

## 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). The calculation displayed:

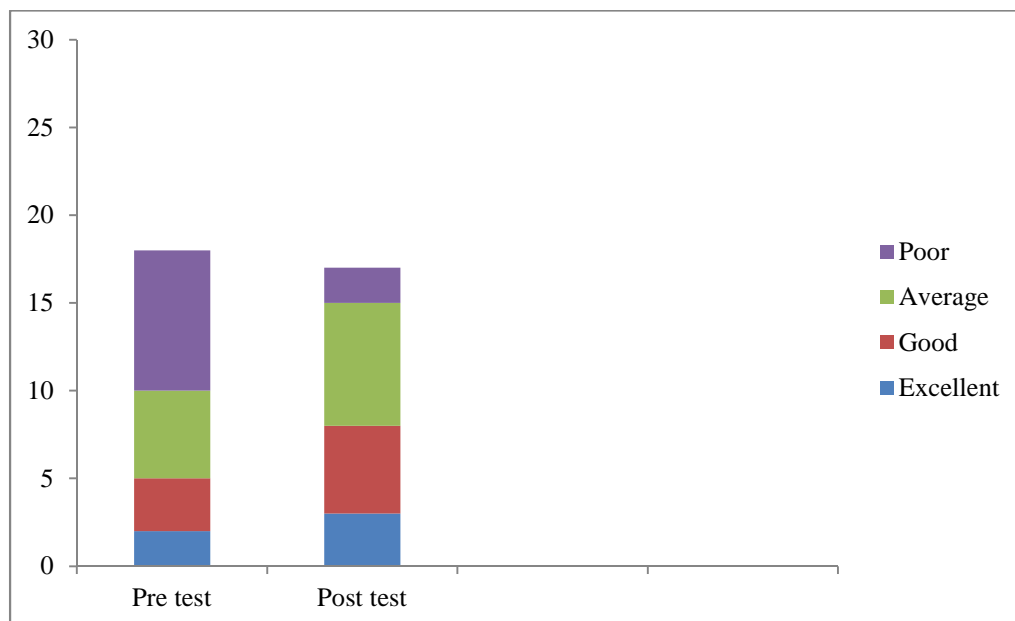
**Table 4.1**

#### Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	18	25	80	955	53.06	17.585
Posttest	18	40	85	1135	63.06	13.627
Valid N (listwise)	18					

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**

Figure 4.1, showed that in the pre-test before the researcher gave the treatment, the students who categorized into poor were 8 students. Categorized average were 5 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 3 students, who categorized average were 7 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 955 with the standard deviation score was 17.585.

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 Read, Examine, Decide, and Write (REDW) 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 40. The total score that the students obtained was 1135 with the standard deviation score were 13.627.

**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 53.06 which classified as average and the mean score of post-test was 63.06 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 below:

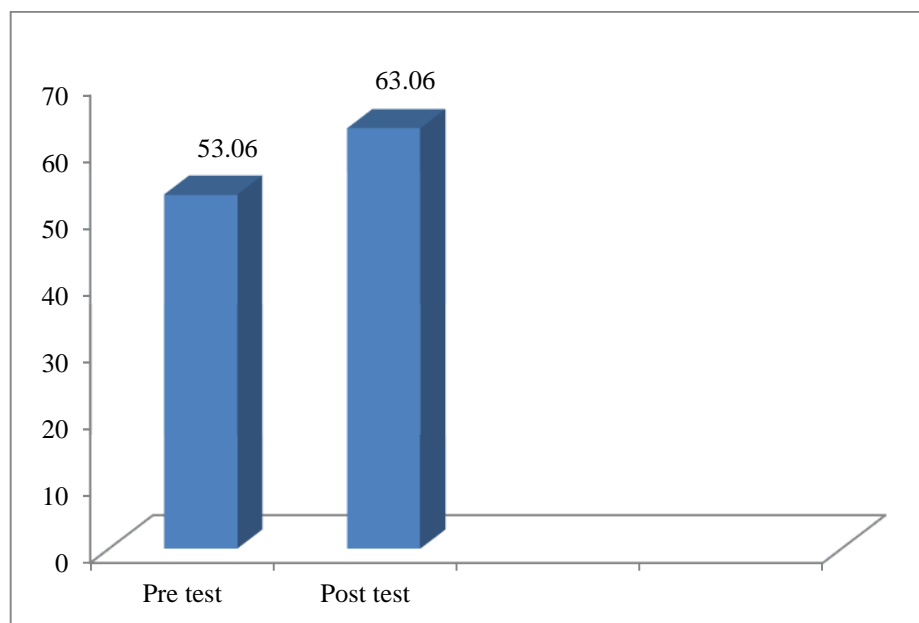


Figure 4.2 Students' mean score

Figure 4.2 above 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 10.00. 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:

