 | 75 | 10 |

| | | | | |
|----|-----|----|----|----|
| 15 | L | 45 | 70 | 35 |
| 16 | RYP | 45 | 75 | 35 |
| 17 | M | 50 | 75 | 25 |
| 18 | MNS | 60 | 65 | 5 |
| 19 | NN | 80 | 85 | 5 |
| 20 | APP | 55 | 60 | 5 |
| 21 | I | 60 | 70 | 10 |
| 22 | AS | 70 | 75 | 5 |
| 23 | AW | 45 | 65 | 20 |
| 24 | RPY | 55 | 70 | 15 |
| 25 | DI | 75 | 80 | 5 |
| 26 | J | 50 | 55 | 5 |
| 27 | FK | 55 | 65 | 10 |
| 28 | DH | 45 | 55 | 10 |
| 29 | AH | 40 | 55 | 15 |
| 30 | RM | 60 | 65 | 5 |
| 31 | MSH | 65 | 70 | 5 |
| 32 | HA | 45 | 55 | 10 |
| 33 | N | 50 | 65 | 15 |

| | | | | |
|------|-------------|-------|-------|-----|
| 34 | WAQ | 40 | 65 | 25 |
| 35 | F | 50 | 55 | 5 |
| 36 | VA | 75 | 85 | 10 |
| N=36 | TOTAL SCORE | 2005 | 2220 | 475 |
| | AVERAGE | 55.69 | 61.66 | |

Determine mean score of pre-test and post-test of control class,
the writer follows the formula:

formula:

$$\begin{aligned}
 M1 &= \frac{\sum Y1}{N1} \\
 &= \frac{2005}{36} \\
 &= 55.69
 \end{aligned}$$

$$\begin{aligned}
 M2 &= \frac{\sum Y2}{N2} \\
 &= \frac{2220}{36} \\
 &= 61.66
 \end{aligned}$$

Determine mean with the formula:

$$\begin{aligned}M &= M2 - M1 \\ &= 61.66 - 55.69 \\ &= 5.97\end{aligned}$$

Note: M = Mean

M1 = Mean of Pre-test

M2 = Mean of Post-test

Y1 = Students' score of Pre-test

Y2 = Students' score Post-test

N = Number of Students

Table 4.2 showed that lowest score of pre-test 40, it was by two students and the highest score of pre-test is 80, it was by one student and the average score of pre-test was 55.69. Highest score of post-test was 85, it was gotten by three students and the lowest score of post-test 55, it was gotten by five students and the average score of post-test was 61.66. The students' score in control class was less because in this class not use Choral Reading strategy. After the calculation of the determine mean the control class, average between the pre-test and post-test increase amount 5.97.

After comparison between the score of pre-test and post-test in experimental class and control class, the writer calculates deviation and squared deviation. The result of the calculation by using the formula t-test can be seen at the analysis of the data.

B. Analyzing the Data

After the writer got the data from pre-test and post-test score from experimental and control class. The writer analyzed the data by t-test formula with the degree of significance 5% and the writer used steps of formula.

Table 4.3

The Score of Distribution Frequency

| NO | X | Y | X | y | x^2 | y^2 |
|----|----|----|-------|--------|-------|--------|
| 1 | 90 | 65 | -7.13 | -3.34 | 50.83 | 11.15 |
| 2 | 90 | 70 | -7.13 | -8.34 | 50.83 | 69.55 |
| 3 | 90 | 85 | -7.13 | -23.34 | 50.83 | 544.75 |
| 4 | 80 | 80 | 2.87 | -18.34 | 8.24 | 336.35 |
| 5 | 85 | 75 | -2.13 | -1.34 | 4.53 | 177.95 |
| 6 | 85 | 75 | -2.13 | -13.34 | 4.53 | 177.95 |
| 7 | 85 | 60 | -2.13 | 1.66 | 4.53 | 2.75 |
| 8 | 85 | 65 | -2.13 | -3.34 | 4.53 | 11.15 |

