

## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Research Finding

In this chapter, the researcher would like to present the description of the data obtained. The population of this study was the second grade students of SMPN 3 Dompu in Academic Year 2018/2019. The sample was chosen by using simple random sampling, so the sample in this study was divided in two classes, they are VIII A and VIII B. VIII B as the control group (24 students) and VIII A as the experimental group (21 students), the total number of the sample was 45 students.

##### 4.1.1 The Computation of the Mean Scores

The student individual scores both experimental and control groups can be seen on the following tables. They have description briefly based on the student achievement in pre-test and post-test.

**Table 4.1 Scores of Experimental class**

| No | Name     | Experimental Class ( MM) |           |     |                  |
|----|----------|--------------------------|-----------|-----|------------------|
|    |          | Pre-test                 | Post-test | (X) | (X) <sup>2</sup> |
| 1  | Adelya   | 30                       | 60        | 30  | 900              |
| 2  | Alfian   | 20                       | 45        | 25  | 625              |
| 3  | Alimudin | 40                       | 0         | -40 | 1600             |
| 4  | Arifudin | 0                        | 25        | 25  | 625              |
| 5  | Astrid   | 45                       | 75        | 30  | 900              |
| 6  | Aulia    | 35                       | 70        | 35  | 1225             |
| 7  | Cahaya   | 35                       | 55        | 20  | 400              |

|          |               |    |    |     |       |
|----------|---------------|----|----|-----|-------|
| 8        | Dinda         | 30 | 75 | 45  | 2025  |
| 9        | Dini          | 30 | 60 | 30  | 900   |
| 10       | Dwi           | 50 | 70 | 20  | 400   |
| 11       | Fitriani      | 20 | 65 | 45  | 2025  |
| 12       | Hanifa        | 50 | 80 | 30  | 900   |
| 13       | Indi          | 20 | 45 | 25  | 625   |
| 14       | Indrianingsih | 25 | 40 | 15  | 225   |
| 15       | M. Amiunudin  | 55 | 70 | 15  | 225   |
| 16       | M. Alantri    | 55 | 85 | 30  | 900   |
| 17       | M. Mukmin     | 0  | 55 | 55  | 3025  |
| 18       | M. Ferdi      | 30 | 50 | 20  | 400   |
| 19       | M. Gunawan    | 20 | 0  | -20 | 400   |
| 20       | Novidah       | 30 | 0  | -30 | 900   |
| 21       | Puspita       | 50 | 50 | 0   | 0     |
| 22       | Putri         | 50 | 85 | 35  | 1225  |
| 23       | Rafiah        | 20 | 40 | 20  | 400   |
| 24       | Yuli          | 30 | 55 | 25  | 625   |
| $\Sigma$ |               |    |    | 485 | 21475 |

**Table 4.2 Scores of Control class**

| No | Name   | Control Class (DKV) |           |     |                  |
|----|--------|---------------------|-----------|-----|------------------|
|    |        | pre test            | post test | (Y) | (Y) <sup>2</sup> |
| 1  | Andi   | 30                  | 40        | 10  | 100              |
| 2  | Dea    | 35                  | 45        | 10  | 100              |
| 3  | Eka    | 50                  | 65        | 15  | 225              |
| 4  | Fahril | 35                  | 50        | 15  | 225              |

|          |               |    |    |     |      |
|----------|---------------|----|----|-----|------|
| 5        | Fauzan        | 30 | 40 | 10  | 100  |
| 6        | Fina          | 0  | 30 | 30  | 900  |
| 7        | Fita          | 25 | 40 | 15  | 225  |
| 8        | Indi          | 30 | 35 | 5   | 25   |
| 9        | Ipa           | 0  | 30 | 30  | 900  |
| 10       | Leni          | 15 | 20 | 5   | 25   |
| 11       | M. Riski      | 35 | 40 | 5   | 25   |
| 12       | M. Amri       | 20 | 35 | 15  | 225  |
| 13       | M. Arifadilah | 20 | 30 | 10  | 100  |
| 14       | Nurul         | 45 | 60 | 15  | 225  |
| 15       | Riska         | 30 | 30 | 0   | 0    |
| 16       | Rizlani       | 40 | 45 | 5   | 25   |
| 17       | Roswati       | 40 | 0  | -40 | 1600 |
| 18       | Selfinas      | 25 | 45 | 20  | 400  |
| 19       | Yuyun         | 35 | 35 | 0   | 0    |
| 20       | Zulfikran     | 40 | 30 | -10 | 100  |
| 21       | Suryani       | 20 | 20 | 0   | 0    |
| $\Sigma$ |               |    |    | 165 | 5525 |

