

CHAPTER IV

FINDING AND DISCUSSION

This chapter demonstrate the finding of the research and discussion based on data which is derived from the result of the effectiveness of Reciprocal Teaching Strategy to increase student reading comprehension in narrative text.

4.1 Finding of The Research

Based on the result of the test, the data of the research has been taken by the researcher. This research is to find out the effectiveness of Reciprocal Teaching Strategy, between the students who were taught by using Reciprocal Teaching Strategy and the students who were taught without Reciprocal Teaching Strategy. This research was conducted in SMPN 39 Surabaya by using an analysis of quantitative data. The data was gotten by giving test to the experimental class and control class after giving a different treatment to both classes. The subjects of this research were divided into two classes. They are experimental class (VIII A) and control class (VIII B) of SMPN 39 Surabaya. The test was given before the treatment of Reciprocal Teaching Strategy and after the treatment of Reciprocal Teaching Strategy.

Before the activities were conducted, the researcher determined the materials and lesson plan for experimental class which use Reciprocal Teaching Strategy and control class without Reciprocal Teaching Strategy. Process of research is done for about one month from 20th January - 22nd February 2018. Before starting the lesson, the researcher gave the pretest. After that, all of the materials which were given to the class to get the achievement in reading skill. The quantitative data got from pretest and post-test with the same text and same questions from both of it, the researcher got the test towards 60 students who had been selected. They were given 30 questions which 20 questions are multiple choice and 10 questions are matching vocabulary about narrative text by the tittle "The Jackal and The Camel" that done in duration of 40 minutes. After giving the test, the researcher analyzed the result of the quantitative data using Microsoft Excel and SPSS type 20.0. The result of the

test showed that Reciprocal Teaching Strategy is Effective in increasing Students' Reading Comprehension in Narrative Text from the counting of formula that has been explained below:

4.1.1 The Pretest Score of Both Classes

In this study, the researcher presented student scores of pretest. All the data was preparing by the researcher that were taking from eighth grade of students from class VIII A and VIII B in SMPN 39 Surabaya. The data of students pretest scores both of experimental and control group can be seen in the table below:

Table 4.1 Pretest Score of Both Classes

No	Passing Grade	Score of Pretest	
		Experimental	Control
1	76	78	56
2	76	76	84
3	76	72	68
4	76	72	80
5	76	76	62
6	76	72	72
7	76	76	80
8	76	80	70
9	76	76	80
10	76	80	76
11	76	80	40
12	76	80	80
13	76	80	64

14	76	72	80
15	76	72	80
16	76	80	64
17	76	76	52
18	76	60	44
19	76	72	76
20	76	80	56
21	76	80	76
22	76	70	80
23	76	80	72
24	76	80	66
25	76	72	76
26	76	72	76
27	76	80	80
28	76	64	80
29	76	72	60
30	76	64	80
Average Score		74,8	70,33

From the table above, the researcher concluded that the student scores both of experimental and control class in pretest have different average score, which experimental class is 74,8 while control class is 70,33 from 30 students. The table above also shown the different minimum and maximum from both two classes. The minimum score of experimental class is 60 and the maximum score is

80. Meanwhile, the minimum score of control class is 40 and the maximum score is 84.

4.1.2 The Post - Test Score of Both Classes

After finishing with the teaching learning process in experimental class and control class. The students were given a post test to measure the student's achievement in reading narrative text. The post test score can be seen the table below:

Table 4.2 Post -Test Score of Both classes

No	Passing Grade	Score of Post-Test	
		Experimental	Control
1.	76	96	80
2.	76	92	88
3.	76	76	88
4.	76	92	80
5.	76	84	80
6.	76	80	76
7.	76	80	80
8.	76	88	80
9.	76	80	84
10.	76	88	84
11.	76	84	60
12.	76	88	80
13.	76	80	76
14.	76	84	84

15.	76	80	88
16.	76	88	80
17.	76	80	80
18.	76	76	80
19.	76	80	88
20.	76	84	80
21.	76	92	84
22.	76	88	88
23.	76	84	72
24.	76	92	88
25.	76	96	84
26.	76	84	84
27.	76	84	88
28.	76	80	80
29.	76	84	76
30.	76	84	84
Average Score		84,93	81,47

The table above shown the score of both classes in post test. In this case, the students can answer correctly for about 26 - 29 questions from 30 questions, it is proved with the students score. The average score of post test in experimental class was 84,93 while control class was 81,47 which score of each student both of classes approximately from 60 - 96 (see table 4.4). Although, some students value is under passing grade in the school, but the students score of post test is increasing more than pretest score.

