**CHAPTER IV**

**RESULT AND DISCUSSION**

1. **Data Description**

This chapter described the data that was gotten from the students’ of MTs. Al-Khairiyah Pipitan and the subject of this research is the third grade students. The writer took 60 students. The writer divided them into two group, 30 students from class IX-D as experimental class and 30 students from class IX-C as control class.

To know the effectiveness of Preview, Ask Question, Read and Summarize on Students’ Reading Comprehension, the writer gave the test to students. The test was used divide in two types. There are pre-test and post-test, the pre-test was given by students before treatment and the post-test was given by students after treatment. The test was evaluated by concerning the five aspect of reading: main idea, specific information, inference, reference, and vocabulary. The writer used recount text as a material treatment.

1. **Experimental Class**
2. **The Students’ Pre-Test of Experimental Class**

The students’ pre test score of Experimental class could be shown on table bellows:

**Table 4.1**

**Students’ Score of Pre-test of Experimental Class**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondents** | **Aspect of Reading** | | | | | **Amount** | **Score Pre-test** |
| Main Idea | Specific Information | Inference | Reference | Vocabulary |
|
| 1 | A | 5 | 2 | 5 | 6 | 1 | 19 | 47.5 |
| 2 | AA | 5 | 7 | 3 | 3 | 2 | 20 | 50 |
| 3 | AAS | 6 | 1 | 3 | 4 | 1 | 15 | 37.5 |
| 4 | AF | 5 | 3 | 6 | 5 | 3 | 22 | 55 |
| 5 | AS | 4 | 6 | 3 | 4 | 3 | 20 | 50 |
| 6 | DP | 6 | 3 | 6 | 7 | 2 | 24 | 60 |
| 7 | EA | 6 | 5 | 5 | 6 | 3 | 25 | 62.5 |
| 8 | ERM | 6 | 2 | 1 | 4 | 2 | 15 | 37.5 |
| 9 | FA | 6 | 6 | 5 | 1 | 3 | 21 | 52.5 |
| 10 | FY | 5 | 6 | 3 | 4 | 2 | 20 | 50 |
| 11 | GN | 5 | 5 | 2 | 2 | 2 | 16 | 40 |
| 12 | IR | 5 | 5 | 4 | 3 | 2 | 19 | 47.5 |
| 13 | IS | 5 | 6 | 1 | 4 | 2 | 18 | 47.5 |
| 14 | K | 4 | 5 | 1 | 4 | 2 | 16 | 40 |
| 15 | KK | 4 | 2 | 2 | 5 | 1 | 14 | 35 |
| 16 | KN | 6 | 6 | 3 | 4 | 2 | 21 | 52.5 |
| 17 | M | 5 | 2 | 5 | 6 | 1 | 19 | 47.5 |
| 18 | MN | 6 | 2 | 1 | 3 | 1 | 13 | 32.5 |
| 19 | MRD | 5 | 6 | 6 | 8 | 5 | 30 | 75 |
| 20 | NDS | 3 | 5 | 3 | 2 | 3 | 16 | 40 |
| 21 | NF | 6 | 4 | 5 | 8 | 2 | 26 | 57.5 |
| 22 | NL | 5 | 5 | 6 | 7 | 2 | 25 | 62.5 |
| 23 | SD | 7 | 4 | 7 | 6 | 3 | 27 | 67.5 |
| 24 | SH | 7 | 2 | 3 | 2 | 3 | 17 | 42.5 |
| 25 | SP | 7 | 4 | 3 | 1 | 2 | 17 | 42.5 |
| 26 | SR | 5 | 7 | 1 | 5 | 2 | 20 | 50 |
| 27 | SS | 6 | 6 | 4 | 7 | 1 | 24 | 60 |
| 28 | TN | 6 | 4 | 2 | 4 | 1 | 17 | 42.5 |
| 29 | US | 5 | 6 | 2 | 4 | 1 | 18 | 45 |
| 30 | YF | 4 | 6 | 3 | 2 | 1 | 16 | 40 |
| **N= 30** | **∑** | | | | | | | **1470** |

From table 4.1 above, the writer shows students’ pre-test score at the experiment class before the researcher gave the treatment. The data shows that the lowest score of pre-test score is 32.5 and the highest score is 75. Based on aspect of reading, the highest score got by main idea aspect and the lowest score got by vocabulary aspect, it means the students have understand to find the main idea but the students still low on vocabulary aspect.

