CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents about the result of the finding in the field. The data of the study are gained during the research. The result is the answer of the research questions at the chapter I.

A. Research findings

The researcher discusses the data analysis by determining the result of the students' comprehension skill in understanding narrative text. The result is viewed from the score of the students' test. These scores are used to know the difference of students' comprehension skill in understanding narrative text based on their different sex and school background.

There are two tests which are given to the students. The first test consists of 25 multiple choices and 25 True/False questions. The researcher gives 0 score for the wrong answer and 1 score for the correct answer. This scoring technique is applied for all of questions in the first test (test 1).[59] Then, the second test consists of 10 essay questions. The researcher gives scoring based on the scoring rubric. This scoring technique is applied for all of questions in the second test (test 2).[60]

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[59] It is shown in Appendix 5

[60] It is shown in Appendix 6

The researcher calculates the sum of the correct answer and counts the total scores. The researcher tabulates the data of students' comprehension skill in understanding narrative text based on their different sex and school background. It can be seen in the table 4.1, table 4.2, table 4.3, and table 4.4:

Table 4.1
The Score of Female with Private School Background

No.	Name	Score Of Test		Total Score
		Test I	Test II	
1.	Lenni Fitriani	43	38	81
2.	Cici Nofia Safitri	45	45	90
3.	Mufarroha	39	39	78
4.	Selvy Meylinda Sari	41	42	83
5.	Lailatum Maghfiro	41	39	80
6.	Bibichah Ghufroniyah	46	45	91
7.	Choirun Nisa'	43	34	77
8.	Firstania Azizah	37	38	75
9.	Lisa Rahayu Ningsih	40	40	80
10.	Novia Cahayani	44	38	82
Total				817

Table 4.2
The Score of Male with Private School Background

No.	Name	Score Of Test		Total Score
		Test I	Test II	
1.	Yogi Ardi Setiawan	37	33	70

No.	Name	Test I	Test II	Total
2.	Makhzuna Alam Fikri	40	43	83
3.	Moh. Al'lail Ubnani	38	39	77
4.	Ade Kurniawan	37	35	72
5.	Firman Ariansyah	41	39	80
6.	Achmad Irfan rosadi	45	41	86
7.	M.Renaldi	33	39	72
8.	Ajib Romdon	34	33	67
9.	M. Fajar Ilyasa	39	36	75
10.	Ikhsan Dwi Firnandhika	33	32	65
Total				747

Table 4.3
The Score of Female with Public School Background

No.	Name	Score Of Test		Total Score
		Test I	Test II	
1.	Lina arofah	40	43	83
2.	Ira	39	36	75
3.	Putri Febriani	39	31	70
4.	Dinda Nur Ningrat S.	46	45	91
5.	Desinta Fitrianingsih	39	36	75
6.	Ratih Nawang Papule	41	39	80
7.	Ika Ayunda S.	39	38	77
8.	Yuni Ambarwati	37	35	72
9.	Vina Eka Safitri	44	41	85
10.	Tri Rahayu	36	39	75
Total				783

Table 4.4
The Score of Male with Public School Background

No.	Name	Score Of Test		Total Score
		Test I	Test II	
1.	Surya Fathur Ramadhan	39	36	75
2.	Mohammad Tofa	35	32	67
3.	Rifqi Laksma W.	31	38	69
4.	M.Chabib Asrorudin	39	34	73
5.	Rifa Dwi Permana P.	45	42	87
6.	Dendy Wahyu W.	40	40	80
7.	Iqbal Firmansyah	33	37	70
8.	Muh. Lukman Ardiansyah	37	38	75
9.	Muh. Yudha Firdaus	32	33	65
10.	Dendi Rahmat Fahrezi	34	36	70
Total				731

The data from table 4.1, table 4.2, table 4.3, and table 4.4 show the students' result in reading comprehension skill of narrative text. The total score is the sum up of the students' score in the first test (test 1) and the second test (test 2). Test 1 is about fairy tale and test 2 is about fable. There are two types of questions in test 1, they are 25 multiple choices and 25 True/False questions. In test 2, there are 10 essay questions. The questions are covering the narrative text either the content which is the generic structure (orientation, complication, and resolution) consist of events, actors, time and location or the way how the narrative is told.