4.1.3 The Percentage Students' Score Improvement of Passing Grade

In this study, the researcher discussed about the percentage of pretest and post test in experimental class and control class. The data can be seen below:

Table 4.3 The Number of Students Who Passed The Passing Grade of Pretest and Post Test (Experimental Class)

Passing Grade	Students of experimental class		Percentage of the test	
	Pre-test	Post-test	Pre-test	Post-test
Complete (Grade ≥ 76)	12	28	40 %	93,3 %

Based on the table above, it indicated the result of comparison of pretest and post test in experimental class. It can be concluded that the percentage of students who passed the passing grade of pretest and post test was 40 percent and 93,3 percent. So between pretest and post test in experimental class was increasing 53 percent. The class got significant improve their ability.

Table 4.4 The Number of Students Who Passed The Passing Grade of Pretest and Post Test (Control Class)

Passing Grade	Students of control class		Percentage of the test	
	Pre-test	Post-test	Pre-test	Post-test
Complete (Grade ≥ 76)	11	26	36,6 %	86,6 %

Based on the percentage in the table above, the result of comparison of pretest and post test in control class. It can be concluded that the percentage of students who passed the passing grade of pretest and post test was 36,6 percent and 86,6

percent. So between pretest and post test in control class was increasing 50 percent. So students ability got significant improve their ability.

Table 4.5 The Comparative Percentage of Post Test (Experimental Class and Control Class)

Passing Grade	A number of students		Percentage of the test	
	Experimental	Control	Experimental	Control
Complete (Grade ≥ 76)	28	26	93,3%	86,6%

Based on table 4.4, the result of experimental and control post test indicated that the students' percentage who passed the passing grade of control class was 86,6 percent and experimental class was 93,3 percent so the comparison of both classes is 7%.

4.1.4 Homogeneity Test

Homogeneity test is needed in this study. The function is to know that both of class have same ability. The researcher measure and count the pretest score of both class by using Levene test of homogeneity of variances. If the *p-value* is higher than α , it means that the result is homogeneous, but if the *p-value* is lower than α , it means that the result is not homogeneous. The result is as seen below:

Table 4.6 Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.707	4	16	.198

Based on the table above, it can be seen that *p-value* is higher than alpha (0,05). The *p-value* is 0,198 > 0,05, it means that the data is homogeneous because *p-value* is higher than α . it concluded that the hypothesis H_0 is accepted if $p > \alpha$, it can concluded the students both of class (experimental and control class) are homogeneous.

4.1.5 Normal Distribution

4.1.5.1 Normal Distribution of Both Classes (Pretest)

The researcher gave students pretest which tested to measure whether there is significant difference or not both of classes experimental class and control class. The test of normality of both classes measured and counted by using SPSS type 20.0 with hypothesis formulate as below:

H_0 (Sig. *P-value* > α) : the data is normal distribution

H_1 (Sig. *P-value* < α) : The data is not normal distribution

The researcher used normality calculation to know whether the data is a normal distribution or not. The result of pretest score both of two classes experimental and control class is calculated by using SPSS 20.0. In this finding result, the researcher used the formula of Kolmogorov-Smirnov method. It means that used terminology *P-value* has significant (sig.) the standard of significant is called alpha (α) 0.05 while H_0 pushed away if *P-value* < α , means that the data is not normality distribution. The calculation can be seen in the table below:

