**CHAPTER IV**

**RESEARCH FINDING**

1. Description of Data

In this chapter, the writer would like to present the description of data. The sample in this research was the students of the third grade of SMPN 1 Kibin, as tested in this chapter the writer divided them into two groups. The first is experimental class that consist 32 students from class IXB and control class that consist of 32 students from class IXA.

The goal of this research is to know are there differences in reading comprehension skills between experimental class who gets learning using GRASP (Guided Reading and Summarizing Procedure) in teaching reading comprehension and control class who gets learning without using GRASP. to give the report of the data description and to analyze the score of pre-test and post-test of the experiment and control class, the writer did an analyze of quantitative data. The data is obtained by giving test to the experiment class and control class after giving a different treatment.

To know the result from learning using GRASP (Guided Reading and Summarizing Procedure) in teaching Reading comprehension, the writer gave the test to students as sample both at the experimental class and control class. the test used in this research divided into two types, they are pre-test and post-test. The pre-test given before treatment and post-test is given after giving treatment. Both the reading comprehension test, pre-test and post-test which the writer gave to the students were question those are 10 (ten) multiple choice the correct answer is given 1 (one) and incorrect answer is given 0 (zero) and True-False the correct answer is given 2 (two) and incorrect answer is given 0 (zero).

The writer describe the student 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 experiment class**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Name of Student | Pre-test(X1) | Post-test(X2) | Gained  |
| 1 | AR | 60 | 100 | 40 |
| 2 | AD | 80 | 85 | 5 |
| 3 | AD | 65 | 55 | -10 |
| 4 | AN | 90 | 100 | 10 |
| 5 | AJ | 85 | 95 | 10 |
| 6 | AM | 80 | 90 | 10 |
| 7 | AM | 90 | 100 | 10 |
| 8 | AS | 85 | 90 | 5 |
| 9 | DR | 55 | 80 | 25 |
| 10 | DS | 70 | 80 | 10 |
| 11 | EA | 90 | 90 |  |
| 12 | F | 70 | 80 | 10 |
| 13 | FZ | 90 | 100 | 10 |
| 14 | H | 85 | 90 | 5 |
| 15 | JS | 75 | 80 | 5 |
| 16 | JS | 70 | 80 | 10 |
| 17 | MS | 65 | 90 | 25 |
| 18 | MR | 85 | 80 | 5 |
| 19 | NW | 55 | 50 | -5 |
| 20 | N | 80 | 95 | 10 |
| 21 | NH | 70 | 75 | 5 |
| 22 | N | 90 | 100 | 10 |
| 23 | OM | 65 | 70 | 5 |
| 24 | R | 70 | 75 | 5 |
| 25 | RF | 85 | 95 | 10 |
| 26 | RS | 90 | 100 | 10 |
| 27 | SA | 60 | 70 | 10 |
| 28 | T | 70 | 75 | 10 |
| 29 | YW | 80 | 90 | 10 |
| 30 | Y | 70 | 55 | -15 |
| 31 | Y | 55 | 65 | 10 |
| 32 | YN  | 70 | 85 | 15 |
| N=32 | TOTAL SCORE | 2400 | 2665 | 255 |
|  | AVERAGE | 75 | 83.28 |  |

|  |  |
| --- | --- |
| $$M\_{1}= \frac{\sum\_{}^{}X1}{N\_{1}}$$$$ =\frac{2400}{32}$$$ =$75 | $$M\_{2}= \frac{\sum\_{}^{}X2}{N\_{2}}$$$$ =\frac{2665}{32}$$$$ =83.28$$ |

 Determine mean with the formula:

|  |
| --- |
| $$M = M\_{2 }- M\_{1}$$ |
| $$ = 83.28-75$$ |
| $ = $8.28 |

 Note: M = Mean

 M1 = Mean of Pre-test

 M2 = Mean of Post-test

 X1 = Students score of Pre-test

 X2 = Students score of 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 95 it was gotten by six students and the lowest score was 55 and it was gotten by three students and the average of pre-test score was 75. Then, the highest score of post-test was 100 it was gotten by five students and the lowest score was 50 and t was gotten by one student. And the average of post-test score was 82.34. The students result can show that the post-test is higher score after applied Guided Reading and Summarizing Procedure (GRASP). The average between pre-test and post-test increase amount 7.34