B. Data Analysis

The result of the students' ability in comprehending narrative text shown in table 4.1, table 4.2, table 4.3, and table 4.4 are used by the researcher to analyze the data further by using Two-Way ANOVA. It is used to verify the hypothesis. There are several steps which are used in analyzing the data. First, the researcher finds the quadrate of the score and the mean of it. It can be seen in table 4.5, table 4.6, table 4.7, and table 4.8:

Table 4.5
The Score of Female with Private School Background

No.	Name	Score	
		(X)	(X²)
1.	Lenni Fitriani	81	6561
2.	Cici Nofia Safitri	90	8100
3.	Mufarroha	78	6084
4.	Selvy Meylinda Sari	83	6889
5.	Lailatum Maghfiro	80	6400
6.	Bibichah Ghufroniyah	91	8281
7.	Choirun Nisa'	77	5929
8.	Firstania Azizah	75	5625
9.	Lisa Rahayu Ningsih	80	6400
10.	Novia Cahayani	82	6724
Total		$\sum X = 817$ $(\bar{x}) = 81.7$	$\sum X = 66993$ $(\bar{x}) = 6699.3$

Table 4.5 presents the score of female students with private school background which consists of 2 students who get $\geq$ 90-100, 5 students who get $\geq$80-89, and 3 students who get $\geq$70-79. Based on the table 4.5, the highest score is 91 and the lowest score is 77. The total scores of female students with private school background is 817 and the total of the quadrate of the score is 66993. Furthermore, the researcher also calculates the mean $(\bar{x})$ from the data of table 4.5. In result, the mean of female students with private school background is $\sum X/N$ = 817/10= 81.7 and the mean of quadrate total is $(\sum\bar{x}^2)/N$ = 66993/10= 6699.3.

Table 4.6
Male with Private School Background

No.	Name	Score	
		(X)	(X²)
1.	Yogi Ardi Setiawan	70	4900
2.	Makhzuna Alam Fikri	83	6889
3.	Moh. Al'lail Ubnani	77	5929
4.	Ade Kurniawan	72	5184
5.	Firman Ariansyah	80	6400
6.	Achmad Irfan rosadi	86	7396
7.	M.Renaldi	72	5184
8.	Ajib Romdon	67	4489
9.	M. Fajar Ilyasa	75	5625
10.	Ikhsan Dwi Firnandhika	65	4225
	Total	$\sum$X= 747	$\sum$X²= 56221

	$(\bar{x})$ =74.7	$(\bar{x^2})$ = 5622.1

Table 4.6 presents the score of male students with private school background. Based on the table 4.6 above there is none of students who get ≥ 90-100. However, it consists of 3 students who get ≥80-89, 5 students who get ≥70-79 and 2 students who get ≥ 60-69. Based the table 4.6 above, the highest score is 86 and the lowest score is 65. The total of the score of female students with public school background is 747 and the total of the quadrate of the score is 56221. Besides, the researcher also calculates the mean $(\bar{x})$ from the data of table 4.6. In result, the mean of male students with private school background is $\sum X/N = 747/10 = 74.7$ and the mean of quadrate total is $(\sum\bar{x^2})/N = 56221/10 = 5622.1$.

Table 4.7
Female with Public School Background

No.	Name	Score	
		(X)	**(X²)**
1.	Lina arofah	83	6889
2.	Ira	75	5625
3.	Putri Febriani	70	4900
4.	Dinda Nur Ningrat S.	91	8281
5.	Desinta Fitrianingsih	75	5625
6.	Ratih Nawang Papule	80	6400
7.	Ika Ayunda S.	77	5929

8.	Yuni Ambarwati	72	5184
9.	Vina Eka Safitri	85	7225
10. T	Tri Rahayu	75	5625
h	Total	$\sum X = 783$ $(\bar{x}) = 78.3$	$\sum X^2 = 61683$ $(\bar{x}^2) = 6168.3$

