

CHAPTER IV

DATA DISPLAY AND ANALYSIS

In this chapter, the researcher would like to analysis each of data from the classroom action research activities. The data was found from the teaching learning process and evaluation. One of the aims of giving an evaluation was to know how far students mastered reading given in this classroom action research. The analysis of each activity started from pretest until post test, and the analysis of questioners.

To find the degree of the students' achievement activity; from the pre test until post test, the score of each student was counted individually by using the following formula.

$$\text{The percentage} = \frac{\textit{The Number of Right Anser}}{\textit{The Number of Item}} \times 100\%$$

While the average of the students result was counted by using the following formula.

$$\text{The average of the students test result} = \frac{\textit{The Total of Percentage}}{\textit{The Number of the students}}$$

A. Analysis of Pre-Test

Pre-test was conducted at the beginning of research. The aims of pre-test are to know students' achievement before action research was started. Pre-test was counted on *5 august 2010* there were *33 students* was followed this test, they

some teaching aids to help the students to know what they were going to demonstrate the activities.

In starting the activities, the teacher orders the students to find picture about *fairy tale of Cinderella* with used website. Afterwards the students explain about the picture he was found, later explain that the students have idea to next session.

The teacher giving web-quest with several LINK of internet must be access the students and the students read the article on LINK of internet. Later, the students and teacher discuss about several idea on the article. If the students did not found out the idea, this activity must do one again.

After discuss about topic, the teacher giving question to the students about the topic, for example *what do you know about the legend of Cinderella?* And students answer the question.

The teaching and learning process in this cycle could run well. The students paid attention seriously when the lesson was presented. They were getting to understand the reading articles. And they are getting to speak when they had already been ready. They practiced it both individually and grouping. In group, they tried to make some commands and gave those to their friends. Any mistakes happened were repairable together.

Finally, to check the students' mastery in this cycle, the researcher evaluated them by giving a test in this first cycle. There were 15 items in the form

The teacher orders the students to find picture about *pollution environment* with used website. Afterwards the students explain about the picture he was found, later explain that the students have idea to next session.

The teacher giving web-quest with several LINK of internet must be access the student and the student read the article on LINK of internet. Later, the students and teacher discuss about several idea on the article. If the student did not found out the idea, this activity must do one again.

After discuss about topic, the teacher giving question to the students about the topic, for example *what do you know about "effek rumah kaca"?* And students answer the question.

The teaching and learning process in this cycle could run better than the previously cycle. The students paid attention seriously when the lesson was presented, and he had accustomed with the activities given by the teacher. They were getting to understand the reading articles. And they are getting to speak when they had already been ready. They practiced it both individually and grouping. They were not afraid and shy anymore in performing any command even though they made mistake. In group, they tried to make some commands and gave those to their friends. Any mistakes happened were repairable together.

Finally, to check the students' mastery in this cycle, the researcher evaluated them by giving a test in this first cycle. There were 10 items in the form of question. And the answer must to send email the teacher. The result of the second cycle can be seen in the table below.

Table 3. The result of the test in the second cycle

NO	STUDENTS CODE	TOTAL SCORE	%
1	x-1	7	70
2	x-2	6	60
3	x-3	5	50
4	x-4	7	70
5	x-5	6	60
6	x-6	7	70
7	x-7	8	80
8	x-8	8	80
9	x-9	7	70
10	x-10	8	80
11	x-11	7	70
12	x-12	8	80
13	x-13	6	60
14	x-14	7	70
15	x-15	7	70
16	x-16	7	70
17	x-17	7	70
18	x-18	7	70
19	x-19	6	60
20	x-20	5	50
21	x-21	6	60
22	x-22	7	70
23	x-23	8	80
24	x-24	8	80
25	x-25	7	70
26	x-26	6	60
27	x-27	7	70
28	x-28	7	70
29	x-29	8	80
30	x-30	7	70
31	x-31	7	70
32	x-32	7	70
33	x-33	8	80
The number of students = 33			2290

The teacher orders the students to find picture about *culture* with used website. Afterwards the students explain about the picture he was found, later explain that the students have idea to next session.

The teacher giving web-quest with several LINK of internet must be access the students and the students read the article on LINK of internet. Later, the students and teacher discuss about several idea on the article. If the students didn't found out the idea, this activity must do one again.

After discuss about topic, the teacher giving question to the students about the topic, for example *what do you know about culture in Indonesia?* And students answer the question.

The teaching and learning process in this cycle could run better than the previously cycle. The students paid attention seriously when the lesson was presented, and he had accustomed with the activities given by the teacher. They were getting to understand the reading articles. And they are getting to speak when they had already been ready. They practiced it both individually and grouping. They were not afraid and shy anymore in performing any command even though they made mistake. In group, they tried to make some commands and gave those to their friends. Any mistakes happened were repairable together.

Finally, to check the students' mastery in this cycle, the researcher evaluated them by giving a test in this first cycle. There were 10 items in the form of question. And the answer must to send email the teacher. The result of the second cycle can be seen in the table below.

Table 4. The result of the test in the third cycle

NO	STUDENT CODE	TOTAL SCORE	%
1	x-1	8	80
2	x-2	9	90
3	x-3	8	80
4	x-4	8	100
5	x-5	8	80
6	x-6	9	90
7	x-7	10	100
8	x-8	9	90
9	x-9	8	80
10	x-10	9	90
11	x-11	9	90
12	x-12	9	90
13	x-13	8	80
14	x-14	8	80
15	x-15	8	80
16	x-16	9	90
17	x-17	8	80
18	x-18	8	80
19	x-19	9	90
20	x-20	10	100
21	x-21	8	80
22	x-22	9	90
23	x-23	10	100
24	x-24	8	80
25	x-25	9	90
26	x-26	9	90
27	x-27	9	90
28	x-28	9	90
29	x-29	8	80
30	x-30	10	100
31	x-31	9	90
32	x-32	100	100
33	x-33	100	100
The total of the students = 33			2920

The second is about the students' motivation, according the result of questionnaire the students motivated is high. It could be conclude that most of the students motivated about the English learning process, especially after the strategy implement in the classroom.

The third is about the students' response of using CALL technique. According the result of the questionnaire, it could be concluded the technique applied by the researcher was interesting. This technique first time the students applied, until the students interest to apply the technique and motivated the learning process.

The fourth is about the students' response of the topic. According the result of questionnaire, it concluded that the relevancy between reading topics offered in this action research and the reading topic that the students often used and needed in their daily activities is very relevant.

The last is about the students responses of the advantage of the strategy. According the result of questionnaire, it concludes that was necessary to be implemented and technique was beneficial to improve students reading comprehension. And this strategy has many advantages for the students in enhancing their reading competence.

In conclusion, this discussion showed students a response toward the implementation of the strategy was gradually good.

