

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the result of research. It is aimed to answer the statement of research problem. This chapter presents the result of research findings which is used to answer the problem of the study and research discussion.

A. Research Finding

The researcher had done the research and had gotten the complete data from the entire research instrument included test. To get the objectives of the research, the researcher had analyzed the data systematically and accurately. The data was then analyzed in order to draw conclusion about the objective of the study. Researcher described the findings in this chapter into two parts. They would be described as follows:

1. The first part shows the description of the implementation of ReQuest technique in teaching reading descriptive text at SMA Islam Jepara. It described the activities done during the teaching and learning process in the class when the researcher was doing the research.
2. The second part shows the description of the effectiveness of the use of ReQuest technique. This part was aimed to present the students' improvement before and after receiving the treatment, and significant different of

achievement on both group based on the result of statistical calculation of t-test.

Each part would be described as follows:

1. Description of Teacher's Activities in Implementing the Reciprocal Questioning in Teaching Reading Descriptive Text

The researcher had done research at SMA Islam Jeparu in two meetings, on November 25th 2013 and November 26th 2013. Each meeting was ninety minutes long. The researcher took students of X.1 and X.2 as subject in this research. The treatment was given X.1 as experimental group in applying ReQuest technique reading descriptive text. While to the control group, researcher did not give any changes in teaching process. They were taught the way their teacher usually did. The treatments were carried for 2 meetings for 90 minutes per lesson. During this period, the first treatment and second treatment were distinguished based on the subject matter. It was undertaken through the following descriptions:

a. Implementation of Reciprocal Questioning Technique in Teaching Reading Descriptive Text

The first treatment was held two day. First treatment was on November 25th 2013. In this time researcher implemented ReQuest technique in teaching reading in descriptive text. The researcher used the technique because can help the students to understand content of the text easily.

Treatment was started by warm-up activity. The researcher showed a picture, “Borobudur Temple”. The researcher asked students to try to predict what the picture would be about. The students wrote their prediction on white board. It was done in order to the students could understand the text would be learnt.

Next, the researcher explained what descriptive text is. The researcher gave introduction of descriptive text, definitions, and schematic structure of descriptive text. After that, the researcher asked the students to make 9 groups to work in group.

As practice activity, researcher divided chunk of each paragraph “Borobudur” and worksheet. The students were asked to read each paragraphs and prepare in groups questions they thought would be answered in the text. It was done in order for the students could think critically in a text. Volunteer of each group wrote their questions on the white board. The researcher divided full text “Borobudur” and the students asked to read the text for purpose of answering their questions that they made and then discussed the questions and the answers according of the text.

As a reflection, the researcher gave the questions about the verb tenses and words used in the text. Students answered it in their worksheet. It was done to measure understanding content of the text. After that, the students collected their worksheet to the researcher.

The second treatment was held on November 26th 2013. In this time researcher implemented ReQuest technique in teaching reading descriptive text. In this section, the researcher gave a topic about “Singapore”. It was done in order to the students got difference topic of descriptive text that was used in first treatment. The activities in second treatment were almost same with first treatment. Begin from warm-up activity, practice activity, and reflection activity. But, in this treatment the researcher did not explain about descriptive text, because in previous treatment the researcher gave explanation to the students well.

b. Implementation of teacher’s technique in control group

Treatment for control group was done by English classroom teacher. It was done by implementing Herringbone technique as usual technique in teaching learning process at SMA Islam Jepara. There were no changes in her teaching and learning process in the classroom. The students read the text, and then found out the main idea, after that answered the following questions. The researcher did not do anything in the implementation of the treatment in control group.

On the first the teacher taught simple presents tense. The teacher explained simple present tense and gave some examples. It was done because according the material that was given in tenth grade and it related with descriptive text. It was held on November 25th 2013. While, on the second meeting was held on November 26th 2013. The teacher taught

descriptive text in this meeting. The teacher explained schematic structure of descriptive text “Borobudur temple” and “Singapore”. Then teacher gave questions according text as usual technique that was used by the teacher. In both group, researcher and teacher taught the same subject matter.