Table 4.7 presents the score of female students with public school background which consists of only 1 student who gets $\geq$ 90-100, 3 students who get $\geq$80-89, 6 students who get $\geq$70-79 and none of the students who get $\geq$ 60-69. Based the table 4.7 above, the highest score is 91 and the lowest score is 70. The total of the score of female students with public school background is 783 and the total of the quadrate of the score is 61683. Furthermore, the researcher also calculates the mean $(\bar{x})$ from the data of table 4.7. In result, the mean of female students with public school background is $\sum X/N = 783/10 = 78.3$ and the mean of quadrate total is $(\sum \bar{x}^2)/N = 61683/10 = 6168.3$.

Table 4.8
Male with Public School Background

No.	Name	Score	
		(X)	(X²)
1.	Surya Fathur Ramadhan	75	5625
2.	Mohammad Tofa	67	4489
3.	Rifqi Laksma W.	69	4761

4.	M.Chabib Asrorudin	73	5329
5.	Rifa Dwi Permana P.	87	7569
6.	Dendy Wahyu W.	80	6400
7.	Iqbal Firmansyah	70	4900
8.	Muh. Lukman Ardiansyah	75	5625
9.	Muh. Yudha Firdaus	65	4225
10.	Dendi Rahmat Fahrezi	70	4900
Total		$\sum X = 731$ $(\bar{x}) = 73.1$	$\sum X^2 = 53823$ $(\bar{x}^2) = 5382.3$

Table 4.8 presents the score of male students with public school background. Based on the table 4.8 above there is none of students who get $\geq$ 90-100. However, it consists of 2 students who get $\geq$80-89, 5 students who get $\geq$70-79 and 3 students who get $\geq$ 60-69. Based the table 4.8 above, the highest score is 87 and the lowest score is 65. The total of the score of male students with public school background is 731 and the total of the quadrate of the score is 53823. Furthermore, the researcher also calculates the mean $(\bar{x})$ from the data of table 4.8. In result, the mean of female students with public school background is $\sum X/N = 731/10 = 73.1$ and the mean of quadrate total is $(\sum \bar{x}^2)/N = 53823/10 = 5382.3$

Since this research compares the students' comprehension skill in understanding narrative text based on their different sex and school background, there are some variables which include in the study. They are

independent variable (students' different sex and school background) and dependent variable (students' comprehension skill in understanding narrative text).

Therefore, in analyzing the data using Two-Way ANOVA, the researcher finds the main effect of A (the students' different sex), main effect of B (the students' different school background), and interaction of A and B. Thus the researcher partitions variance into parts caused by IV_A, IV_B, Int_{AxB}, and Error.

The researcher compares the variance associated with each thing of interest to error variance to see if each effect is meaningful. Therefore, to make the analysis easy, the second step is tabulating the data above in one table, as seen below:

Table 4.9
The Score for two-way ANOVA

IV Students' different Sex (A)	IV Students' different School Background (B)				Total	
	B_1 Private School		B_2 Public School			
	(X_1)	(X_1^2)	(X_2)	(X_2^2)	(X)	(X^2)

A₁ Female	81	6561	83	6889	164	13450
	90	8100	75	5625	165	13725
	78	6084	70	4900	148	10984
	83	6889	91	8281	174	15170
	80	6400	75	5625	155	12025
	91	8281	80	6400	171	14681
	77	5929	77	5929	154	11858
	75	5625	72	5184	147	10809
	80	6400	85	7225	165	13625
	82	6724	75	5625	157	12349
Total Part 1	817	66993	783	61683	1600	128676
	81.7		78.3		80	
A₂ Male	70	4900	75	5625	145	10525
	83	6889	67	4489	150	11378
	77	5929	69	4761	146	10690
	72	5184	73	5329	145	10513
	80	6400	87	7569	167	13969
	86	7396	80	6400	166	13796
	72	5184	70	4900	142	10084
	67	4489	75	5625	142	10114
	75	5625	65	4225	140	9850
	65	4225	70	4900	135	9125
						110044
Total Part 2	747	56221	731	53823	1478	110044
	74.7		73.1		73.9	
Total	1564		1514		3078	238720
	78.2		75.7			

Where:

IV : The independent variable.
A : Students' different Sex (A1: Female students and A2: Male students)
B : Students' different School Background (B1: Private School Background and B2: Public School Background)

X : The score of the students in reading comprehension skill of
        narrative text.