Table 4.7 Result One Sample of Kolmogorov-Smirnov (K-S) Pretest Both of Groups

		PRE_EXP	PRE_CONT
N		30	30
Normal Parameters ^{a,b}	Mean	74.80	70.33
	Std. Deviation	5.448	11.639
	Absolute	.197	.220
Most Extreme Differences	Positive	.170	.170
	Negative	-.197	-.220
Kolmogorov-Smirnov Z		1.078	1.206
Asymp. Sig. (2-tailed)		.196	.109

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, the researcher concluded that the result of Kolmogorov-Smirnov of both groups experimental class and control class were significant normal distribution. The Sig. (2-tailed) of experimental class is *P-value* $> \alpha$ ($0,196 > 0,05$) means that the data got normal distribution, and the students are understood easily with the questions of the test. Whereas, Sig. (2-tailed) of control class is *P-value* $> \alpha$ ($0,109 > 0,05$) means the data got normal distribution too.

4.1.5.2 Normal Distribution of Both Classes (Post-Test)

The students score of post test was calculated too by the researcher, it is to know the score of experimental group and control group are difference of normal distribution or not. The test normality of both classes in post-test is used SPSS type 20.0 with hypothesis formulate as below:

H_0 (Sig. P -value $> \alpha$) : the data is normal distribution

H_1 (Sig. P -value $< \alpha$) : The data is not normal distribution

The data of post test in two groups is also using formula by Kolmogorov-Smirnov method. Means that researcher used terminology P -value has significant (sig.) the standard of significant is called alpha (α) 0.05 while H_0 pushed away if P -value $< \alpha$ means that data is not normal distribution. The calculation can be seen in the table below:

Table 4.8 Result One Sample of Kolmogorov-Smirnov (K-S) Post Test Both of Groups

		POST_EXP	POST_CONT
N		30	30
Normal Parameters ^{a,b}	Mean	84.93	81.47
	Std. Deviation	5.426	5.894
	Absolute	.202	.235
Most Extreme Differences	Positive	.202	.134
	Negative	-.115	-.235
Kolmogorov-Smirnov Z		1.104	1.288
Asymp. Sig. (2-tailed)		.174	.073

a. Test distribution is Normal.

b. Calculated from data.

The result of post test data of both groups experimental class and control class by using Kolmogorov-Smirnov is significant and normal distribution. The Sig. (2-tailed) of experimental class is P -value $> \alpha$ ($0,174 > 0,05$) means the data got normal distribution, and the students is understood easily with questions of the test. Then Sig. (2-tailed) of control class is P -value $> \alpha$ ($0,073 > 0,05$) means the data got normal distribution too. So, H_0 is accepted and the data was normal distribution.

4.1.6 T-Test Calculation

The researcher measure the effectiveness of Reciprocal Teaching Strategy is used in reading narrative text by using T-test with software SPSS verse 20.0. The hypothesis is formulates as below :

H_0 : If the t_{count} is lower than t_{table} , it means there is no significant difference between the students who are taught by using Reciprocal Teaching Strategy and those who are not taught by using Reciprocal Teaching Strategy.

H_1 : If the t_{count} is higher than t_{table} , it means that there is significant difference between the students who are taught by using Reciprocal Teaching Strategy and those who are not taught by using Reciprocal Teaching Strategy.

The post test data of both groups calculated in T- Test calculation by using SPPSS 20.0 software to know the different significance between experimental group and control group. The result of the data above can be seen with T-Test calculation below:

Table 4.9 Statistical Group of T-test

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	30	84.93	5.426	.991
	Control	30	81.47	5.894	1.076

Table 4.10 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.027	.871	2.370	58	.021	3.467	1.463	.539	6.395
Equal variances not assumed			2.370	57.608	.021	3.467	1.463	.538	6.395

From the calculation above seen that T_{count} is 2,370 which compared with T_{table} of significant level 5% and df is 58. means that T_{count} is higher than T_{table} ($2,370 > 1,697$). In this case, if the T_{count} is greater than T_{table} , it is proofing there is significant difference between the students who are taught by using Reciprocal Teaching Strategy as the method and the students who are not taught by Reciprocal Teaching Strategy. Means that H_0 is pushed away and H_1 is accepted because $T_{count} > T_{table}$.