2. The Effectiveness of Reciprocal Questioning Technique in Teaching Reading Descriptive Text

The aim of this part was to answer the research question which is whether or not ReQuest technique can improve students’ ability in teaching reading descriptive text to the tenth grade students at SMA Islam Jepara. The data was collected from the pretest and posttest of both groups. Pretest was given on the first meeting in both groups in order to measure the students’ achievement before the treatment. In addition, posttest was distributed on the last meeting to see students’ improvement after receiving the treatment.

There were several steps to analyze the data. First, the researcher looked for students’ achievement by calculating the score of pretest and posttest in both group. Then, the researcher measured significant different of the score from experimental group and control group by T-test statistical calculation to find out whether the mean differenced between them were significant or not. Each step would be presented as follows:

a. Students' improvement

To know the student improvement, the researcher conducted pretest and posttest in both group to get the data. They were compared and calculated to see the improvement of students' score in both group before and after receiving the treatment. The result of pretest and posttest would be described as follows:

1) Pretest Score

Pretest in the experimental and control group was given before conducting the treatment in the first meeting on Monday, November 25th 2013. The allocation of time was 25 minutes and it consisted of 20 questions in multiple-choice form. It was attended by 30 students of each class. Data was collected through pretest in both groups in order to measure the students' improvement before the treatment. The pretest result was presented in the following table.

Table 4.1

Students' Pre-test score and mean both of group

| Students' number | Experimental group | Control group |
|------------------|--------------------|---------------|
| 1. | 5 | 4.5 |
| 2. | 4 | 6.5 |
| 3. | 7.5 | 2.5 |

| | | |
|-----|-----|-----|
| 4. | 6 | 6 |
| 5. | 7.5 | 4.5 |
| 6. | 6.5 | 5.5 |
| 7. | 6 | 8.5 |
| 8. | 7.5 | 5 |
| 9. | 3.5 | 5 |
| 10. | 5 | 8 |
| 11. | 7 | 3.5 |
| 12. | 6.5 | 5 |
| 13. | 4.5 | 8.5 |
| 13. | 7 | 7 |
| 14. | 7.5 | 6 |
| 15. | 5.5 | 4.5 |
| 16. | 6 | 7 |
| 17. | 5 | 6 |
| 18. | 6.5 | 5.5 |
| 19. | 6.5 | 7.5 |
| 20. | 6 | 7 |
| 21. | 4.5 | 3 |
| 22. | 5.5 | 6.5 |
| 23. | 5 | 8.5 |

| | | |
|-------------|-------|------|
| 24. | 6 | 6 |
| 25. | 8 | 4.5 |
| 26. | 6 | 4 |
| 27. | 7 | 7.5 |
| 29. | 6 | 6 |
| 30. | 5 | 5.5 |
| Total score | 179.5 | 175 |
| Mean | 5.98 | 5.83 |

The result would be described through the following figure.

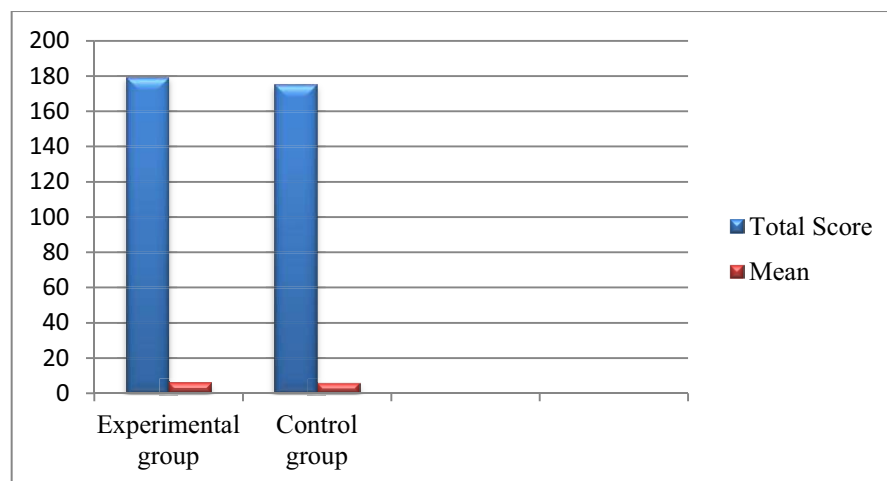


Figure 4.1

Chart of pretest score and mean of experimental and control group

The chart showed that the sum of the pretest scores was 179.5 for the experimental groups and 175 for the control groups while, the mean of the pretest scores of the experimental group was 5.98 and the control group was 5.83. It means that the students of the both groups had slight difference of ability before the treatments were given.