X^2 : The quadrate of the score

$\sum X$: Sum of the scores

$\sum X^2$: Sum of the quadrate of the score

N : Total of respondent.

n   : Total of respondent in each variable

Table 4.9 presents the calculation from the score of students' test. In table 4.9, the researcher gets the data from the table 4.5- 4.8. The researcher puts the data of the female-male students based on their school background. Then, the researcher sums up the scores based on their effects (A and B), they are: $\sum XA$ and $\sum XB$. $\sum XA$ based on the students' different sex (look in horizontal way or column). It consists of two parts which are female ($\sum XA_1 = \sum Xtp_{1,1} + \sum Xtp_{1,2}$) and male ($\sum XA_2 = \sum Xtp_{2,1} + \sum Xtp_{2,2}$). Whereas, $\sum XB$ based on the students' different school background (look in vertical way or row).it consists of two parts which are private school background ($\sum XB_1 = \sum Xtp_{1,1} + \sum Xtp_{2,1}$) and public school background ($\sum XB_2 = \sum Xtp_{1,2} + \sum Xtp_{2,2}$).

After that, the researcher finds the mean $(\bar{X})$ of each effect, they are: $\bar{X}_A$ and $\bar{X}_B$. $\bar{X}_A$ is the mean of the students' different sex (look in horizontal way or column). It consists of two parts which are female ($\bar{X}_{A1} = \sum XA_1/n$) and male ($\bar{X}_{A2} = \sum XA_2/n$). Whereas, $\bar{X}_B$ is the mean of the students' different school background (look in vertical way or row). It consists of two parts

which are private school background ($\bar{X}_{B1}$ = $\sum XB_1/n$) and public school

background ($\bar{X}_{B2}$ = $\sum XB_2/n$). The last, the researcher sums up all the score

($\sum X_{tot}$= $\sum XA_1$ + $\sum XA_2$ or $\sum X_{tot}$= $\sum XB_1$ + $\sum XB_2$) and sums up all the

quadrate of the score ($\sum X_{tot}^2$= $\sum XA_1$ + $\sum XA_2$ or $\sum X_{tot}$= $\sum XB_1$ + $\sum XB_2$).

The data from the table of 4.9 above is then used to get the variance. The

researcher goes through several steps to get the variance. Variance is SS/df,

SS is the sum of the squared deviations and df is the degrees of freedom.

These things are based on the math way of looking at the main effects and

interactions.

1. **Partitioning Variance**

   a. Sums of Squares

$$SS_T \quad = \sum Xtot^2 - \frac{(\sum Xtot)^2}{N} = 238720 - \frac{3078^2}{40} = 1867.9$$

$$SS_A = \sum \frac{(\sum XA)^2}{nA} - \frac{(\sum Xtot)^2}{N} = \frac{1600^2}{20} + \frac{1478^2}{20} - \frac{3078^2}{40} = 128000 +$$

$$109224.2 - 236852.1 = 372.1$$

$$SS_B = \sum \frac{(\sum XB)^2}{nB} - \frac{(\sum Xtot)^2}{N} = \frac{1564^2}{20} + \frac{1514^2}{20} - \frac{3078^2}{40} = 122304.8$$

$$+ 114609.8 - 236914.6 = 62.5$$

$$SS_{TP}=$$
$$\frac{(\sum Xtp1,1)^2}{ntp1,1} + \frac{(\sum Xtp1,2)^2}{ntp1,2} + \cdots + \frac{(\sum Xtp1,n)^2}{ntp1,n} + \frac{(\sum Xtp2,1)^2}{ntp2,1} +$$
$$\frac{(\sum Xtp2,2)^2}{ntp2,2} + \cdots + \frac{(\sum Xtp2,n)^2}{ntp2,n} - \frac{(\sum Xtot)^2}{N}$$