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#### 4.3 Descriptive Statistics

|                        | N  | Minimum | Maximum | Mean  | Std. Deviation |
|------------------------|----|---------|---------|-------|----------------|
| pre test experimental  | 24 | 0       | 55      | 32.08 | 15.388         |
| post test experimental | 24 | 0       | 85      | 52.29 | 25.151         |
| pre test control       | 21 | 0       | 50      | 28.57 | 12.956         |
| post test control      | 21 | 0       | 65      | 36.43 | 13.977         |
| Valid N (listwise)     | 21 |         |         |       |                |

Based on the table above shows that in the pre-test experimental N Variable is the number of students as many as 24 students, the minimum value is 0, maximum value 55, the mean value is 32,08 and the std deviation is 15.388, in the post-test the minimum value is 0, maximum value 85, the mean value is 52.29 and the std deviation is 25.151, in the pre-test control N Variable the number of students as many as 21 students, the minimum value is 0, maximum value 50, the mean value is 28.57 and the std deviation is 12.956 in the post-test control the minimum value is 0, maximum value 65, the mean value is 36.43 and the std deviation is 13.977.

#### 4.1.2 Test of Normality

4.4 Tests of Normality

|                     | kelas                  | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|---------------------|------------------------|---------------------------------|----|-------|--------------|----|------|
|                     |                        | Statistic                       | Df | Sig.  | Statistic    | df | Sig. |
| hasil belajar siswa | pre test experimental  | .137                            | 24 | .200* | .929         | 24 | .092 |
|                     | post test experimental | .146                            | 24 | .200* | .894         | 24 | .016 |
|                     | pre test control       | .163                            | 21 | .149  | .934         | 21 | .162 |
|                     | post test control      | .180                            | 21 | .074  | .949         | 21 | .320 |

1. Based on the table above shows that the significance value (sig.) for all shapiro-wilk test  $< 0.05$  while kolmogorov-smirnov is  $> 0.05$ . it can be concluded that the research data is not normally distributed

2. Because the research data is not normally distributed, the researcher can use non parametric statistics (Wilcoxon Test and Mann Whitney est) to analyze the research data.

#### 4.1.3 Test of Wilcoxon

| 4.5 Ranks                                      |                | N               | Mean Rank | Sum of Ranks |
|------------------------------------------------|----------------|-----------------|-----------|--------------|
| post test experimental - pre test experimental | Negative Ranks | 3 <sup>a</sup>  | 13.17     | 39.50        |
|                                                | Positive Ranks | 20 <sup>b</sup> | 11.83     | 236.50       |
|                                                | Ties           | 1 <sup>c</sup>  |           |              |
|                                                | Total          | 24              |           |              |
| post test control - pre test control           | Negative Ranks | 2 <sup>d</sup>  | 12.50     | 25.00        |
|                                                | Positive Ranks | 16 <sup>e</sup> | 9.13      | 146.00       |
|                                                | Ties           | 3 <sup>f</sup>  |           |              |
|                                                | Total          | 21              |           |              |

1. Negative rank is the difference in the value of experimental class learning outcomes for pre-test and post-test is 3 both at N, mean is 13.17 and sum of rank is 39.50, indicates there are decrease in the value of the experimental class pretest-and post-test, whereas in the control class for the value of pre-test and post-test is in the value of N, indicating there are 2 grades of students who declined in the control class
2. Positive rank shows an increase in students in the experimental class, there are 20 students who increase while in the control class shows 16 students who are increase.

3. Ties are the similarity of the pre-test and post-test values, in the table above shows the ties value in the experimental class are 1 students and control are 3 students.

**4.6 Test Statistics<sup>a</sup>**

|                        |                                                         |                                         |
|------------------------|---------------------------------------------------------|-----------------------------------------|
|                        | post test<br>experimental -<br>pre test<br>experimental | post test control<br>- pre test control |
| Z                      | -3.008 <sup>b</sup>                                     | -2.651 <sup>b</sup>                     |
| Asymp. Sig. (2-tailed) | .003                                                    | .008                                    |

Based on the table above shows that the average asymp sig.(2 tailed) in post test experimental is  $0.003 < 0.05$ , and in post-test control is  $0.008 < 0.05$  it means that alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. It can be concluded that The use of Read, Cover, Remember and Retell strategy has effect in teaching reading at second grade students of SMPN 3 Dompu in academic year 2018/2019.

