**CHAPTER IV**

**RESULT AND DISCUSSION**

**4.1 The Description of Data**

In this chapter, the researcher would like to present the description of the data. The sample of this research was the students of the eleventh grade of SMK Negeri 1 Pantai Labu, as tested in this chapter, the writer divided them in two groups. The first was experimental class that consist of 26 students from class XI TKJ and the second was control class that consist 26 students from XI RPL.

The goal of this research is to know the effective of choral reading method toward students' reading comprehension and to give the report of the data description and to analyze the score of pre-test and post-test of the experimental and control class. The researcher did an analyze of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different both classes.

**4.2 Research Implementation**

The research was conducted in March 7th, 2020. Before conducting the research, firstly, the research asked the headmaster’s and teachers’ permission of the school. After having the permission, the researcher conducted through the following steps:

1. Determining the subject of research, namely the student at the eleventh grade of SMK Negeri 1 Pantai Labu
2. Designing the test, that is pre-test and post-test.
3. Determining the sample of research by using cultural random sampling
4. Giving the pre-test in order to know the student’s reading comprehension before they had treatment
5. Analyzing the data gotten the pre-test
6. Giving the treatment to the sample of the research in teaching and learning reading comprehension
7. Giving post-test to know the students’ reading comprehension after the treatment
8. Analyzing the data gotten through post-test. The data were analyzed by using statistic formula
9. Testing the hypothesis and making the conclusion
10. Reporting the result of the research.

**4.3 Validity and Reability**

**4.3.1 Validity**

The test was designed to measure students’ achievement in this studied, content validity analysis was chosen to examine the instrument validity.

It done by having made particular sets based on the K13 English curriculum for SMK before constructing the test.

**4.3.2 Reability**

To measure the reliability of the test, the calculation was analyzed by using the following formulation

Where:

N = 26

Ʃxt = 463

Ʃxt2 = 8271

St2 =

=

=

=

=

= 1,00

ri =

=

=

= 1,04

= 0,95

Based on the evaluation of coefficient the reliability is very high.

**4.4 Result of the Research**

**4.4.1 Result of Pre-test**

The pre-test was administered on March 7th , 2020. It was the first meeting, the researcher conducted pre-test in order to find out the students’ ability in reading comprehension. The pre-test was administered in order to know students’ reading ability before the treatments given. It can be seen from the pre-test score of students’ reading ability in the control class and experimental class.

Figure 2  
The Result of the Pre-test in Control Class

Based on the figure 2 it could be seen that there were 3 students who got 45, 8 students who got 55, 7 students who got 60, 7 students who got 65, 1 student who got 75. The mean of pre-test in control class was 58.69, standart deviation was 7.04, N was 26. It showed students’ reading ability.

Figure 1  
The Result of the Pre-test in Experimental Class

Based on the figure 1 it could be seen that there were 2 students who got 45, 4 students who got 55, 9 students who got 60, 9 students who got 65, 2 students who got 75. The mean of pre-test in experimental class was 60.96, standard deviation was 6.93, N was 26, minimum score was 45, and maximum was 75. It showed students’ reading ability before they got treatments.

**4.4.2 Result of Post-test**

The post-test was administered on March 14th , 2020. It was the first meeting, the researcher conducted pre-test in order to find out the students’ ability in reading comprehension. The pre-test was administered in order to know students’ reading ability before the treatments given. It can be seen from the pre-test score of students’ reading ability in the control class and experimental class.

Figure 4  
The Result of the Post-test in Control Class

Based on the figure 4 it could be seen that there were 1 student who got 65, 4 student who got 70, 11 students who got 75, 10 students who got 80. The mean of post-test in control class was 75.76, standard deviation was 4.16, N was 26, minimum score was 65, and maximum was 80. It showed students’ reading ability afte they got the treatments.