$$= \frac{817^2}{10} + \frac{783^2}{10} + \frac{747^2}{10} + \frac{731^2}{10} - \frac{3078^2}{40} = 66748.9 + 61308.9 +$$

$$55800.9 + 53436.1 - 236914.6 = 442.7$$

$$SS_{AxB} = SS_{TP} - (SS_A + SS_B) = 442.7 - (372.1 + 62.5) = 8.1$$

$$SS_E = SS_T - (SS_A + SS_B + SS_{AxB}) = 1867.9 - (372.1 + 62.5 + 8.1) = 1425.2$$

b. degrees of freedom

$$df_T = N_T - 1 = 40-1 = 39$$

$$df_A = A - 1 = 2-1 = 1$$

$$df_B = B - 1 = 2-1 = 1$$

$$df_{AxB} = (A - 1)(B - 1) = 1x1 = 1$$

$$df_E = N_T - A \times B = 40 - (2x2) = 36$$

c. Mean Squares (Variances)

$$MS_A = SS_A / df_A = 372.1/1 = 372.1$$

$$MS_B = SS_B / df_B = 62.5/1 = 62.5$$

$$MS_{AxB} = SS_{AxB} / df_{AxB} = 8.1/1 = 8.1$$

$$MS_E = SS_E / df_E = 1425.2/36 = 39.58$$

The variances or called as mean squares (MS) are got from the calculation of SS/df. Mean square of sex variable is written as MS_A. The result of MS_A comes from dividing the sum of square of sex variable (SS_A) with the degree of freedom of sex variable (df_A). As result, MS_A is 372.1. Mean square of school background variable is written as MS_B. The result of MS_B comes from dividing the sum of square of school background variable (SS_B) with the degree of freedom of school background variable (df_B). As result, MS_B is 62.5.

Furthermore, MS_{AxB} is mean square of interaction between sex and school background. The result of MS_{AxB} comes from dividing the sum of square of interaction between sex and school background (SS_{AxB}) with the degree of freedom of interaction between sex and school background (df_{AxB}). As result, MS_{AxB} is 8.1. The last is MS_E, it is mean square of error interaction between sex and school background. The result of MS_E comes from dividing the sum of square of error interaction between sex and school background (SS_E) with the degree of freedom of error interaction between sex and school background (df_E). As result, MS_E is 39.58.

2. **Comparing Variances**

The researcher put the result of the calculation on the table in order to easy in analyzing. It presents the comparison of variances in which the researcher see if the effects of interest are big compared to variability within groups. The F statistic is the comparison of the MS for each effect to the MS_E. After knowing F statistic then checking hypothesis result. The criterion hypothesis is significant if F result is same or more than F table.

1) Ho   : There are no differences in students' comprehension skill in understanding narrative text based on their sex.

Ha   : There are differences in students' comprehension skill
in understanding narrative text based on their sex.

2) Ho   : There are no differences in students' comprehension
skill in understanding narrative text based on their school
background.

Ha   : There are differences in students' comprehension skill
in understanding narrative text based on their school
background.

3) Ho   : there are no differences attributable to the particular
combinations of sex and school background in students'
comprehension skill in understanding narrative text.

Ha   : there are differences attributable to the particular
combinations of sex and school background in students'
comprehension skill in understanding narrative text.

Table 4.10
The Result of Two-Way ANOVA

Source	df	SS	MS	Fs	Ft
factors	.	.	.	.	.
A	1	372.1	372.1	9.4	.
B	1	62.5	62.5	1.57	.
Interaction	.	.	.	.	.
A x B	1	8.1	8.1	0.2	.
Error	36	1425.2	39.58	.	.

Total	39	1867.9	.	.	.