$$\begin{aligned} D &= \bar{X}_2 - \bar{X}_1 \\ &= 63.06 - 53.06 \\ &= 10.00 \end{aligned}$$

The result above displayed that the range between the mean score of pre-test and post-test was 10.00. 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 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 17.585 and the post-test was 13.627. 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 Read, Examine, Decide, and Write (REDW) 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  $\alpha$  value. If the value significance from the paired samples t-test was higher than the  $\alpha$  (0.05),  $H_0$  was accepted. The result of computing the data into SPSS 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 posttest - 1 pretest	10.000	6.860	1.617	6.589	13.411	6.185	17	.000

Based on the table 4.2 of the paired samples t-test result, that t-value was 6.185 which the value of t-table with confidence level 95% and df (17) was 1.739.

## 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 (6.185  $>$  1.739), 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  $\alpha$  which meant that  $H_0$  was rejected and  $H_a$  was accepted. Based the result about can be concluded the used of Read, Examine, Decide, and Write (REDW) strategy in teaching reading comprehension is effective to the Tenth Grade Students' of Madrasah Aliyah Fadhillah Kembayan.

From the explanation, it could be concluded that the used of Read, Examine, Decide, and Write (REDW) strategy in teaching reading comprehension to the Tenth Grade Students' of Madrasah Aliyah Fadhillah Kembayan 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:

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

$$ES = \frac{63.06 - 53.06}{17.585 + 13.627}$$

$$ES = \frac{10.00}{31.212}$$

$$ES = 0.32$$

From the calculation of the effect size (d) above, it showed that the score was 0.32 (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 (0.32) it means that the treatments in this research which is Read, Examine, Decide, and Write (REDW) 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 Read, Examine, Decide, and Write (REDW) strategy.

## **B. Discussion**

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 Read, Examine, Decide, and Write (REDW) Strategy effective towards students' reading comprehension to the tenth grade students of Madrasah Aliyah Fadhillah Kembayan in the academic year of 2018/2019?”. From the calculation, it is found that the use of Read, Examine, Decide, and Write (REDW) Strategy was effective in teaching reading



comprehension to the Tenth Grade of Madrasah Aliyah Fadhillah Kembayan in the academic year of 2018/2019.

Then, to answer the second research question, “How strong is the effect of Read, Examine, Decide, and Write (REDW) Strategy towards students’ reading comprehension to the tenth grade students of Madrasah Aliyah Fadhillah Kembayan in the academic year of 2018/2019?” the researcher calculated the data by using effect size. From the result the effect of Read, Examine, Decide, and Write (REDW) Strategy was categorized as modest effect.

The findings of this research are supported by the research conducted by Poonpiriya (2014) Practice Model of Read, Examine, Decide, and Write in Strengthening Students’ Reading Comprehension. He finds that there was significant difference of using Read, Examine, Decide, and Write (REDW) Strategy to the students’ reading comprehension after the treatment was given. Nguyen (2015), on his reasearch also showed the positive result that Read, Examine, Decide, and Write (REDW) Strategy has significantly affected the students’ reading comprehension.

The discussion of the findings above confirms the theory which proposed by some expert related to the effectiveness of Read, Examine, Decide, and Write (REDW) Strategy in teaching reading comprehension. Students could get more opportunities to comprehend the text well by using Read, Examine, Decide, and Write (REDW) Strategy. It made the students’ motivation was higher when they read the text. They were looked more

focused with the material and also easier to find the information from the text by using Read, Examine, Decide, and Write (REDW) Strategy. The result of those research revealed that Read, Examine, Decide, and Write (REDW) Strategy was effective uplift students' reading comprehension.