| | | | | | | |
|----|----|----|--------|--------|--------|--------|
| 9 | 90 | 50 | -7.13 | 11.66 | 50.83 | 135.95 |
| 10 | 95 | 75 | -12.13 | -13.34 | 147.13 | 177.95 |
| 11 | 65 | 65 | 17.87 | -3.34 | 319.33 | 11.15 |
| 12 | 70 | 75 | 12.87 | -13.34 | 165.63 | 177.95 |
| 13 | 75 | 70 | 7.87 | -8.34 | 61.93 | 69.55 |
| 14 | 70 | 75 | 12.87 | -13.34 | 165.63 | 177.95 |
| 15 | 75 | 70 | 7.87 | -8.34 | 61.93 | 69.55 |
| 16 | 80 | 75 | 2.87 | -13.34 | 8.23 | 177.95 |
| 17 | 70 | 75 | 12.87 | -13.34 | 165.63 | 177.95 |
| 18 | 80 | 65 | 2,87 | -3.34 | 8.23 | 11.15 |
| 19 | 85 | 85 | -2.13 | -23.34 | 4.53 | 544.75 |
| 20 | 85 | 60 | -2.13 | 1.66 | 4.53 | 2.75 |
| 21 | 70 | 70 | 12.87 | -8.34 | 165.63 | 69.55 |
| 22 | 85 | 75 | -2.13 | -13.34 | 4.53 | 177.95 |
| 23 | 85 | 65 | -2.13 | -3.34 | 4.53 | 11.15 |
| 24 | 90 | 70 | -7.13 | -8.34 | 50.83 | 69.55 |
| 25 | 95 | 80 | -12.13 | -18.34 | 147.13 | 336.35 |
| 26 | 90 | 55 | -7.13 | 6.66 | 50.83 | 44.35 |
| 27 | 90 | 65 | -7.13 | -3.34 | 50.83 | 11.15 |

| | | | | | | |
|----------|------|------|--------|---------|--------|---------|
| 28 | 85 | 55 | -2.13 | 6.66 | 4.53 | 44.35 |
| 29 | 95 | 55 | -12.13 | 6.66 | 147.13 | 44.35 |
| 30 | 90 | 65 | -7.13 | -3.34 | 50.83 | 11.15 |
| 31 | 95 | 70 | -12.13 | -8.34 | 147.13 | 69.55 |
| 32 | 85 | 55 | -2.13 | 6.66 | 4.53 | 44.35 |
| 33 | 80 | 65 | 2.87 | -3.34 | 8.23 | 11.15 |
| 34 | 80 | 65 | 2.87 | -3.34 | 8.23 | 11.15 |
| 35 | 75 | 55 | 7.87 | 6,66 | 61.93 | 44.35 |
| 36 | 85 | 85 | -2.13 | -23.34 | 4.53 | 544.75 |
| 37 | 85 | | -2.13 | | 4.53 | |
| 38 | 70 | | 12.87 | | 165.63 | |
| 39 | 85 | | -2.13 | | 4.53 | |
| 40 | 70 | | 12.87 | | 165.63 | |
| Σ | 3315 | 2220 | -5.2 | -245.24 | 2594.1 | 4611.75 |

Note:

X : Post-test score of the Experimental Class

Y : Post test score of the Control Class

x : Deviation of Experimental Class

y : Deviation of Control Class

x^2 : The Squared Deviation of Experimental Class

y^2 : The Squared Deviation of Control Class

- a. Determining mean of variable X (variable I) with formula:

$$\begin{aligned} MX &= \frac{\sum X}{N1} \\ &= \frac{3315}{40} \\ &= 82.87 \end{aligned}$$

- b. Determining mean of variable Y (variable II) with formula:

$$\begin{aligned} MY &= \frac{\sum Y}{N2} \\ &= \frac{2220}{36} \\ &= 61.66 \end{aligned}$$

- c. Determining deviation standard of variable I with formula:

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum x^2}{N1}} \\ &= \sqrt{\frac{2594.1}{40}} \end{aligned}$$

$$= \sqrt{64.852}$$

$$= 8.053$$

d. Determining deviation standard of variable II with formula:

$$SD_Y = \sqrt{\frac{\sum y^2}{N2}}$$

$$= \sqrt{\frac{4611.75}{36}}$$

$$= \sqrt{128.08}$$

$$= 11.317$$

e. Determining standard error of mean variable I with formula:

$$SE_{MX} = \frac{SD_1}{\sqrt{N1-1}}$$

$$= \frac{8.05}{\sqrt{40-1}}$$

$$= \frac{8.05}{\sqrt{39}}$$

$$= \frac{8.05}{6.24}$$

$$= 1.290$$

- f. Determining standard error of mean variable II with formula:

$$SE_{MY} = \frac{SD_2}{\sqrt{N2-1}}$$

$$= \frac{11.31}{\sqrt{36-1}}$$

$$= \frac{11.31}{\sqrt{35}}$$

$$= \frac{11.31}{5.91}$$

$$= 1.913$$

- g. Determining standard error of mean difference variable I and variable II with formula:

$$SEM1-M2 = \sqrt{(SEM1)(SEM1) + SEM2^2}$$

$$= \sqrt{1.29 \times 1.29 + 1.91 \times 1.91}$$

$$= \sqrt{1.66 + 3.64}$$

$$= \sqrt{5.3}$$

$$= 2.302$$

- h. Analyzing the result by using calculation² of t-test as follow:

$$\begin{aligned}
 t_0 &= \frac{M1 - M2}{SEM1 - M2} \\
 &= \frac{82.87 - 61.66}{2.3} \\
 &= \frac{21.21}{2.3} \\
 &= 9.22173
 \end{aligned}$$

- i. Determining degrees of freedom (df) with formula:

$$\begin{aligned}
 Df &= (N1 + N2) - 2 \\
 &= (40 + 36) - 2 \\
 &= 76 - 2 \\
 &= 74
 \end{aligned}$$

From the data, that mean of pre-test score obtained by students of VIIIA as experimental class = 68.47 and the pre-test score obtained by students of VIII B as a control class = 55.69. The highest score in classes was different that was VIII A AS experimental class got 75 and VIII B as control class got 80. And the lowest score of pre-test in both classes was 30 for experimental class and 40 for control class.

Then, the means of post-test at experimental score= 82.87 was greater than control class = 61.66. The highest score of post-test at experimental class got 95 and control class got 85. The lowest post-test score of experimental class is 65, and the lowest post-test score of control class is 50.

According to the statistical calculation above, the value of t_0 is 9.22 and the degree of freedom is 74 with 5% degree of significance used by the writer. Based on the significance, it can be seen that on $df= 74$ in significance 5% the value of t_{table} 1.99 by comparing the result of the t_{table} and t_0 in the degree of significance of 5%, $t_0 \geq t_{table} = 9.22 \geq 1.99$. From the result of statistical calculation, it was obtained the t-observation t_0 was 9.22; meanwhile, the t-table (t_{table}) of df 74 in significance 5% was 1,99. It means t-observation (t_0) was higher than t-table (t_{table}), so null hypothesis (H_0) rejected and alternative hypothesis (H_a) is accepted.

C. Interpretation of the Data

In this research, the writer described the interpretation of the finding and summarized the hypothesis. The research was held to answer the question how is students' reading comprehension at the second grade of SMPN 4 Pandeglang. Before and after using Choral

Reading Strategy? How is the effectiveness of using Choral Reading strategy towards students' reading comprehension at the second grade students of SMPN 4 Pandeglang? In order to answer the question the writer formulated the Null Hypothesis (H_0) and the Alternative Hypothesis (H_a) as follow :

H_a (Alternative Hypothesis) : there is a significant difference of students' reading comprehension achievement between students who are taught using Choral Reading strategy and students who are taught without using Choral Reading strategy.

H_0 (Null Hypothesis) : there is not significant difference of students reading comprehension achievement between students who are taught using Choral Reading strategy and students who are taught without using Choral Reading strategy .

The assumption of this hypothesis as follow:

If $t_0 \geq t_{table}$ the Null Hypothesis is rejected and Alternative Hypothesis is accepted. It means there is significant difference of students' reading comprehension achievement between students who are taught using Choral Reading strategy and students who at taught without using Choral Reading strategy.

The writer summarized that $t_0 \geq t_{table}$ it means that the Null Hypothesis is rejected and the Alternative Hypothesis is accepted. The writer analyzed the result of calculation that H_0 rejected and H_a is accepted.

Based on the data obtained from experimental class and control class the writer can be inferred that Choral Reading strategy has effect on students' reading comprehension. Based on the data above, it has found that the increasing of learning reading skill caused by using Choral Reading strategy to solve the problem that has thought in the statement of problem. The writer used Choral Reading strategy to give motivation in learning reading. As the writer state above that the problem of students in learning reading is difficult or problem like pronounce the word, difficult vocabulary the text itself. So that, the writer used Choral Reading strategy to teach reading comprehension by content area in which the students can interpret the text based on context. The students can choose the word based on their interest or those which are important to know and then define the words based on the context of the text.

Based that, the writer used Choral Reading strategy to faciliate communication, understanding and participation. The students will

therefore be more engaged and more likely to retain what they are being taught in the classroom.

Additionally, choral can help the students elicit certain key vocabulary and phrases without having to directly translate, and also it will help the student associate common words and phrases with certain voice, which will accelerate their learning and give them more confidence.