**Table 4.2**

**Data from pre-test and post-test of control class**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No  | Name of Student | Pre-test(Y1) | Post-test(Y2) | Gained  |
| 1 | AF | 75 | 90 | 15 |
| 2 | AP | 75 | 95 | 20 |
| 3 | A  | 75 | 60 | 5 |
| 4 | AI | 85 | 65 | 20 |
| 5 | AF | 60 | 60 | 0 |
| 6 | AS | 85 | 95 | 10 |
| 7 | AS | 95 | 75 | -20 |
| 8 | CA | 80 | 60 | -20 |
| 9 | DS | 75 | 95 | 20 |
| 10 | DP | 80 | 95 | 15 |
| 11 | DA | 90 | 80 | -10 |
| 12 | DS | 90 | 70 | -20 |
| 13 | FT | 85 | 60 | -25 |
| 14 | IA | 85 | 90 | -5 |
| 15 | IlK | 70 | 60 | -10 |
| 16 | JE | 80 | 80 | 0 |
| 17 | JI | 55 | 50 | -5 |
| 18 | KI | 55 | 60 | 5 |
| 19 | LH | 75 | 70 | -5 |
| 20 | LM | 80 | 80 | 0 |
| 21 | MH | 95 | 85 | -10 |
| 22 | MN  | 75 | 75 | 0 |
| 23 | MR | 80 | 60 | -20 |
| 24 | MS | 85 | 70 | -15 |
| 25 | MF | 85 | 85 | 0 |
| 26 | ND | 75 | 75 | 0 |
| 27 | RF | 75 | 70 | -5 |
| 28 | RH | 80 | 95 | 15 |
| 29 | RP | 85 | 80 | -5 |
| 30 | SW | 80 | 55 | -25 |
| 31 | SA | 95 | 95 | -75 |
| 32 | YH  | 70 | 65 | -5 |
| N=32 | TOTAL SCORE | 2530 | 2400 |  |
|  | AVERAGE | 79.06 | 75 |  |

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

|  |  |
| --- | --- |
| $$M\_{1}= \frac{\sum\_{}^{}Y1}{N\_{1}}$$$$ =\frac{2530}{32}$$$ =$79.06 | $$M\_{2}= \frac{\sum\_{}^{}Y2}{N\_{2}}$$$$ =\frac{2400}{32}$$$$ = 75$$ |

Determine mean with the formula:

|  |
| --- |
| $$ M = M\_{2 }- M\_{1}$$ |
| $$ = 75-79.06$$ |
| $ = $-4.06 |

Note: M = Mean

 M1 = Mean of Pre-test

 M2  = Mean of Post-test

 Y1 = Students score of Pre-test

 Y2 = Students score of Post-test

 N = Number of Students

The table above showed that lowest score of pre-test is 55 it was gotten by 2 students and the highest score is 95 and it was gotten by 3 students and the average score of pre-test was 79.06. then, the lowest score of post-test is 50 it was gotten by 1 student and the highest score is 95 and it was gotten by 6 students and the average score of post-test was 75. After calculating of the determine mean of the control class, the average between the pre-test and post-test increase amount 4.06.