1. **The Students’ Post-test of Experimental Class**

The students’ post-test score of experimental class could be shown on table bellows:

**Table 4.2**

**Students’ Score of Post-Test of Experimental Class**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondents** | **Aspect of Reading** | | | | | **Amount** | **Score Post-test** |
| Main Idea | Specific Information | Inference | Reference | Vocabulary |
|
| 1 | A | 6 | 5 | 4 | 5 | 4 | 24 | 60 |
| 2 | AA | 7 | 7 | 6 | 6 | 4 | 30 | 75 |
| 3 | AAS | 6 | 6 | 5 | 5 | 4 | 26 | 65 |
| 4 | AF | 7 | 5 | 5 | 5 | 3 | 25 | 62.5 |
| 5 | AS | 8 | 6 | 5 | 4 | 3 | 26 | 65 |
| 6 | DP | 6 | 5 | 5 | 5 | 2 | 23 | 57.5 |
| 7 | EA | 7 | 5 | 6 | 5 | 5 | 28 | 70 |
| 8 | ERM | 6 | 5 | 5 | 5 | 4 | 25 | 62.5 |
| 9 | FA | 7 | 6 | 6 | 5 | 5 | 29 | 72.5 |
| 10 | FY | 6 | 7 | 5 | 4 | 5 | 27 | 67.5 |
| 11 | GN | 6 | 6 | 5 | 5 | 5 | 27 | 67.5 |
| 12 | IR | 4 | 8 | 3 | 5 | 5 | 25 | 62.5 |
| 13 | IS | 5 | 7 | 5 | 4 | 5 | 26 | 65 |
| 14 | K | 5 | 5 | 4 | 4 | 2 | 20 | 50 |
| 15 | KK | 6 | 5 | 5 | 6 | 4 | 23 | 57.5 |
| 16 | KN | 7 | 7 | 5 | 5 | 5 | 29 | 72.5 |
| 17 | M | 6 | 5 | 6 | 7 | 5 | 29 | 72.5 |
| 18 | MN | 7 | 5 | 5 | 5 | 5 | 27 | 67.5 |
| 19 | MRD | 8 | 7 | 7 | 6 | 6 | 34 | 85 |
| 20 | NDS | 5 | 6 | 5 | 5 | 5 | 26 | 65 |
| 21 | NF | 7 | 5 | 6 | 9 | 5 | 32 | 80 |
| 22 | NL | 7 | 6 | 7 | 7 | 5 | 32 | 80 |
| 23 | SD | 8 | 8 | 7 | 6 | 6 | 35 | 87.5 |
| 24 | SH | 8 | 5 | 5 | 6 | 6 | 30 | 75 |
| 25 | SP | 8 | 6 | 5 | 5 | 5 | 29 | 72.5 |
| 26 | SR | 6 | 8 | 5 | 6 | 5 | 30 | 75 |
| 27 | SS | 7 | 7 | 5 | 8 | 5 | 32 | 80 |
| 28 | TN | 7 | 8 | 5 | 6 | 5 | 31 | 77.5 |
| 29 | US | 6 | 7 | 5 | 5 | 5 | 28 | 70 |
| 30 | YF | 5 | 7 | 5 | 5 | 5 | 27 | 67.5 |
| **N=30** | ∑ | | | | | | | **2087.5** |

From table 4.2 above, the writer shows the students’ post-test score after the researcher gave treatment using Preview, Ask Question, Read and Summarize strategy at experimental class. The data shows that the lowest score is 50 and the highest score is 87.5. Based on aspect of reading, the students are raising on each aspect.

