

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Data Description

In this chapter, the writer described the data that gotten from the students of MTs Al-Khairiyah Pipitan and the subject of this research is the second grade students. In this research, the writer took 60 students as the sample. The writer divided them into two groups, 30 students as experimental class from VIII E and 30 students as control class from VIII F.

To know how the effectiveness of teaching reading by using Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading on narrative text. The students conducted field research and gave the students pre-test before teaching and used CIRC technique in the experimental class and after teaching using CIRC technique the writer gave post-test and it would be used as data in this research.

Each of the tests, pre-test and post-test consists of 15 multiple choice and 5 essay. Having finished the field research, the writer got the score as follow:

##### 1. The Score of Pre-test and Post-test of Experimental Class

The students in VIII E class as experimental class obtained mean score 49,4 for pre-test and 61,8 for post-test. The score they got in these tests would be described in following table:

**Table 4.1**  
**The Score of Pre-test and Post-test**  
**At Experimental Class**

<b>No</b>	<b>Name of Students</b>	<b>Pre-test (X<sub>1</sub>)</b>	<b>Post-test (X<sub>2</sub>)</b>
1	ASH	53	63
2	DS	47	63
3	HHH	50	53
4	IA	43	40
5	KI	53	87
6	MP	43	50
7	MS	50	63
8	NA	33	47
9	NP	53	80
10	NPL	70	80
11	PSI	50	67
12	SA	30	47
13	SE	40	83
14	SFNH	50	53
15	SM	37	43
16	SN	43	53

17	SNA	37	50
18	SNH	53	80
19	SNR	67	87
20	SO	47	50
21	SR	40	47
22	SRF	53	50
23	SZA	40	40
24	TN	47	57
25	TW	53	73
26	WAR	53	63
27	WS	57	67
28	WZ	63	73
29	ZA	77	83
30	ZRA	50	63
N=30	TOTAL SCORE	1482	1855
	AVERAGE	49,4	61,8

Mean of Pre-test:

$$X = \frac{\sum X_1}{N_1} = \frac{1482}{30} = 49,4$$

Mean of Post-test:

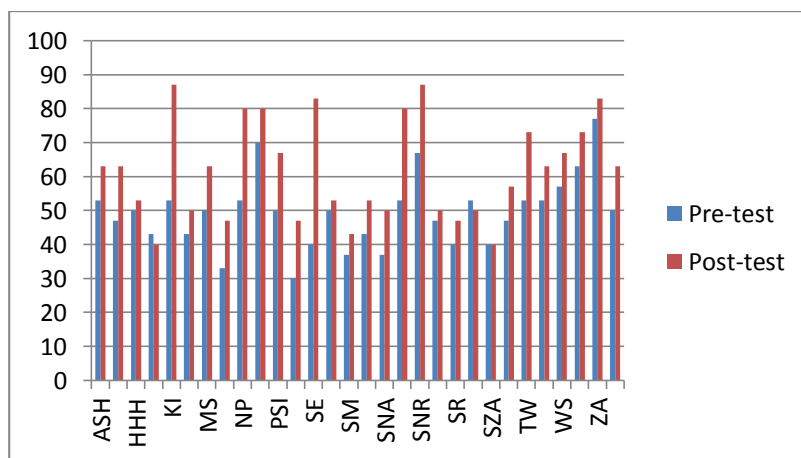
$$M_1 = \frac{\sum X_1}{N_1} = \frac{1855}{30} = 61,8$$

Based on the calculation on the table 4.1 of pre-test and post-test assessment at experimental class, it showed that the result of experimental class got the significant improvement after giving treatment. It seen from the average score of post-test is better than the average score pre-test, that is  $61,8 > 49,4$  the students' improvement score caused by the writer used the CIRC technique in teaching reading. If seen from the students' improvement score it means that the program used is success in teaching reading on narrative text.

The writer described the students' improving score of pre-test and post-test at the experimental class by the graphic as follow:

**Graphic 4.1**

**The Score Pre-test and Post-test at Experimental Class**



The graphic above showed about the comparison between score of pre-test and post-test at the experimental class. according to the graphic

above the score of post-test is better than the score of pre-test commonly.