#### 4.1.4 Test of Homogeneity

**4.7 Test of Homogeneity of Variance**

|                     |                                      | Levene Statistic | df1 | df2    | Sig. |
|---------------------|--------------------------------------|------------------|-----|--------|------|
| hasil belajar siswa | Based on Mean                        | 5.002            | 1   | 43     | .031 |
|                     | Based on Median                      | 4.221            | 1   | 43     | .046 |
|                     | Based on Median and with adjusted df | 4.221            | 1   | 34.759 | .047 |
|                     | Based on trimmed mean                | 4.665            | 1   | 43     | .036 |

Based on the table above shows that the value of Significance (Sig.) based on mean is equal to  $0.031 < 0.05$ , it can be conclude that the variance of the post-test of experimental class and post-test of control class is not Homogenous.

#### 4.1.5 Mann-whitney test

**4.8 Ranks**

|                     | kelas                  | N  | Mean Rank | Sum of Ranks |
|---------------------|------------------------|----|-----------|--------------|
| hasil belajar siswa | post test experimental | 24 | 28.54     | 685.00       |
|                     | post test control      | 21 | 16.67     | 350.00       |
|                     | Total                  | 45 |           |              |

**4.9 Test Statistics<sup>a</sup>**

|                        | hasil belajar siswa |
|------------------------|---------------------|
| Mann-Whitney U         | 119.000             |
| Wilcoxon W             | 350.000             |
| Z                      | -3.037              |
| Asymp. Sig. (2-tailed) | .002                |

a. Grouping Variable: kelas

Based on the table above shows that the asymp sig. (2 tailed) is  $0.002 < 0.05$  it means that alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. it can be concluded that the use Read, Cover, Remember, and Retell (RCRR) Strategy has significant differences between the students who are taught using Read, Cover, Remember, and Retell (RCRR) strategy at the second grade students of SMPN 3 Dompu in academic year 2018/2019.

#### 4.1 Discussion

The researcher has done in the research, it was applied to Read, Cover, Remember, and Retell (RCRR) Strategy in Teaching Reading at the

second grade of SMPN 3 Dompu in two class VIII A as an experimental class consists of 24 students and VIII B as a control class consist of 21 students. Based on the data collecting method that was explained above, this research was divided into three steps. Firstly, the researcher gave pre-test to the students to know the ability of the students before they get treatment by using Read, Cover, Remember and Retell (RCRR). Secondly, the researcher gave the student treatment by using Read, Cover, Remember, and Retell (RCRR) Strategy, after they were taught by using Read, Cover, Remember, and Retell (RCRR) Strategy, they were can understood the material and also can solved the task by their own. Last, the researcher gave them post-test after they got treatment.

The student's reading after they were taught by using Read, Cover, Remember, and Retell (RCRR) Strategy is better than before being taught using Read, Cover, Remember, and Retell Strategy. It showed by the means score ( $11,83 > 9,13$ ). It means that that the use of Read, Cover, Remember, and Retell RCRR strategy has effect in teaching reading skill at the first grade students of SMPN 3 DOMPU in academic year 2018/2019. Brummer and Macceca (2008:145) states that this strategy is one of strategy to learn in a cooperative learning environment. The students will study in pairs or small group. It motivates the students to express their comprehension of the text.

Based on the result of the analysis of the means scores of pre-test and post-test, continued the calculation of the computation of the means



scores, then we can see which group obtained better scores after the treatment. For the experimental class, the mean scores is 28.54 and for the control class is 16.67. It shows that the score of experimental group was higher than control group. It means that the use Read, Cover, Remember, and Retell (RCRR) strategy has significant differences between the students who are taught using Read, Cover, Remember, and Retell (RCRR) strategy and without using Read, Cover, Remember, and Retell (RCRR) strategy at the second grade students of SMPN 3 Dompu in academic year 2018/2019.

According to Anita (2013), states that Read, cover, remember, retell strategy gives stimulus to the students to become active learning. The students are also motivated to share the information or express their story each others. It means the effective learning and teaching will be easy to created in the class.