1. **The Students’ Pre-Test and Post-Test of Experimental Class**

The students’ pre-test and post-test score of experimental class could be shown on table bellows:

**Table 4.3**

**The Result of Students’ Pre-test and Post-test Score on Experimental Class**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Respondents** | **Score** | |
| **Pre-test** | **Post-test** |
| 1 | A | 47.5 | 60 |
| 2 | AA | 50 | 75 |
| 3 | AAS | 37.5 | 65 |
| 4 | AF | 55 | 62.5 |
| 5 | AS | 50 | 65 |
| 6 | DP | 60 | 57.5 |
| 7 | EA | 62.5 | 70 |
| 8 | ERM | 37.5 | 62.5 |
| 9 | FA | 52.5 | 72.5 |
| 10 | FY | 50 | 67.5 |
| 11 | GN | 40 | 67.5 |
| 12 | IR | 47.5 | 62.5 |
| 13 | IS | 47.5 | 65 |
| 14 | K | 40 | 50 |
| 15 | KK | 35 | 57.5 |
| 16 | KN | 52.5 | 72.5 |
| 17 | M | 47.5 | 72.5 |
| 18 | MN | 32.5 | 67.5 |
| 19 | MRD | 75 | 85 |
| 20 | NDS | 40 | 65 |
| 21 | NF | 57.5 | 80 |
| 22 | NL | 62.5 | 80 |
| 23 | SD | 67.5 | 87.5 |
| 24 | SH | 42.5 | 75 |
| 25 | SP | 42.5 | 72.5 |
| 26 | SR | 50 | 75 |
| 27 | SS | 60 | 80 |
| 28 | TN | 42.5 | 77.5 |
| 29 | US | 45 | 70 |
| 30 | YF | 40 | 67.5 |
| **N= 30** | ∑ | **1470** | **2087.5** |
| **M** | **49** | **69.58** |

Mean Formula

M1 =

=

= 49

M2 =

=

= 69.58

The Table 4.3 shows that students’ score result before and after treatment in experimental class. The data shows that the lowest score of pre-test score is 32.5 and highest score is 75. The lowest score of post-test score is 50 and highest score is 87.5. The mean score of pre-test is 49 and the mean score of post-test is 69.58. In this case the researcher comparing pre-test score and post-test score students. The result of comparison was students improvement score that after the researcher do treatment using PARS strategy in learning reading comprehension. It means that using PARS strategy was success to improve students’ reading comprehension

**Graphic 4.1**

**The Different of Students’ Pre-test and Post-test Score on Experimental Class**

The graphic above showed those students’ score before and after treatment by using Preview, Ask Question, Read and Summarize Strategy. After had given treatment in experimental class, all of students realized improvement score. It could be seen from the modus on pre-test only 32.5 and 37.5 , while the modus on post-test are 62.5 and 77.5. It means that many students’ on pre-test only got score 40 and 50, and on post-test got score 70 and 72,5. The highest score on pre-test only 75, it was gotten by a student and the highest score on post-test only 90, it was gotten by a student. The lowest score on pre-test was 32.5, it was gotten by a student and post-test was 60, it was gotten by two students.

1. **Control Class**
2. **The Students’ Pre-Test Score of Control Class**

The students’ pre-test score of control class could be shown on table bellows:

**Table 4.4**

**Students’ Score of Pre-test of Control Class**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondents** | **Aspect of Reading** | | | | | **Amount** | **Score Pre-test** |
| Main Idea | Specific Information | Inference | Reference | Vocabulary |
|
| 1 | AA | 5 | 6 | 2 | 5 | 3 | 21 | 52.5 |
| 2 | AAR | 2 | 3 | 1 | 3 | 1 | 10 | 25 |
| 3 | AAS | 2 | 2 | 2 | 1 | 3 | 10 | 25 |
| 4 | AK | 5 | 5 | 3 | 4 | 2 | 19 | 47.5 |
| 5 | AP | 4 | 3 | 2 | 4 | 2 | 15 | 37.5 |
| 6 | D | 4 | 8 | 2 | 5 | 2 | 21 | 52.5 |
| 7 | DA | 6 | 7 | 2 | 4 | 2 | 21 | 52.5 |
| 8 | FA | 5 | 7 | 2 | 3 | 1 | 18 | 45 |
| 9 | FP | 5 | 2 | 2 | 3 | 1 | 13 | 32.5 |
| 10 | H | 6 | 7 | 2 | 3 | 3 | 21 | 52.5 |
| 11 | HH | 6 | 7 | 2 | 4 | 3 | 22 | 55 |
| 12 | IA | 6 | 5 | 5 | 4 | 1 | 21 | 52.5 |
| 13 | IB | 4 | 6 | 3 | 3 | 3 | 19 | 47.5 |
| 14 | JN | 4 | 5 | 5 | 6 | 1 | 21 | 52.5 |
| 15 | M | 6 | 6 | 3 | 3 | 1 | 19 | 47.5 |
| 16 | MA | 7 | 4 | 1 | 4 | 2 | 18 | 45 |
| 17 | NH | 2 | 3 | 3 | 3 | 1 | 12 | 30 |
| 18 | NKH | 4 | 8 | 2 | 7 | 1 | 22 | 55 |
| 19 | NM | 5 | 7 | 3 | 4 | 1 | 20 | 50 |
| 20 | NW | 7 | 7 | 4 | 2 | 3 | 23 | 57.5 |
| 21 | SC | 5 | 7 | 5 | 3 | 1 | 21 | 52.5 |
| 22 | SCD | 1 | 3 | 2 | 1 | 3 | 10 | 25 |
| 23 | SJN | 2 | 8 | 2 | 7 | 1 | 20 | 50 |
| 24 | SL | 6 | 5 | 3 | 2 | 2 | 18 | 45 |
| 25 | SM | 4 | 6 | 1 | 4 | 2 | 17 | 42.5 |
| 26 | SMN | 5 | 5 | 2 | 4 | 3 | 19 | 47.5 |
| 27 | SN | 5 | 6 | 4 | 3 | 2 | 20 | 50 |
| 28 | SS | 4 | 5 | 2 | 2 | 1 | 14 | 35 |
| 29 | WA | 6 | 5 | 5 | 7 | 1 | 24 | 60 |
| 30 | YR | 5 | 7 | 5 | 3 | 3 | 23 | 57.5 |
| **N= 30** | ∑ | | | | | | | **1380** |