After F statistic is analyzed then checking hypothesis result. The criterion hypothesis is significant if F result is same or more than F table. First, the researcher compares F_A statistic with F table. The numerator = 1 and the denominator = 36 therefore F table for 5%= 4.11 and 1%= 7.39 (Appendix 7). Based on the data above, F statistic which is 9.4 is more than F table either for 5% (9.4 > 4.11) or 1% (9.4 > 7.39). In result, Ho is rejected and Ha is accepted. It means there are significant differences in students' comprehension skill in understanding narrative text based on their sex. In other words, the students' different sex influences the students' comprehension skill in understanding narrative text.

Second, the researcher compares F_B statistic with F table. The numerator = 1 and the denominator = 36 therefore F table for 5%= 4.11 and 1%= 7.39 (Appendix 7). Based on the data above, F statistic which is 1.57 is less than F table either for 5% (1.57 < 4.11) or 1% (1.57 < 7.39). In result, Ho is accepted and Ha is rejected. It means there are no significant differences in students' comprehension skill in understanding narrative text based on their school background. In other words, the students' school background does not influence the students' comprehension skill in understanding narrative text.

The last, the researcher compares F_{AxB} statistic with F table. The numerator = 1 and the denominator = 36 therefore F table for 5%= 4.11 and 1%= 7.39 (Appendix 7). Based on the data above, F statistic which is 0.2 is less than F table either for 5% (0.2 < 4.11) or 1% (0.2 < 7.39). In result, Ho is accepted and Ha is rejected. It means there are no significant differences attributable to the particular combinations of sex and school background in the students' comprehension skill in understanding narrative text. In other words, the students' school background does not influence differently either for male or female students' reading comprehension skill of narrative text.

C. Discussion

This research observes the influence of students' different sex and school background in reading comprehension skill of narrative text at the 2nd grade of junior high school at Darul Muta'allimin Taman, Sidoarjo. As result, there are three research questions which cover this research. First, whether or not there are differences in students' comprehension skill in understanding narrative text based on their sex. Second, whether or not there are differences in students' comprehension skill in understanding narrative text based on their school background. Third, whether or not there are differences attributable to the particular combinations of sex and school background in students' comprehension skill in understanding narrative text.

In relating to the research question above, there are four categories which are discussed in this research. They are female students with private school background, male students with private school background, female students with public school background, and male students with public school background. The researcher takes the sample through the data from the school about students' school background. In result, the sample is 10 for each category.[61]

In collecting the data, the researcher gives test to the students. The test is given to measure the students' comprehension skill in understanding narrative text. There are two tests which are done by the students. Both of them are narrative texts. Test 1 is about fairy tale and test 2 is about fable. There are two types of questions in test 1, they are 25 multiple choices and 25 True/False questions. The questions are covering the narrative text either the content which is the generic structure (orientation, complication, and resolution) consist of events, actors, time and location or the way how the narrative is told.

The second test (Test 2) is about fable. In test 2, there are 10 essay questions. In this test, there is a question which asked the students to determine the generic structure of the story. There are also some questions which try to lead the students to analyze the text in order to find the answers. Such as, the students have to find the character of the main figure, to find the

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[61] It is shown in Appendix 2

problem in the 2nd paragraph and also to find the moral value of the story. The results of the score show that the majority of the students either female–male with private school background or public school background got difficulties in answering those kinds of questions which is proven by the result of the scoring.[62] It could be assumed that they are still low in analyzing the context of the text rather than the content of text.

After collecting the data, the researcher analyzes the data using Two-Way ANOVA. This analyzing technique is used to verify the hypotheses which are as follows:

1) Ho : There are no differences in students' comprehension skill in understanding narrative text based on their sex.

   Ha : There are differences in students' comprehension skill in understanding narrative text based on their sex.

2) Ho : There are no differences in students' comprehension skill in understanding narrative text based on their school background.

   Ha : There are differences in students' comprehension skill in understanding narrative text based on their school background.

3) Ho : there are no differences attributable to the particular combinations of sex and school background in students' comprehension skill in understanding narrative text.