The result showed that the majority of the students could not achieve the minimum score of 70. Here, the students faced some problems in reading descriptive text. They got difficulty in raising their understanding and vocabulary. It made them got difficulties in answer questions sheet of pretest.

2) Posttest Score

Posttest was conducted to both of experimental and control groups at the second day after receiving the treatment. The purpose of posttest was to know whether there were improvements in the student's ability of experimental group. The allocation of time was 25 minutes and it consisted of 20 questions in multiple-choice form. It was attended by 30 students of each class. The result of the posttest score and mean of the experimental and control groups were presented in following table.

Table 4.2

Students' Posttest score and the mean both of group

| Students' number | Experimental group | Control group |
|------------------|--------------------|---------------|
| 1. | 8.5 | 5 |
| 2. | 8 | 6 |
| 3. | 9 | 3.5 |
| 4. | 8 | 7 |
| 5. | 8.5 | 6.5 |
| 6. | 7.5 | 7.5 |
| 7. | 7 | 9 |
| 8. | 8 | 5.5 |
| 9. | 7 | 7 |
| 10. | 6.5 | 8 |
| 11. | 8.5 | 6.5 |
| 12. | 8 | 6 |
| 13. | 7.5 | 7.5 |
| 13. | 9 | 7 |
| 14. | 8.5 | 8 |
| 15. | 7 | 6.5 |

| | | |
|----------------|-------|------|
| 16. | 8 | 6 |
| 17. | 8 | 7.5 |
| 18. | 7.5 | 7 |
| 19. | 8.5 | 6 |
| 20. | 8.5 | 8 |
| 21. | 8 | 7.5 |
| 22. | 9 | 7 |
| 23. | 7.5 | 9 |
| 24. | 7.5 | 6.5 |
| 25. | 9 | 7 |
| 26. | 8 | 4.5 |
| 27. | 8.5 | 8 |
| 29. | 7 | 8 |
| 30. | 8 | 6.5 |
| Total score | 239.5 | 206 |
| Mean | 7.98 | 6.87 |

The result would be described through the following figure

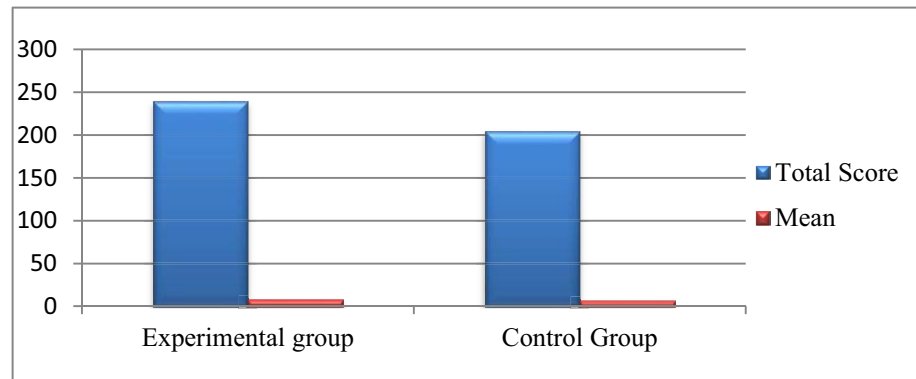


Figure 4.2

The posttest score and the means of experimental and control groups.

From the result of pretest and posttest scores of experimental group, we could see that the posttest score was higher than pretest. It would then be compared with pretest to find out the improvement. The improvement can be seen through the following table.

