

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher focused on presenting the result of the data analysis which consists of descriptive finding of the treatment and the result of the quantitative data. The researcher calculated the individual score of pre-test and post-test, to search the result of students' individual score, mean score, standard deviation, T-test, hypotheses testing, and effect size.

1. The Analysis of Students' Individual Score of Pre-test and Post-Test

The researcher analyzed the students' individual score of pre-test and post-test manually. After the students' individual score of pre-test and post-test obtained, the researcher analyzed the maximum score, minimum score, mean score and standard deviation by utilized Statistical Package of Social Science (SPSS) version 16.0. The calculation displayed:

Table 4.1

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	25	25	80	1295	51.80	16.322
posttest	25	35	85	1475	59.00	14.649
Valid N (listwise)	25					

Based on the table showed, the researcher separated the analysis into two sub categories including the analysis on students' score of pre-test

and the analysis on students' score of post-test. The Students score qualification of pre-test and post-test can be seen on the figure 4.1.

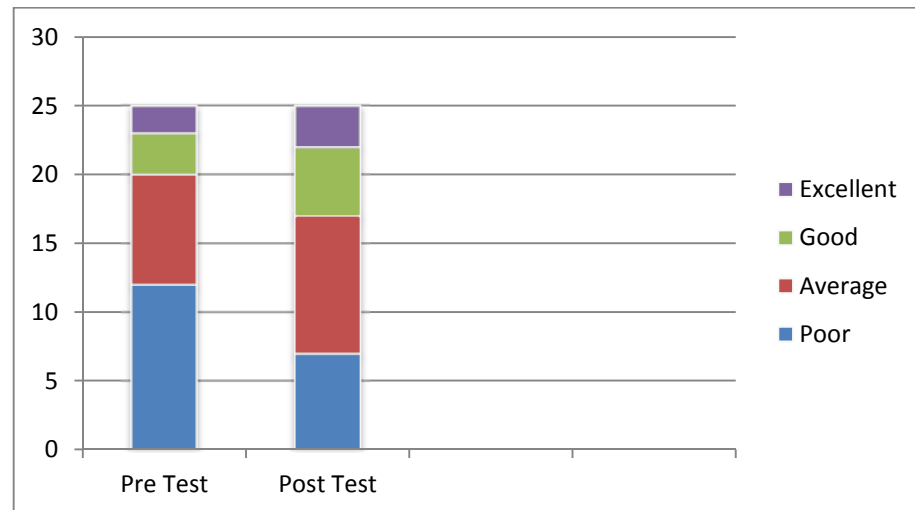


Figure 4.1: Qualification of Students' Score

Based on the figure 4.1, it can be seen that in the pre-test before the researcher gave the treatment, the students who categorized into poor were 12 students, categorized average were 8 students, categorized good were 3 students and who categorized excellent were 2 students.

The result of the post-test after the researcher implemented the treatment, the students who categorized poor were 7 students, who categorized average were 10 students, categorized good were 5 students, and who categorized excellent were 3 students.

a. The Analysis of Students' Score of Pre-Test

The value of pre-test showed the result of students' score before the treatment is conducted. From the table 4.1, it showed in pre-test the highest score that the students obtained was 80 and the lowest score that the student obtained was 25. The total score that the

students obtained was 1295 with the standard deviation score was 16.322.

b. The Analysis Of Students Score of Post-Test

The post-test considered as a final evaluation of the students' achievement on the use of Give One Get One strategy in teaching reading comprehension. As can be seen on table 4.1, the highest score that the students obtained were 85 and the lowest score that the students obtained was 35. The total score that the students obtained was 1475 with the standard deviation score were 14.649.