2. The score of Pre-test and Post-test of Control Class

The students in VIII F class as control class obtained score 41,6 for pre-test and 50,9 for post-test. The score they got in these tests would be described in following table:

**Table 4.2**  
**The Score of Pre-test and Post-test**  
**At Control Class**

No	Name of Students	Pre-test (X <sub>1</sub> )	Post-test (X <sub>2</sub> )
1	AA	43	43
2	ANF	40	40
3	AO	30	60
4	AZ	53	63
5	BHA	33	37
6	DA	57	60
7	DI	27	47
8	EIH	37	37
9	FBAS	40	43
10	HO	27	40

11	HU	33	37
12	IF	30	67
13	IK	60	70
14	IT	37	43
15	JS	27	70
16	LHA	40	37
17	M	50	57
18	NAF	50	40
19	NKD	40	40
20	RI	67	73
21	S	23	53
22	SF	30	37
23	SIS	53	57
24	SM	47	43
25	SN	40	43
26	SP	37	47
27	SR	33	40
28	TRS	70	77
29	UA	40	57
30	WL	53	70
N=30	TOTAL SCORE	1247	1528

	AVERAGE	41,6	50,9
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Mean of Pre-test:

$$\bar{X} = \frac{\sum X_1}{N_1} = \frac{1247}{30} = 41,6$$

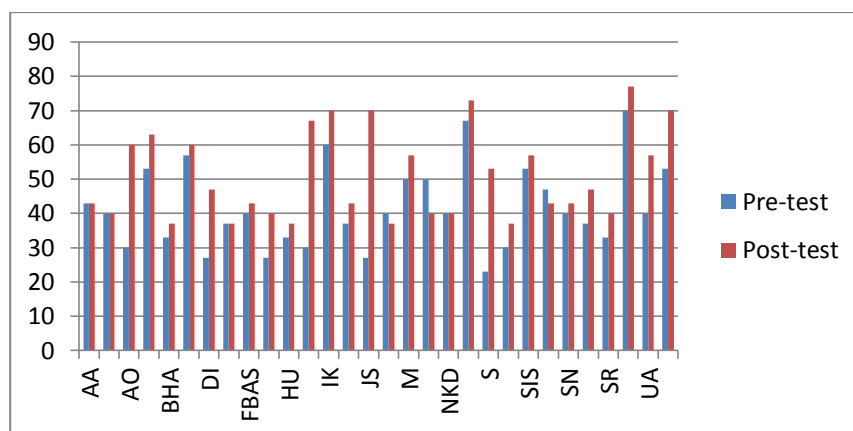
Mean of Post-test:

$$M_1 = \frac{\sum X_1}{N_1} = \frac{1528}{30} = 50,9$$

Based on explanation above, it showed that the result of control class did not have the significant improvement. It seen from the average score of pre-test and post-test that is 41,6 and 50,9. It caused the control class did not used CIRC technique in teaching reading on narrative text.

**Graphic 4.2**

**The Scores of Pre-test and Post-test at Control Class**



The graphic above showed about the comparison between score of pre-test and post-test at the control class. according to the graphic above the score of post test is better the score of pre-test commonly.

### 3. Interview

The writer did the interview to an English teacher at the second grade of MTs Al-Khairiyah Pipitan (on April, 13, 2019) to know the objective condition of the students. It has been recorded by the writer as subsets in this research to complete data. After that, the writer was back to the teacher for checked it (between the script interview and what the teacher said). The detail of interview result could be seen at appendix.

## **B. Data Analysis**

After getting the data from the post-test score of two classes, then the writer analyzed it by using t-test. The result calculation of post-test at the experimental class and control class would be described in following table:

**Table 4.3**

**The Result Calculation of Post-test at the Experimental Class ( $X_1^1$ ) and the Control Class ( $X_2^2$ )**



No	Score		$x_1$	$x_2$	$x_1^2$	$x_2^2$
	$X_1$	$X_2$				
1	63	43	1,2	-7,9	1,44	62,41
2	63	40	1,2	-10,9	1,44	118,81
3	53	60	-8,8	9,1	77,44	82,81
4	40	63	-21,8	12,1	475,24	146,41
5	87	37	25,2	-13,9	635,04	193,21
6	50	60	-11,8	9,1	139,24	82,81
7	63	47	1,2	-3,9	1,44	15,21
8	47	37	-14,8	-13,9	219,04	193,21
9	80	43	18,2	-7,9	331,24	62,41
10	80	40	18,2	-10,9	331,24	118,81
11	67	37	5,2	-13,9	27,04	193,21
12	47	67	-14,8	16,1	219,04	259,21
13	83	70	21,2	19,1	449,44	364,81
14	53	43	-8,8	-7,9	77,44	62,41
15	43	70	-18,8	19,1	353,44	394,81
16	53	37	-8,8	-13,9	77,44	193,21
17	50	57	-11,8	6,1	139,24	37,21
18	80	40	18,2	-10,9	331,24	118,81