From table 4.4 above, the writer shows the students’ pre-test score before the researcher gave treatment at control class. The data shows that the lowest score is 25 by three students and the highest score is 60.

1. **The Students’ Post-Test Score of Control Class**

The students’ post-test score of control class could be shown on table bellows:

**Table 4.4**

**Students’ Score of Post-test of Control Class**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondents** | **Aspect of Reading** | | | | | **Amount** | **Score Pre-test** |
| Main Idea | Specific Information | Inference | Reference | Vocabulary |
|
| 1 | AA | 3 | 2 | 5 | 9 | 3 | 22 | 55 |
| 2 | AAR | 7 | 6 | 6 | 6 | 5 | 30 | 75 |
| 3 | AAS | 5 | 4 | 3 | 4 | 3 | 19 | 47.5 |
| 4 | AK | 4 | 4 | 4 | 4 | 1 | 17 | 42.5 |
| 5 | AP | 3 | 4 | 4 | 5 | 3 | 19 | 47.5 |
| 6 | D | 4 | 6 | 5 | 5 | 3 | 23 | 57.5 |
| 7 | DA | 7 | 5 | 6 | 5 | 4 | 27 | 67.5 |
| 8 | FA | 6 | 7 | 6 | 4 | 2 | 25 | 62.5 |
| 9 | FP | 8 | 6 | 5 | 3 | 3 | 27 | 67.5 |
| 10 | H | 7 | 4 | 4 | 4 | 3 | 22 | 55 |
| 11 | HH | 7 | 8 | 4 | 4 | 4 | 27 | 67.5 |
| 12 | IA | 5 | 6 | 6 | 7 | 3 | 26 | 65 |
| 13 | IB | 8 | 6 | 2 | 4 | 3 | 23 | 57.5 |
| 14 | JN | 7 | 6 | 5 | 4 | 2 | 24 | 60 |
| 15 | M | 4 | 5 | 6 | 5 | 3 | 23 | 57.5 |
| 16 | MA | 5 | 6 | 5 | 3 | 4 | 23 | 57.5 |
| 17 | NH | 6 | 6 | 6 | 3 | 4 | 25 | 62.5 |
| 18 | NKH | 6 | 4 | 7 | 4 | 3 | 24 | 60 |
| 19 | NM | 8 | 4 | 6 | 4 | 1 | 23 | 57.5 |
| 20 | NW | 8 | 6 | 7 | 3 | 1 | 25 | 62.5 |
| 21 | SC | 7 | 5 | 4 | 7 | 4 | 27 | 67.5 |
| 22 | SCD | 7 | 3 | 5 | 6 | 3 | 23 | 57.5 |
| 23 | SJN | 8 | 6 | 7 | 7 | 3 | 31 | 77.5 |
| 24 | SL | 7 | 8 | 4 | 1 | 2 | 23 | 57.5 |
| 25 | SM | 3 | 4 | 3 | 5 | 4 | 19 | 47.5 |
| 26 | SMN | 7 | 7 | 6 | 5 | 2 | 27 | 67.5 |
| 27 | SN | 8 | 6 | 4 | 4 | 2 | 24 | 60 |
| 28 | SS | 7 | 7 | 3 | 5 | 5 | 29 | 72.5 |
| 29 | WA | 5 | 4 | 7 | 7 | 1 | 24 | 60 |
| 30 | YR | 2 | 5 | 5 | 4 | 5 | 21 | 52.5 |
| **N= 30** | ∑ | | | | | | | **1805** |