Table 4.3

The improvement of Experimental and Control group

| Group | Mean | | |
|--------------------|----------|---------|-------------|
| | Posttest | Pretest | Improvement |
| Experimental group | 7.98 | 5.98 | 2 |
| Controlled group | 6.87 | 5.83 | 1.04 |

result was described through the following figure

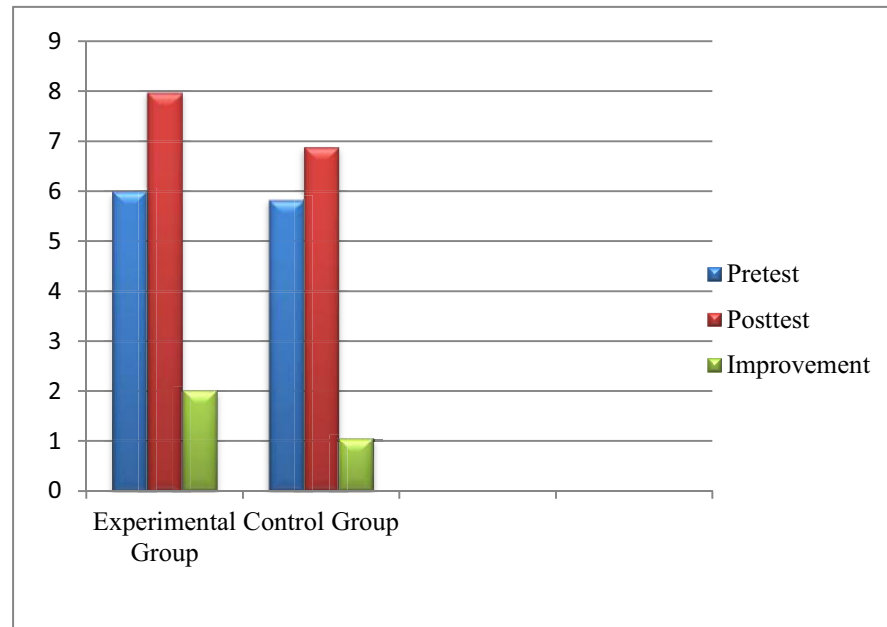


Figure 4.3

The improvement of Experimental and Control group

From the table above, it showed that the mean difference of experimental class was higher than control class. The score of experimental group was mean difference 2 where control group was mean difference 1.04. It can be concluded that the treatment given by ReQuest in teaching reading descriptive text had more influence than herringbone technique.

In general improvement between pretest and posttest score of the experimental group was higher than the control group. Then the researcher calculated the two mean posttest scores by using t-test formula to know whether the improvement was significant or not.

b. Significant Different of ReQuest Technique in Teaching Reading Descriptive Text and Herringbone Technique.

After researcher gave the pretest, treatments and posttest, then the researcher calculated the different mean of pretest and posttest score between experimental and control groups to know whether the result of ReQuest technique in teaching reading descriptive text and Herringbone technique was significant or not between both of groups. Then, the result was analyzed by using t-test formula. Before it was done, variant the standard deviation of the two groups was calculated first. It was calculated bellow:

1) Calculated variant and standard deviation both of group:

a) Experimental group

$$\begin{aligned}
 S^2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} \\
 &= 2653 - \frac{(239.5)^2}{30} \\
 &= 2653 - \frac{57360.25}{30} \\
 &= 741
 \end{aligned}$$

Standard deviation is $\sqrt{741} = 27.22$

b) Control Group

$$\begin{aligned}
 S^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} \\
 &= 1444 - \frac{(206)^2}{30} \\
 &= 1444 - \frac{42436}{30} \\
 &= 29.4667
 \end{aligned}$$