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

1. **Analyzing the Data**

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

**Table 4.3**

**The Score of Distribution Frequency**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No  | X | Y | X | y  | x2 | y2 |
| 1. | 100 | 90 | 17.66 | 15 | 311.876 | 225 |
| 2. | 85 | 95 | 2.66 | 20 | 7.0756 | 400 |
| 3. | 55 | 60 | -27.34 | -15 | 747.476 | 225 |
| 4. | 100 | 65 | 17.66 | -10 | 311.876 | 100 |
| 5. | 95 | 60 | 12.66 | -15 | 160.276 | 225 |
| 6. | 90 | 95 | 7.66 | 20 | 58.6756 | 400 |
| 7. | 100 | 75 | 17.66 | 0 | 311.876 | 0 |
| 8. | 90 | 60 | 7.66 | -15 | 58.6756 | 225 |
| 9. | 80 | 95 | -2.34 | 20 | 5.4756 | 400 |
| 10. | 80 | 95 | -2.34 | 20 | 5.4756 | 400 |
| 11. | 90 | 80 | 7.66 | 5 | 58.6756 | 25 |
| 12. | 80 | 70 | -2.34 | -5 | 5.4756 | 25 |
| 13. | 100 | 60 | 17.66 | -15 | 311.876 | 225 |
| 14. | 90 | 90 | 7.66 | 15 | 58.6756 | 225 |
| 15. | 80 | 60 | -2.34 | -15 | 5.4756 | 225 |
| 16. | 80 | 80 | -2.34 | 5 | 5.4756 | 25 |
| 17. | 90 | 50 | 7.66 | -25 | 58.6756 | 625 |
| 18. | 80 | 60 | -2.34 | -15 | 5.4756 | 225 |
| 19. | 50 | 70 | -32.34 | -5 | 1045.88 | 25 |
| 20. | 95 | 80 | 12.66 | 5 | 160.276 | 25 |
| 21. | 75 | 85 | -7.34 | 10 | 53.8756 | 100 |
| 22. | 100 | 75 | 17.66 | 0 | 311.876 | 0 |
| 23. | 70 | 60 | -12.34 | -15 | 152.276 | 225 |
| 24. | 75 | 70 | -7.34 | -5 | 53.8756 | 25 |
| 25. | 95 | 85 | 12.66 | 10 | 160.276 | 100 |
| 26. | 100 | 75 | 17.66 | 0 | 311.876 | 0 |
| 27. | 70 | 70 | -12.34 | -5 | 152.276 | 25 |
| 28. | 75 | 95 | -7.34 | 20 | 53.8756 | 400 |
| 29. | 90 | 80 | 7.66 | 5 | 58.6756 | 25 |
| 30. | 55 | 55 | -27.34 | -20 | 747.476 | 400 |
| 31. | 65 | 95 | -17.34 | 20 | 300.676 | 400 |
| 32. | 85 | 65 | 2.66 | -10 | 7.0756 | 100 |
| ∑ | 2665 | 2400 | 0.12 | 0 | 6058.819 | 6050 |

Note:

X2 : Score Post-test of the Experimental Class

Y2 : Score Post-test of the Control Class

x : Deviation of Experimental Class

y : Deviation of Control Class

x2 : The Squared Deviation of Experimental Class

y2 : The Squared Deviation of Control Class

1. Determining mean of variable X (varibale I) with formula:

 $M\_{1}= \frac{\sum\_{}^{}X}{N\_{1}}$

 = $\frac{2665}{32}$

 = 83.28

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

 $M\_{2}= \frac{\sum\_{}^{}Y}{N\_{2}}$

 = $\frac{2400}{32}$

 = 75

1. Determining deviation standar of variable I with formula:

 SDX $=\sqrt{\frac{∑X^{2}}{N\_{1}}} $

 $=$ $\sqrt{\frac{6058.819}{32}}$

 $=\sqrt{189.33}$

 $=13.759$

1. Determining deviation standar of variable II with formula

 SDy  $=\sqrt{\frac{∑Y^{2}}{N\_{2}}} $

 $ = \sqrt{\frac{6050}{32}}$

 $ = \sqrt{189.06}$

 $ =13.74$9

1. Determining standar error of mean variable I with formula:

 $ SE\_{M\_{x}= \frac{SD\_{1}}{\sqrt{N\_{1} - 1} }}$

 $ \_{= \frac{13.759}{\sqrt{32- 1} }}$

 $= \frac{13.759}{\sqrt{31}}$

 $= \frac{13.759}{5.56}$

 $=2.47$

1. Determining standard error of mean variable II with formula:

 $SE\_{M\_{y}= \frac{SD\_{2}}{\sqrt{N\_{2} - 1} }}$

 $ \_{ = \frac{13.74}{\sqrt{ 32- 1} }}$

 $ = \frac{13.74}{\sqrt{31}}$

 $ = \frac{13.57}{5.56}$

 $=2.44$

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

 $ SE\_{M\_{1-}M\_{2 } =\_{ }}\sqrt{SE\_{M\_{1}}^{2}+SE\_{M\_{2}}^{2}}$

 $ =$ $\sqrt{2.47^{2 }+2.44^{2}} $

 $ =\sqrt{6.10+5.95}$

 $ =\sqrt{12.05}$

 $ =3.47$

1. Analyzing the result by using calculation of the t-test as follow:

 $t\_{0} = \frac{M\_{1 }- M\_{2}}{SE\_{M\_{1 }- M\_{2}}}$

 $ =\frac{83.28-75}{3.47}$

 $= \frac{8.28}{3.47}$

 $=2.38$

1. Determining degrees of freedom (df) with formula:

 *df =(N1 + N2) −2*

 $=\left(32+32\right)-2$

 $ =64-2$

 $ =62$

From the data, that mean of post-test score obtained by students of IXB as experimental class = 83.28 and the pre-test score obtained by students IXA as a control class = 79.06 the highest score in two classes was different that was IXB as experimental class got 100 and IXA as control class got 95. And the lowest score of pre-test in both classes was 55 for experimetal class and control class.

 Then, the means of post-test at experimental score = 83.28 was greater than control class = 75 the highest score of post-test at experimental class got 100 and control class got 95. The lowest post-test score of experimental class is 55, and the lowest post-test score of control class is 50.

According to the statistical calculation above, the value of *t*o is 2.38 and the degree of freedom is 62 with 5% degree of significance used by the writer. Based on the significance, it can be seen that on df = 62 in significance 5% the value of *ttable*1.66 by comparing the result of the *ttable* and *to* in the degree of significance of 5% *to* ≥ *ttable* = 2.38 ≥ 1.66. From the result of statistical calculation, it was obtained the t-observation *to* was 2.38; meanwhile, the *ttable* of df 62 in significance 5% was 1.66. It means t-observation (*to*) was higher than t-table (*ttable*), so null hypothesis (*Ho*) rejected and alternative hypothesis (*Ha*) is accepted.

1. **Interpretation of Data**

In this research, the writer described the interpretation of the research finding and summarized the hypothesis. The research was held to answer the question How is students reading comprehension at the third grade of SMPN 1 Kibin before and after using Guided Reading and Summarizing Procedure (GRASP)? How is the effectiveness of using Guided Reading and Summarizing Procedure (GRASP) towards reading students reading comprehension at the Third Grade of SMPN 1 Kibin? in order to answer the question the writer formulated the Null hypothesis (*HO)* and the Alternative Hypothesis *(Ha)* as follow:

*Ha* (Alternative Hypothesis) : There is a significant difference of students reading comprehension achievement between students who are taught using Guided Reading and Summarizing Procedure (GRASP) and students who are taught without using Guided Reading and Summarizing Procedure (GRASP).

*Ho* (Null Hypothesis) : There is not significant difference of students reading comprehension achievement between students who are taught using Guided Reading and Summarizing Procedure (GRASP) and students who are taught without using Guided Reading and Summarizing Procedure (GRASP).

The assumption of this hypothesis as follow:

If *to ≥ ttable* the Null Hypothesis is rejected and Alternative Hypothesis is Accepted. It means there is a significant difference of students reading comprehension achievement between students who are taught using Guided Reading and Summarizing Procedure (GRASP) and students who are taught without using Guided Reading and Summarizing Procedure (GRASP).

The writer summarized that *to* ≥ *ttable* it means that the Null Hypothesis is rejected and the Alternative Hypothesis is Accepted. The writer analyzed the result of calculation that *Ho* rejected and *Ha* is accepted.

Based on the data obtained from experimental class and control class the writer can be inferred that Guided Reading and Summarizing Procedure (GRASP) has effect on students reading comprehension. Based on the data above, it has found that the increasing of learning reading skill caused by using Guided Reading Strategy to solve the problem that has thought in the statement of problem. The writer used Guided Reading and Summarizing Procedure (GRASP) to give new style in learning reading. As the writer states above that the problem of student in learning English that they easy to get bored and many of them have no interest in learning English because the way of teaching from many teachers make the student lazy and bored, there for the teacher need new style or new way to teach English. The students can summarize independently their text. Students can learn to recall, organize, and self-correct information before composing a summary through teacher modeling. The guided reading and summarizing procedure emphasizes the importance of learning how to summarize text and knowing when summarize is needed.