19	87	40	25,5	-10,9	635,04	118,81
20	50	73	-11,8	22,1	139,24	488,41
21	47	53	-14,8	2,1	219,04	4,41
22	50	37	-11,8	-13,9	139,24	193,21
23	40	57	-21,8	6,1	475,24	37,21
24	57	43	-4,8	-7,9	23,04	62,41
25	73	43	11,2	-7,9	125,44	62,41
26	63	47	1,2	-3,9	1,44	15,21
27	67	40	-21,8	-10,9	475,24	118,81
28	73	77	11,2	26,1	125,44	681,21
29	83	57	21,2	6,1	449,44	37,21
30	63	70	1,2	19,1	1,44	364,81
$\Sigma$	1855	1528	-25,7	1	6696,4	4883,9

After that the writer calculated them based the t-test formula:

1. The average score of experimental class

$$M_1 = \frac{\Sigma X_1}{N_1} = \frac{1855}{30} = 61,8$$

2. The average score of control class

$$M_1 = \frac{\Sigma X_1}{N_1} = \frac{1528}{30} = 50,9$$

3. Sum of the squared deviation score of experimental class

$$\sum X_1^2 = 6696,4$$

4. Sum of the squared deviation score of control class

$$\sum X_2^2 = 4883,9$$

5. Determining  $t_{\text{table}}$  ( $t_t$ ) by using formula:

$$df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$$

The writer uses df from 58. In degree of significance 5% from  $t_t = 2,00$  and in degree of significance 1% from  $58_t = 2,66$ .

From the result of the calculation above, it is obtained that the value of  $t_o$  ( $t_{\text{observation}}$ ) is 3,77. After that the data, the writer compared it with  $t_t$  ( $t_{\text{table}}$ ) both in degree significance 5% and 1%.

### C. Hypothesis Testing

To prove it, the data obtained from experimental class and control class are calculated with the assumption as follow:

If  $H_a: t_{\text{observation}} > t_{\text{table}}$  : The alternative hypothesis is accepted. It means that there is significant effectiveness of teaching reading comprehension between using Cooperative Integrated Reading and Composition (CIRC) technique and without using Cooperative Integrated Reading and Composition (CIRC) technique.

If  $H_o: t_{\text{observation}} < t_{\text{table}}$  : The null hypothesis is rejected. It means that there

is not significant effectiveness of teaching reading comprehension between using Cooperative Integrated Reading and Composition (CIRC) technique and without using Cooperative Integrated Reading and Composition (CIRC) technique.

From the result of the calculation above, it is obtained that the value of  $t_o$  ( $t_{\text{observation}}$ ) is 3,77, degree freedom (df) is 58. In degree of significance 5% from 58 ( $t_{\text{table}}$ ) = 2,00, in degree of significance 1% from 58 ( $t_{\text{table}}$ ) = 2,66.

After getting the data, the writer compared it with  $t_t$  ( $t_{\text{table}}$ ) both in degree significance 5% and 1%. Therefore,  $t_o:t_t = 3,77 > 2,00$  in degree of significance 5% and  $t_o:t_t = 3,77 > 2,66$  in degree of significance 1%.

The statistic hypothesis stated that if  $t_o$  is higher than  $t_t$ , it showed that  $H_a$  (alternative hypothesis) of the result is accepted and  $H_o$  (null hypothesis) is rejected. It means that there is effectiveness of teaching reading on narrative text between using Cooperative Integrated Reading and Composition (CIRC) technique and without using CIRC technique.

#### **D. Data Interpretation**

In the class VIII E as experimental class, the highest score of pre-test is 77 and the lowest score is 30. The highest score of post-test is 87 and the lowest score is 40. The mean of pre-test score obtained by students in

this class is 49,4 and the mean of post-test is 61,8. The mean of pre-test and post-test score has good enough improvement it seen by  $61,8 > 49,4$ . The improvement caused by the experimental class have learned reading comprehension on narrative text by using Cooperative Integrated Reading and Composition (CIRC) technique that not used by teacher before.

In the class VIII F as control class, the highest score of pre-test is 70 and the lowest score is 23. The highest score of post-test is 77 and the lowest score is 37. The mean of pre-test and post-test in this class is 41,6 and the mean of post-test is 50,9. In this class also realized improvement but lower than experimental class. it caused by the control class did not learn reading comprehension on narrative text by using Cooperative Integrated Reading and Composition (CIRC) technique.

Based on the result above, the experimental class, the students who are taught using CIRC technique has the mean value 61,8 because when CIRC technique is applied to students, they become more relaxed, entertain, motivated, and active in the classroom. While, the control class, the students who are not taught using CIRC technique has mean value 50,9 because they are not taught using CIRC technique. So that, the students feeling bored and monotonous in the classroom. It means that there is significant effective using CIRC technique in teaching reading on narrative text at the second grade of MTs Al-Khairiyah Pipitan.