From table 4.5 above, the writer shows the students’ pre-test score after the researcher gave treatment using conventional method at control class. The data shows that the lowest score is by 57.5 and the highest score is 77.5.

1. **The Students’ Pre- Test and Post-Test of Control Class**

The students’ pre-test and post-test score of control class could be shown on table bellows:

**Table 4.6**

**The Result of Students’ Pre-test and Post-test Score on Control Class**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Respondents | Score | |
| Pre-test | Post-test |
| 1 | AA | 52.5 | 55 |
| 2 | AAR | 25 | 75 |
| 3 | AAS | 25 | 47.5 |
| 4 | AK | 47.5 | 42.5 |
| 5 | AP | 37.5 | 47.5 |
| 6 | D | 52.5 | 57.5 |
| 7 | DA | 52.5 | 67.5 |
| 8 | FA | 45 | 62.5 |
| 9 | FP | 32.5 | 67.5 |
| 10 | H | 52.5 | 55 |
| 11 | HH | 55 | 67.5 |
| 12 | IA | 52.5 | 65 |
| 13 | IB | 47.5 | 57.5 |
| 14 | JN | 52.5 | 60 |
| 15 | M | 47.5 | 57.5 |
| 16 | MA | 45 | 57.5 |
| 17 | NH | 30 | 62.5 |
| 18 | NKH | 55 | 60 |
| 19 | NM | 50 | 57.5 |
| 20 | NW | 57.5 | 62.5 |
| 21 | SC | 52.5 | 67.5 |
| 22 | SCD | 25 | 57.5 |
| 23 | SJN | 50 | 77.5 |
| 24 | SL | 45 | 57.5 |
| 25 | SM | 42.5 | 47.5 |
| 26 | SMN | 47.5 | 67.5 |
| 27 | SN | 50 | 60 |
| 28 | SS | 35 | 72.5 |
| 29 | WA | 60 | 60 |
| 30 | YR | 57.5 | 52.5 |
| **N= 30** | ∑ | **1380** | **1805** |
| **M** | **46** | **60.16** |

Mean on formula:

M1 =

=

= 46

M2 =

=

= 60.16

The Table 4.6 shows that students’ score result before and after treatment in control class by using conventional method. The data shows that the lowest score of pre-test score is 25 and highest score is 60. The lowest score of post-test score is 42.5 and highest score is 77.5. The mean score of pre-test is 46 and the mean score of post-test is 60.16. The researcher comparing pre-test score and post-test score students. The result is shows different score between pre-test and post-test score at control class.

**Graphic 4.2**

**The Different of Students’ Pre-test and Post-test Score on Control Class**

The graphic above showed those students’ pre-test and post-test score on control class. The improvement score can be seen from the highest score on pre-test was 60, it was gotten by a student and the post-test was 77.5, it was gotten by a student. The lowest score on pre-test was 25, it was gotten by three students’ and post-test was 42.5, it was gotten by a student. The modus on pre-test was 52.5 and post-test 67.5 . It means that many of students’ on pre-test only got score 52.5 and on post-test got score 67.5 . In above graphic also showed there is a student score who not change in pre-test and post-test.