2. The analysis of students' Mean Score of Pre-test and Post-test

The result of students' mean score of pre-test and post-test could be seen in the table 4.1. The mean score of pre-test was 51.80, which classified as average and the mean score of post-test was 59.00 which classified as average. The students' mean score of pre-test was lower than the students' mean score post-test. The researcher evidence the comparison of the mean score pre-test and post test in a figure 4.2:

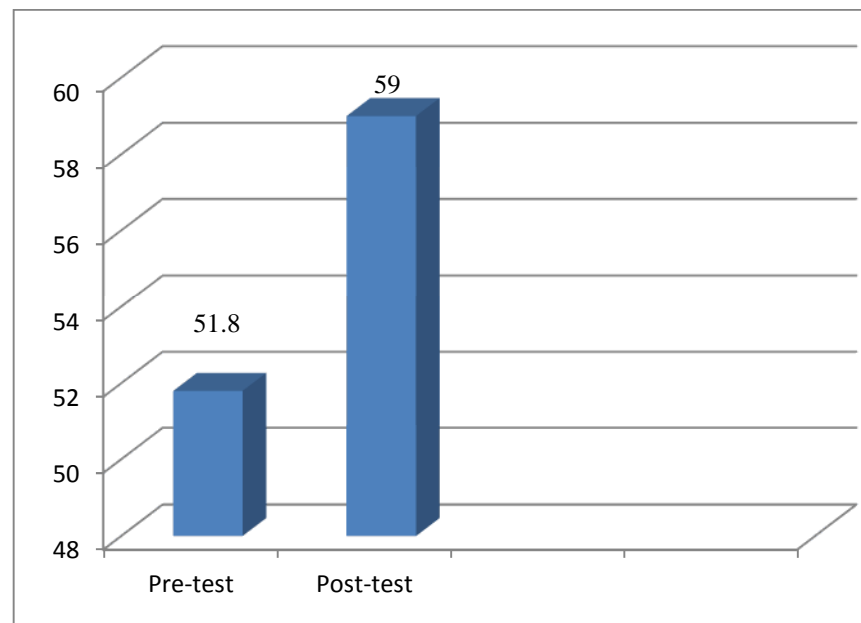


Figure 4.2 Students' mean score

Based on the figure 4.2, showed that the students' mean score of post-test was higher than students' mean score of pre-test. The value of the difference between pre-test and post-test mean score was 7.2. Therefore, It could be concluded that the treatments gave effects to the students' in teaching reading comprehension.

3. The Analysis of Students' Interval Score Of Pre-test and Post-test

After having the students' mean score of pre-test and post-test, the researcher analyzed the students' interval score. The calculation of students' interval score was done manually, it could be described as follow:

$$\begin{aligned}
 D &= \bar{X}_2 - \bar{X}_1 \\
 &= 59 - 51.80 \\
 &= 7.2
 \end{aligned}$$

The result above displayed that the range between the mean score of pre-test and post-test was 7.2. It demonstrated that the treatment was given by the researcher to the students affecting the students' score. Then, it can be stated that there were a possibility of the treatment given which was effective in teaching reading comprehension. However, it needed more evidences. Therefore, the researcher had to continue the calculation.

4. The Analysis of Standard Deviation of the Score

Standard deviation represents the deviation of the values of a set of data from its average or mean. If the standard deviation is lower, it means that the values are very close to their average. Otherwise, if the standard deviation is greater, it means that the values are far scattered from the average value. In this research, the researcher employed SPSS Statistic 16.0 to calculate the students' standard deviation. It can be seen on the table 4.1.

The data showed that the standard deviation of pre-test was 16.322 and the post-test was 14.649. It can be said that the standard deviation of pre-test higher than the post-test. Therefore, it can be concluded that the students' score in pre-test was scattered far from the average value. Meanwhile, the students' score in post-test was close to average value after implementing Give one Get One Strategy.

5. T-Test

The data distribution were found as the normal distribution which made the researcher decided to use paired samples t-test to the hypotheses of the first research question. The decision making would be based on the paired samples t-test result of significance value (sig) compared to the α value. If the value significance from the paired samples t-test was higher than the α (0.05), H_0 was accepted. The result of computing the data into SPSS 16 was showed as follow:

Table 4.2
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest - pretest	7.200	4.103	.821	5.506	8.894	8.774	24	.000

Based on the table 4.2 of the paired samples t-test result, that t-value was 8.774 which the value of t-table with confidence level 95% and df (24) was 1.710.