Based on the result obtained above, the value of SPSS 20.0 output that the p-value post test of both class is 0.021. Due to the value of the *p-value* post test is lower than alpha ($0.021 < 0.05$), So H_0 is pushed away and H_1 is accepted. Indeed, Reciprocal Teaching Strategy is effective to increase students' reading

comprehension in narrative text and it is accepted, which means that there are significant differences are likely the scores with of both class post test score.

4.2 The Implementation of Reciprocal Teaching Strategy in Experimental Group and Classroom Activities in Control Group

This research is explained about teaching reading narrative text using Reciprocal Teaching Strategy in eight grade at SMPN 39 Surabaya, The researcher want to know the effectiveness of Reciprocal Teaching Strategy in reading comprehension of narrative text. The researcher conducted the strategy on 14th February 2018 of VIII A.

To know the effect of Reciprocal Teaching Strategy in students' reading comprehension in narrative text, the researcher showed the step of learning processes in the classroom. Firstly, the researcher prepared lesson plan before, discussion with the teacher what the material and step of teaching processes in the classroom, then introduced about the researchers' purpose that handled of the class and greeted to all the students.

In main activities, the researcher gave a stimulation and example of narrative story such as Cinderella story after that researcher explained about definition of narrative text, generic structure, and language element in narrative text. Then, researcher introduced Reciprocal Teaching Strategy and said to students that day they would learn about narrative text used Reciprocal Teaching Strategy, the next is class divided into group of five, the purpose of this process help the students to discuss and gained the information gathered with theirs friends that make them easier to understand about the passage for each group. The next activity is researcher showed the title to students and they should predict the story after saw the tittle, researcher commanded to one of student to read the story then researcher explained the meaning of the story to them until they understood. Then, researcher asked several questions that related to story including generic structure, and language element of the story "The Foolish Mouse" and students of each group answered the questions from researcher. Next activity is researcher asked students to read again the text and they should asked unfamiliar word or difficult

word, anything unclear, and anything that students still did not understand from the text, they should discuss it with the group then researcher gave an explanation and clarification that students had asked before. After clarification phase, researcher asked students of each group to make summarize from the text including moral value from the text. At the end of activity the researcher gave a feedback to students and conclude the material and purposes from learning reading narrative text by using Reciprocal Teaching Strategy. So, the students understood easily and got more knowledge from learning English.

After the researcher implemented Reciprocal Teaching Strategy in Experimental group, in the next day the researcher taught reading narrative text without Reciprocal Teaching Strategy but used Scientific Approach at Control group. Firstly, the researcher prepared lesson plan before, discussion with the teacher what the material and step of teaching processes in the classroom, then introduced about the researchers' purpose that handled of the class and greeted to all the students.

In main activities, the researcher gave a stimulation about example of narrative text such as Cinderella story then researcher explained the purpose, generic structure, and language element of narrative text after that the researcher asked students to make a group discussion to learn and discuss about the text then researcher asked students to read the text. After students read the text, the researcher asked students of each group to identify and find the purpose, generic structure, language element of the text that they have read. So, the researcher asked students of each group to mention the purpose, generic structure, and language element that they found in the text that students have read. The researcher gave an exercise based on the text to each group then she asked students to answer the exercise in each group. During students exercise in group, the researcher guided it and said to prepare a presentation in front of class. The students of each group presented their answer in front class and the researcher gave a respond and comment from the students presentation. After all students of each group have presented their answer in front of class, the researcher gave a feedback and concluded the meeting and closed it.

Reciprocal Teaching Strategy is one of effective strategy to comprehend skills in English learning especially reading skill. This strategy is supported by Palincsar and Brown which this strategy is an instructional activities which consist of comprehension fostering and comprehension monitoring in which involve between teacher and students take turn having a dialogue regarding on relevant text to construct the meaning in the learning process. It provides four specific reading strategies, such as: Predicting, Questioning, Clarifying, and Summarizing.