1. **Data Analysis**

The writer would calculate the square deviation score on the experimental class and control class with following table below:

**Table 4.7**

**The Square Deviation Score on the Experimental and Control Class**

| **No** | **X1** | **X2** | **x1** | **x2** | **x12** | **x22** |
| --- | --- | --- | --- | --- | --- | --- |
|
| 1 | 60 | 55 | -9.58 | -5.16 | 91.7764 | 26.6256 |
| 2 | 75 | 75 | 5.42 | 14.48 | 29.3764 | 209.6704 |
| 3 | 65 | 47.5 | -4.58 | -12.66 | 20.9764 | 160.2756 |
| 4 | 62.5 | 42.5 | -7.08 | -17.66 | 50.1264 | 311.8756 |
| 5 | 65 | 47.5 | -4.58 | -12.66 | 20.9764 | 160.2756 |
| 6 | 57.5 | 57.5 | -12.08 | -2,66 | 145.9264 | 7.0756 |
| 7 | 70 | 67.5 | 0.42 | 7.34 | 0.1764 | 53.8756 |
| 8 | 62.5 | 62.5 | -7.08 | 2.34 | 50.1264 | 5.4756 |
| 9 | 72.5 | 67.5 | 2.92 | 7.34 | 8.5264 | 53.8756 |
| 10 | 67.5 | 55 | -2.08 | -5.16 | 4.3264 | 26.6256 |
| 11 | 67.5 | 67.5 | -2.08 | 7.34 | 4.3264 | 53.8756 |
| 12 | 62.5 | 65 | -7.08 | 4.84 | 50.1264 | 23.4256 |
| 13 | 65 | 57.5 | -4.58 | -2.66 | 20.9764 | 7.0756 |
| 14 | 50 | 60 | -19.58 | -0.16 | 383.3764 | 0.0256 |
| 15 | 57.5 | 57.5 | -12.08 | -2.66 | 145.9264 | 7.0756 |
| 16 | 72.5 | 57.5 | 2.92 | -2.66 | 8.5264 | 7.0756 |
| 17 | 72.5 | 62.5 | 2.92 | 2.34 | 8.5264 | 5.4756 |
| 18 | 67.5 | 60 | -2.08 | 7.34 | 4.3264 | 53.8756 |
| 19 | 85 | 57.5 | 15.42 | 24.84 | 237.7764 | 617.0256 |
| 20 | 65 | 62.5 | -4.58 | 2.92 | 20.9764 | 8.5264 |
| 21 | 80 | 67.5 | -2.08 | 7.34 | 4.3264 | 53.8756 |
| 22 | 80 | 57.5 | 10.42 | -2.66 | 108.5764 | 7.0756 |
| 23 | 87.5 | 77.5 | 17.92 | 17.34 | 321.1264 | 300.6756 |
| 24 | 75 | 57.5 | 5.42 | -2.66 | 29.3764 | 7.0756 |
| 25 | 72.5 | 47.5 | 2.92 | -12.66 | 8.5264 | 160.2756 |
| 26 | 75 | 67.5 | 5.42 | 7.34 | 29.3764 | 53.8756 |
| 27 | 80 | 60 | 10.42 | -2.08 | 108.5764 | 4.3264 |
| 28 | 77.5 | 72.5 | 7.92 | 12.34 | 62.7264 | 152.2756 |
| 29 | 70 | 60 | 0.42 | -2.08 | 0.1764 | 4.3264 |
| 30 | 67.5 | 52.5 | -2.08 | -7.66 | 4.3264 | 58.6756 |
| ∑ | **2087.5** | **1805** |  |  | 1984.292 | 2601.565 |
| M | **69.58** | **60.16** |  |  |  |  |
|  |  |  |  |  |  |  |

1. The writer calculated mean of post-test score on experimental and control class

Mean of post-test on experimental class

M1= = = 69.58

Mean of post-test on control class

M2= = = 60.16

1. The writer calculated the number of square deviation on experimental and control class

The number of square deviation on experimental class

= 1984.292

The number of square deviation on control class

= 2601.565

1. The writer would calculated t-test with used formula by Fisher bellow:
2. The writer calculated degree of freedom (df)

df = N1 + N2 -2

=30 + 30- 2

=58

Based on t table with df as number 58 is got t table as follow:

At significance level 5% ; tt = 1.67

At significant level 1% ; tt = 2.39

1. **Statystical Hypothesis Testing**

To prove the writer’s hypothesis which is submitted before, the data obtained from experimental and control class are formulated by assumption as follow:

If to>tt : The alternative hypothesis is accepted. It means that there is effectiveness of Preview, Ask Question, Read and Summarize on students’ reading comprehension at the third grade of MTs. Al-Khairiyah Pipitan

If to<tt : Null hypothesis is rejected. It means that there is no effectiveness of Preview, Ask Question, Read and Summarize on students’ reading comprehension at the third grade of MTs. Al-Khairiyah Pipitan.