Figure 3  
The Result of the Post-test in Experimental Class

Based on figure 3 it could be seen that there were 3 students who got 80, 7 students who got 85, 8 students who got 90, 8 students who got 95. The mean of post-test in eaxperimental class was 89.03, standard deviation was 5.10, N was 26, minimum score was 80, and maximum was 95. It showed students’ reading ability afte they got the treatments.

**4.5 The Data Analysis**

**4.5.1 The Data Analysis Control Class**

**TABLE 4.1  
The Data Analysis Control Class**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Initial | Score Pre-test | Score Post-test | Post-pre | 100-Pre | N-Gain | Ngain 100% | Creteria |
| 1 | AG | 65 | 80 | 15 | 35 | 0.43 | 43 | Medium |
| 2 | AGS | 60 | 80 | 20 | 40 | 0.50 | 50 | Medium |
| 3 | AP | 55 | 75 | 20 | 45 | 0.44 | 44 | Medium |
| 4 | AS | 45 | 70 | 25 | 55 | 0.45 | 45 | Medium |
| 5 | DP | 55 | 75 | 20 | 45 | 0.44 | 44 | Medium |
| 6 | FA | 65 | 80 | 15 | 35 | 0.43 | 43 | Medium |
| 7 | FK | 60 | 80 | 20 | 40 | 0.50 | 50 | Medium |
| 8 | JA | 55 | 75 | 20 | 45 | 0.44 | 44 | Medium |
| 9 | KA | 45 | 75 | 30 | 55 | 0.55 | 55 | Medium |
| 10 | KH | 65 | 80 | 15 | 35 | 0.43 | 43 | Medium |
| 11 | KR | 60 | 75 | 15 | 40 | 0.38 | 38 | Medium |
| 12 | LS | 70 | 80 | 10 | 30 | 0.33 | 33 | Medium |
| 13 | MA | 55 | 75 | 20 | 45 | 0.44 | 44 | Medium |
| 14 | MD | 65 | 80 | 15 | 35 | 0.43 | 43 | Medium |
| 15 | MRA | 55 | 75 | 20 | 45 | 0.44 | 44 | Medium |
| 16 | MU | 45 | 70 | 25 | 55 | 0.45 | 45 | Medium |
| 17 | ND | 60 | 75 | 15 | 40 | 0.38 | 38 | Medium |
| 18 | NN | 65 | 80 | 15 | 35 | 0.43 | 43 | Medium |
| 19 | OT | 60 | 70 | 10 | 40 | 0.25 | 25 | Medium |
| 20 | RF | 65 | 75 | 10 | 35 | 0.29 | 29 | Low |
| 21 | SC | 55 | 75 | 20 | 45 | 0.44 | 44 | Medium |
| 22 | SN | 55 | 70 | 15 | 45 | 0.33 | 33 | Medium |
| 23 | SR | 60 | 80 | 20 | 40 | 0.50 | 50 | Medium |
| 24 | TK | 65 | 80 | 15 | 35 | 0.43 | 43 | Medium |
| 25 | TT | 55 | 65 | 10 | 45 | 0.22 | 22 | Low |
| 26 | UA | 60 | 75 | 15 | 40 | 0.38 | 38 | Medium |

Determining mean of the test result students in control class. The following is the concluting of mean:

M = M =

= =

= 58.46 = 75.76

To find out the effects of a method or treatment used in research it must calculate the score gain the data were analyzed by using gain formula according to Herlanti (2014 : 74)

G =

According Heke in Joko (2012). The gain value obtained is cartegorized according to the assesment in the following table:

**TABLE 4.2  
Criteria Score Gain**

|  |  |
| --- | --- |
| **Score g** | **Kriteria** |
| G > 0.7 | High |
| 0.7 ≥ g > 0.3 | Medium |
| G ≤ 0.3 | Low |

Increase understanding of students is categorized medium as a gain between 0.7 and not higher 0.3 while for categorized high the score gain must 0.7 and low categorized score gain more less 0.3.

f gain value in categorized percentage as follows:

High : g > 0,7 or expressed in percent g > 70

Medium : 0,7 ≥ g > 0,3 or expressed in percent 30 ≥ g > 70

Low : g ≤ 0,3 or expressed in percent g ≤ 30

**4.5.2 The Data Analysis Experimental Class**

**TABLE 4.3  
The Data Analysis Experimental Class**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Initial | Score Pre-test | Score Post-test | Post-pre | 100-Pre | N-Gain | Ngain 100% | Creteria |
| 1 | AD | 60 | 85 | 25 | 40 | 0.63 | 63 | Medium |
| 2 | AK | 65 | 95 | 30 | 35 | 0.86 | 86 | High |
| 3 | AW | 60 | 80 | 20 | 40 | 0.50 | 50 | Medium |
| 4 | AS | 65 | 85 | 20 | 35 | 0.57 | 57 | Medium |
| 5 | CA | 65 | 90 | 25 | 35 | 0.71 | 71 | High |
| 6 | DAS | 75 | 95 | 20 | 25 | 0.80 | 80 | High |
| 7 | DAR | 60 | 95 | 35 | 40 | 0.88 | 88 | High |
| 8 | DDA | 65 | 90 | 25 | 35 | 0.71 | 71 | High |
| 9 | FTR | 45 | 80 | 35 | 55 | 0.64 | 64 | Medium |
| 10 | FS | 55 | 85 | 30 | 45 | 0.67 | 67 | Medium |
| 11 | HS | 60 | 95 | 35 | 40 | 0.88 | 88 | High |
| 12 | HP | 55 | 90 | 35 | 45 | 0.78 | 78 | High |
| 13 | KH | 65 | 95 | 30 | 35 | 0.86 | 86 | High |
| 14 | MA | 60 | 90 | 30 | 40 | 0.75 | 75 | High |
| 15 | MH | 55 | 85 | 30 | 45 | 0.67 | 67 | Medium |
| 16 | MS | 75 | 95 | 20 | 25 | 0.80 | 80 | High |
| 17 | NH | 45 | 80 | 35 | 55 | 0.64 | 64 | Medium |
| 18 | PT | 60 | 85 | 25 | 40 | 0.63 | 63 | Medium |
| 19 | PH | 55 | 90 | 35 | 45 | 0.78 | 78 | High |
| 20 | RA | 65 | 90 | 25 | 35 | 0.71 | 71 | High |
| 21 | SA | 65 | 95 | 30 | 35 | 0.86 | 86 | High |
| 22 | SD | 60 | 90 | 30 | 40 | 0.75 | 75 | High |
| 23 | SH | 60 | 85 | 25 | 40 | 0.63 | 63 | Medium |
| 24 | SP | 65 | 90 | 25 | 35 | 0.71 | 71 | High |
| 25 | WA | 60 | 85 | 25 | 40 | 0.63 | 63 | Medium |
| 26 | WA | 65 | 95 | 30 | 35 | 0.86 | 86 | High |

M= M =

= =

= 60.96 = 89.03

**4.6 Technique of Analysis Data**

Based on the table, the students’ reading skills in English lesson was increased. The calculation was analyzed by using the following formulation of t-test.

Where;

X1 = 89.04 X2 = 75.77

S1  = 5.10 S2 = 4.16

t =

=

=

=

=

=

= 10.36

**4.7 Analysis t-test Independent Sample**

* T-test

[DataSet0]

| **Group Statistics** | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Kelas | | N | | | Mean | | | Std. Deviation | | | Std. Error Mean | | |
| Hasil Belajar | | Control | | 26 | | | 75.77 | | | 4.169 | | | .818 | | |
| Experiment | | 26 | | | 89.04 | | | 5.103 | | | 1.001 | | |
| **Independent Samples Test** | | | | | | | | | | | | | | | | |
|  |  | | Levene's Test for Equality of Variances | | | t-test for Equality of Means | | | | | | | | | | |
|  |  | |  | | |  | | | | | | | | 95% Confidence Interval of the Difference | | |
|  |  | | F | | Sig. | t | | df | Sig. (2-tailed) | | Mean Difference | Std. Error Difference | | Lower | Upper | |
| Hasil Belajar | Equal variances assumed | | 1.944 | | .169 | -10.268 | | 50 | .000 | | -13.269 | 1.292 | | -15.865 | -10.674 | |
| Equal variances not assumed | |  | |  | -10.268 | | 48.090 | .000 | | -13.269 | 1.292 | | -15.868 | -10.671 | |