4.3 Discussion

Reciprocal Teaching Strategy is effective to increase students reading comprehension in narrative text. It can be seen in the result above based on the hypothesis, if null hypothesis is rejected and the substitute hypothesis is accepted so there is differences between student scores of experimental and control group after conducting the treatment and the testing. Meanwhile, if null hypothesis is accepted and the substitute hypothesis is rejected, so there is no differences between student scores of experimental group and control group after conducting the treatment and the testing.

In order to prove the hypothesis is rejected or not, the researcher was calculating the value of both class using SPSS 20.0 software. Firstly the researcher calculated the normality test distribution. It is needed to know whether the sample represent the population or not. The data of both class experimental and control class have normal or not can be used Kolmogorov-Smirnov test relate of the hypothesis that H_0 is accepted if $p\text{-value} > \alpha$ (0,05 and H_1 is rejected if $p\text{-value} < \alpha$ (0,05). It means that the data is getting normal distribution if H_1 accepted. So, from the calculation shown that the result of post-test scores of both classes is significant and Sig. (2-tailed) of experimental class is $P\text{-value} > \alpha$ (0,174 > 0,05) means the data got the normality of distribution. Then Sig. (2-tailed) of control class is $P\text{-value} > \alpha$ (0,073 > 0,05) means the data got the normality of distribution too. So, H_0 is accepted and the data is normality distribution.

Secondly the researcher is measuring the homogeneity test. In this study both of two classes experimental and control class have the same ability. It has been proven of the homogeneity test distribution in pretest which shown the data is normal. The ability of the students is homogeneity between class VIII A and VIII B as a subject.

Thirdly the researcher is measuring the T-Test to know the effectiveness of Reciprocal Teaching Strategy to increase students reading comprehension in narrative text. It can be seen of both class post test score. The hypothesis can be seen below:

H₁: Reciprocal Teaching Strategy is effective to increase students reading comprehension in narrative text.

H₀: Reciprocal Teaching Strategy is not effective to increase students reading comprehension in narrative text.

This test was measured using SPSS 20.0 with the result shown that P-value is 0,021, it means the *P-value* less than alpha (0,05). It is proven that H₀ is pushed away. So, the researcher concluded that Reciprocal Teaching Strategy in teaching is effective to increase students reading in narrative text. Then T-test calculated also shown **T_{count}** is higher than **T_{table}** (2,370 > 1,697). There is significant difference between the students who are taught by using Reciprocal Teaching as the method and the students who are not taught using Reciprocal Teaching Strategy and also the experimental class was significant increasing from pretest score to post-test score (see appendix 2 and 3). The data shown that there are differences between the pretest result and post test result of experimental class, which in pretest only 12 students from 30 students who got good result more than passing grade, while in post test, 28 students got good result more than passing grade, it is 93,3% was increased.

During the treatment of the strategy in experimental group, the teacher observed and assessed the researcher, the result points as seen as below:

1. Learning material are appropriate and suitable with KI, KD, Indicator, and Time Allocation
2. The suitability purpose of the study with KD
3. The capability to give an apperception and motivation in introduction activity
4. The capability and suitability learning material with the strategy (Reciprocal Teaching Strategy)
5. Sequence of step of Reciprocal Teaching Strategy
6. Applying Scientific Approach in learning activities
7. Communicative relationship between teacher and students
8. The skill to use media in learning processes
9. Involvement of students in every learning step processes
10. Implement the authentic assessment during learning processes
11. Fluency in explaining the learning material
12. The use of understandable and appropriate language
13. The capability to create fun learning in the class thus make students enthusiastic
14. The capability to give a good feedback and conclusion including moral value in narrative text

Reciprocal Teaching Strategy is one of the effective methods which is involving cognitive process in the learning activity to prevent from failure. This method will help students to easily understand what they are learned. There are six advantages in Reciprocal Teaching Strategy as mentioned in chapter two which very useful and have many benefits in teaching learning process especially in reading comprehension. As the result, the hypothesis Reciprocal Teaching

Strategy is effective for increasing students reading comprehension in narrative text based on the fact that the null hypothesis is rejected.