From the result of the calculation above, it is obtained that the value of to( t observation) is 4.34, degree freedom (*df*) is 58. In degree of significance 5% from 58 (t table) = 1.67, in degree of significance 1% from 56 (t table) = 2.39.

After getting the data, the writer compared it with tt (t table) both in degree significance 5% and 1%. Therefore, to:tt = 4.34 > 1.67 in degree of significance 5% and to:tt = 4.34 > 2.39 in degree of significance 1%.

The statistic hypothesis states that if to is higher than tt, it shows that Ha(alternative hypothesis) of the result is accepted and H0 (null hypothesis) is rejected. It means that there is effectiveness of Preview, Ask Question, Read and Summerize on students’ reading comprehension.

1. **Interpretation of Data**

In this part, the writer would give interpretation toward the data that was gotten from test during research. In class IX-D as experimental class, the highest of students’ pre-test score was 75 and lowest score was 32.5, this test was given by student before treatment. While after had treatment, the highest score of student post-test was 87.5 and lowest score was 50. The mean of pre-test was 49 and the mean of post-test was 69.58. It has good enough improvement it seen by 49 < 69.58. The improvement could happen because the experimental class was given treatment by PARS strategy, so that the PARS strategy could help to improve student’s reading comprehension.

In class IX-C as control class thehighest score on pre-test was 60 and lowest score was 25. The highest score on post-test was 77.5 and lowest score was 42.5. The mean of pre-test was 46 and the post-test was 60.16. This class also realized improvement but lower than experimental class. It could be seen from the mean of post-test on experimental class and control class, there was 69.58 on experimental class and 60.16 on control class. It means the experimental class got significant improvement be higher than control class, there was 69.58 > 60.16.

Then, the writer analysis using t-test, the result obtained that score of t0 (t observation) is 4.34, degree of freedom (df) is 58. In level of significance 5% from 58 on the table is 1.67 and in significance 1% is 2.39. After got the data, the writer compared it with tt (t table) both in level significance 5% and 1%. Therefore, t0 comparison tt = 4.34 > 1.67 in significance 5% and t0 comparison tt = 4.34 > 2.39 in significance 1%.The statistic hypothesis states that if t0 be higher than tt, it showed that Ha (alternative hypothesis) of the result is accepted and H0 (null hypothesis) is rejected. It means that there is significance effectiveness of Preview, Ask Question, Read and Summarize on students’ reading comprehension at the third grade of MTs. Al-Khairiyah Pipitan.

The writer conducted this research for six meetings where two meetings for test namely pre-test and post-test and the four meetings for implementing treatment. The sample of this research was class IX-D as experimental class and class IX-C as control class. The experimental class was given treatment by using Preview, Ask Question, Read and Summarize strategy on teaching reading comprehension. It devided four stages, there were preview students’ knowledgement, ask question by how to wonder, read a text and make a summary from a text.

At the first meeting the writer give pretest to the students. Many students that cannot make a main idea, not careful on finding a spesific information, determine inference and reference of a text, the students are also still low on vocabulary. It looks from the score pre-test in vocabulary aspect.

At the second meeting is used for giving treatment, the writer present about report text, during what is report text, generic structure of report text, the purpose of report text, language feature and example of report text. The writer is also present about Preview, Ask Question, Read and Summarize. At the beginning, the students are difficult when make the questions of a text, but after the writer give some example, the students can make the question by how to wonder.

At the third and four treatment, the writer give a text with tittle *Giraffe*, the writer gave an example of make a good summary without copy full from the text. At the third treatment the students can make a summary with their language. At the fou treatment, the students can make a summary without text, the students write what they get from the text.

In the last meeting of research, the writer give the post-test to students. The writer found that there was significant difference between the pre-test and post-test score. Before giving treatment, the students' mean score was 49, then after had given treatment, the mean score was 69.58. This finding indicates that teaching reading comprehension using Preview, Ask Question, Read and Summarize during the treatment process influences the achievement of the students, with the Preview, Ask Question, Read and Summarize the students more actively involved in reading comprehension process.