Based on the data above, the table consist difference test two sample. The average which presented known in the column *Lavene’s Test for Equality of Variances* had significance value in the amount of 0,169 (p > 0,05). It showed two samples had same variants that same. Then, used compare the average population (T-test for Equality of Means) in examination t-test must with equal variance assumed obtained t value amount -10,28 and significant level p = 0,000. The result show p < 0,01, it is mean there is a difference self learning toward students SMK Negeri 1 Pantai Labu.

**4.8 Result of Hypothetical Test**

The researcher tasted the hypotical test using parametical statistic, independent sample t-test. The hypotheses formulas are:

**Ha > H0**

Choral reading method is effective to increase on students’ achievement in reading comprehension than conventional method.

The criteria the hypotheses for hypotical test was:

Ha is accepted is if *sig.* ≥ α 0.05

H0 is accepted is if *Sig.*< α 0.05

**The Result of Hypothical Test**

|  |  |  |
| --- | --- | --- |
| T | Df | Sig (2-tailed) |
| -10,26 | 50 | .000 |

Based on the result in the independent sample t-test in the table that the value Sig.(Pvalue) = 0.00 ≥ α 0.05. So, H0 is rejected and Ha is accepted. Based on the computation, it could be concluded that there was significant influence of reading comprehension with choral reading method at the eleventh grade SMK Negeri 1 Pantai Labu in Academic of 2019/2020.

**4.9 Discussion**

In this research, the researcher described the interpretation of the finding and summarized the hypothesis. The research was held to answer the question of how is students’ reading comprehension in the eleventh grade of SMK Negeri 1 Pantai Labu, before and after using Choral Reading Method? How is the effectiveness of using Choral Reading method towards students' reading comprehension at the eleventh grade students of SMK Negeri 1 Pantai Labu? In order to answer the question the researcher formulated the Null Hypothesis (H0) and the Alternative Hypothesis (Ha) as follow :

Ha (Alternative Hypothesis) : Choral reading method significantly affects the students’ achievement in reading comprehension.

H0 (Null Hypothesis) : Choral reading method does not affect the students’ achievement in reading comprehension

The assumption of this hypothesis as follow:

If Sig.(Pvalue) = 0.00 ≥ α 0.05 the Null Hypothesis is rejected (H0) and Alternative Hypotesis (Ha) is accepted. It means there is significant difference of students’reading comprehension achievement between students who was taught using Choral Reading method and students who were taught without using Choral Reading method.

The researcher summarized that the value Sig.(Pvalue) = 0.00 ≥ α 0.05. so, the Null Hypothesis is rejected and the Alternative Hypothesis is accepted. The researcher analyzed the result of calculation that H0 rejected and Ha is accepted.

The researcher used choral reading method to give motivation in learning reading. As the researcher state above that the problem of students in learning reading is difficult or problem like pronounce the word, difficult vocabulary the text itself. So that, the researcher used choral reading method to teach reading comprehension by content area in which the students can interpret the text based on context. The students can choose the word based on their interest or those which are important to know and then define the words based on the context of the text.

Based that, the researcher used the choral reading method to facilitate communication, understanding and participation. The students will, therefore, be more engaged and more likely to retain what they are being taught in the classroom.

Additionally, the choral reading is method involving students read out loud together, students read in a fun way, gaining fluent decoding and comprehending skills which are a necessary preparation for fluent silent reading.