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[62] It is shown in Appendix 6

Ha : there are differences attributable to the particular combinations of sex and school background in students' comprehension skill in understanding narrative text.

Based on the result of data analysis, the researcher finds that there are significant differences in students' comprehension skill in understanding narrative text based on their sex. It happens because F statistic which is 9.4 is more than F table either for 5% (9.4 > 4.11) or 1% (9.4 > 7.39). In result, Ho is rejected and Ha is accepted. It indicates that the differences between sexes do not happen accidentally.

In other word, female students have better comprehension skill in understanding narrative text than their male counterpart. As Arnold Stated that the factor of sex differences cannot be ignored in students' achievement and proficiency in learning language because it can affect students' achievement and proficiency in learning.[63] It shows that the students' different sex influences the students' comprehension skill in understanding narrative text.

The result for the second question is different from the first question. The researcher finds that there are no significant differences in students' comprehension skill in understanding narrative text based on their school background. It happens because F statistic which is 1.57 is less than F table either for 5% (1.57 < 4.11) or 1% (1.57 < 7.39). It indicates that students with private school background have equal comprehension skill in understanding

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[63] Arnold. 2002. *Project in Linguistic.* New York: Oxford University Press. p.139.

narrative text with the students with public school background. It shows that the students' school background does not influence the students' comprehension skill in understanding narrative text.

This finding is different from the previous finding which stated that one school is better than the others. The finding of Strauss et al which stated that public schools in Indonesia enjoy higher quality input compared to private school and another finding which stated that elementary private school is more efficient to achieve academic performance.[64] The different findings show that each school has their own characteristic and each school gives the same good result in students' achievement.

For the result of the third question, the researcher finds that there are no significant differences attributable to the particular combinations of sex and school background in the students' comprehension skill in understanding narrative text. It happens because F statistic which is 0.2 is less than F table either for 5% (0.2 < 4.11) or 1% (0.2 < 7.39). It means students' school background does not influence differently to the students' comprehension skill in understanding narrative text either for male or female students. The graph which shows that there is no interaction is gotten from the mean of each variable. It can be seen in table 4.11 and graphic 4.1:
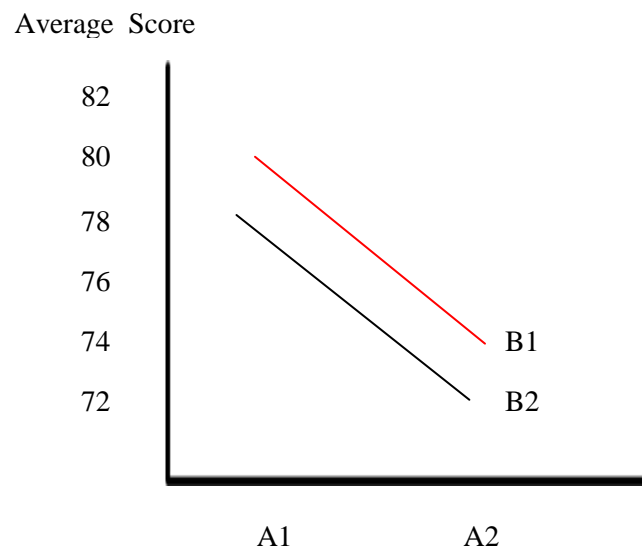
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[64] Fahmi, Mohamad. 2009. *School Choice and Earning: A case of Indonesia*. Department of Economics Padjadjaran University. p. 2

Table 4.11
The Mean of Each Variable

B A	B1	B2
A1	81.7	78.3
A2	74.7	73.1

Graphic 4.1
The Combination of Sex and School Background

Average Score

Here the effect of A is the same for both levels of B. Therefore, A is significant. On the other hand, there is minimal separation between the two profiles for the levels of B, thus B is not significant. In other word, there are no significant differences in students' comprehension skill in understanding narrative text between female students with private school background, male

students with private school background, female students with public school background, and male students with public school background. It shows that students' school background does not influence differently to the students' comprehension skill in understanding narrative text either for male or female students.