6. Testing of Hypotheses

In this research, testing hypotheses could be seen from the result of t-test. The result of t-test was determiner which hypothesis was accepted and for this research. Based on the table 4.2 of the paired samples t-test result, it can be seen that the t-obtain $>$ t-table where (8.774 $>$ 1.710), it

means that the t-obtain was higher than t-table and supported with the significant (sig) value $< \alpha$, where (.000 $<$ 0.05) it means that (sig) value was smaller than the α which meant that H_0 was rejected and H_a was accepted. Based the result about can be concluded the used of Give One Get One Strategy in teaching reading comprehension is effective to the Tenth Grade Students' of Madrasah Aliyah Mathla'ul Anwar Pontianak.

From the explanation, it could be concluded that the used of Give One Get One Strategy in teaching reading comprehension to the Tenth Grade Students' of Madrasah Aliyah Mathla'ul Anwar Pontianak was effective.

7. Effect Size

In analyzing how strong the effectiveness of the treatment, the researcher used the formula of Cresswell's effect size. It was calculated manually. By acknowledging the value of the data calculation it would yield the answer of the second question of this research. The result of the effect size (ES) described as:

$$ES = \frac{\bar{X}_2 - \bar{X}_1}{SD}$$

$$ES = \frac{59 - 51.80}{16.322 + 14.649}$$

$$ES = \frac{7.2}{30.971}$$

$$ES = 0.23$$

From the calculation of the effect size (d) above, it showed that the score was 0.23 (rounded). Based on the level of effect size explained in chapter III, the effect size value which 0.21 – 0.50 was categorized as modest effect. Since the effect size value in this research was (0.23) it means that the treatments in this research which is Give One Get One Strategy can be categorized had modest effect. The modest effect also shown from the students' achievement in reading comprehension which proved that the students obtained higher score after the researcher conducted the treatment of Give One Get One Strategy.

B. Discussion

In discussion chapter, the researcher discuss the data gathered from the research finding. In order to answer the research problems and test the hypotheses whether it is accepted or rejected, the researcher must analyze the statistical significance difference between pre-test and post-test. The data were analyzed by using paired sample t-test to test the hypotheses. From the result of the analysis, the findings can be stated:

First, the researcher used paired sample T-test to answer the first research question “Is the use of Give One Get One Strategy effective in teaching reading comprehension to the Tenth grade students of Madrasah Aliyah Mathla’ul Anwar in the academic year of 2018/2019?”. From the calculation, it is found that the use of Give One Get One strategy was effective in teaching reading comprehension to the Tenth Grade Students of Madrasah Aliyah Mathla’ul Anwar Pontianak in the academic year of 2018/2019. The findings

of this research are supported by the research conducted by Arbiansyah (2014) “The effect of using Give One Get One strategy on students’ reading comprehension on Narrative text”. He finds that there was significant difference of using Give One Get One strategy to the students’ reading comprehension after the treatment was given. The result of his research showed that Give One Get One Strategy was effective to teach reading comprehension.

Then, to answer the second research question, “How strong is the effect of Give One Get One Strategy in teaching reading comprehension to Tenth grade students of Madrasah Aliyah Mathla’ul Anwar in the academic year of 2018/2019?” the researcher calculated the data by using effect size. From the result the effect of Give One Get One strategy was categorized as modest effect. Supported by Chersia (2015), on her research “The Effect of Give One get one Strategy and Motivation on Students’ Reading Comprehension of Narrative Text at Grade X of SMAN 7 Padang 2014/2015 Academic Year” also showed the positive result that Give One Get One strategy has significantly affected the students’ reading comprehension.

The discussion of the findings above confirms the theories by some expert related to the effectiveness of Give One Get One strategy in teaching reading comprehension. Students were looked more focused with the material and also easier to find the information from the text by using Give One Get One strategy. The result of those research revealed that Give One Get One strategy was effective uplift students’ reading comprehension.