Standard deviation is $\sqrt{29.4667} = 5.43$

2) After that, the researcher looked for the significant difference between both groups using t-test formula:

$$\begin{aligned}
 t &= \frac{(\bar{X} - \bar{Y})}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{(N_x - 1) + (N_y - 1)} \right) \times \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\
 &= \frac{7.98 - 6.83}{\sqrt{\left(\frac{741 + 29.4667}{(30-1) + (30-1)} \right) \times \left(\frac{1}{30} + \frac{1}{30} \right)}} \\
 &= \frac{1.11}{\sqrt{\left(\frac{770.4667}{58} \right) \times \left(\frac{2}{30} \right)}} \\
 &= \frac{1.11}{\sqrt{(13.2839) \times (0.06667)}} \\
 &= 1.179
 \end{aligned}$$

- 3) Then, to calculate the t –test the researcher must determine the degrees of freedom first by using formula as bellow:

$$\begin{aligned}
 df &= (N_1 + N_2) - 2 \\
 &= (30 + 30) - 2 \\
 &= 60 - 2 \\
 &= 58 \text{ (T- table 1.980)}
 \end{aligned}$$

With distribution of the standard significant was 0,05 and degree of freedom was 60. So, the result of T-table was (0,05 : 60) = 1.980

Result of the calculation would be presented below:

Table 4.4

The result calculation of deviation square and t-test

| Group | N | Variance | Standard deviation | T-value | T-table |
|--------------------|----|----------|--------------------|---------|---------|
| Experimental group | 30 | 741 | 27.22 | 1.179 | 1.980 |
| Controlled group | 30 | 29.4667 | 5.43 | 1.179 | 1.980 |

It can showed the t-value < t-table at a significance level of 5%. It meant that alternative hypothesis was accepted and approved and the null hypothesis

is rejected. In short, there was significant different encouragement in English writing between experiment group who was taught by ReQuest technique and control group who was taught by Herringbone technique.

The mean score's posttest of experimental group was 7.98 and control group was 6.87. It was mean that mean score of experimental group is better than mean score of control group. So, it concludes that ReQuest technique is more effective than herringbone technique in teaching descriptive text to the tenth grade students at SMA Islam Jeparu.

B. Research Discussion

This section was intended to discuss the research findings. All data collected from the research instrument that provides information about the object in this research. This research was about the effectiveness of ReQuest technique in teaching reading descriptive text. Based on finding above, it is known that ReQuest is more effective than herringbone technique in improving students' ability descriptive text.

This research was experimental research which compared two teaching techniques in teaching reading descriptive text. Teaching using ReQuest technique was a new teaching technique while the usual technique way used by the English teacher in teaching reading descriptive text in both classes. The X.1 as experimental group has been taught by ReQuest technique X.2 as control group has been taught by herringbone technique.

The effectiveness of ReQuest was proven from the mean of posttest score of experimental group was higher than the mean of posttest score of control grouped. Based on the result of test, both groups show different achievement. The mean score of experimental group was 7.98 and the mean score of control group was 6.87. The experimental group achieved higher improvement than control group. It means that ReQuest technique is more effective than herringbone technique.

As it was stated in second chapter, that ReQuest is one of reading technique which can be used to improve learning process. The technique is motivating for the students because they had become accustomed to the routine of answering comprehension questions prepared by the text writer.¹ ReQuest technique can help the students to construct meaning from text as well as means of monitoring their reading to ensure that they understand a text. So, by using of ReQuest as technique in teaching reading descriptive text, the students were motivated for being active in learning reading descriptive text well. The students can understanding schematic structure and content of descriptive text well both the topics of *Borobudur Temple* or *Singapore* because they had generated questions based on the topic.

From the comparison of the result of posttest score between experimental and control group, the ability of experimental group was getting

¹ Correia, R, "Encouraging Critical Reading in the EFL Classroom"(PDF) English Teaching Forum (Brazil, 2006) p. 18

higher than control group. It means that the treatment of ReQuest to the experimental group was successful. ReQuest could encourage the students in reading descriptive text is determined as effective technique in improving students' reading ability. It helps the students to comprehend the text well because they were able to understanding content of the text through generating questioning.

Based on the discussion above, the researcher could prove that ReQuest technique is effective in improving students' ability in learning descriptive text. ReQuest is also useful as a good technique in teaching reading for the all functional text and all graders. It also can help the students to more critical to a text in understanding the content.