

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

This research was aimed to know whether there is significant influence of using Group Investigation toward students' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung academic year 2017/2018. The total number of the sample was 46 students, two classes were chosen as control class and experimental class.

The researcher got the data in the form of score. The score was derived from pre-test and posttest. The pretest was held on November 8th and 10th 2017 and post-test on November 16th and 18th 2017. In pretest, the researcher gave the task for the students before treatment and in the post test, the researcher gave the task for students to answer the questions after treatment.

After doing the research, the researcher got the result of the pre-test and post-test. The test was conducted in two classes, the first was experimental class and the second was control class.

1. Result of Pre-test in Experimental Class

The researcher conducted Pretest in order to know students' ability before the treatment. The pre-test was administrated on November 8th, 2017. The scores of students' recount text tested in pre-test in the experimental class could be seen in Figure 2.

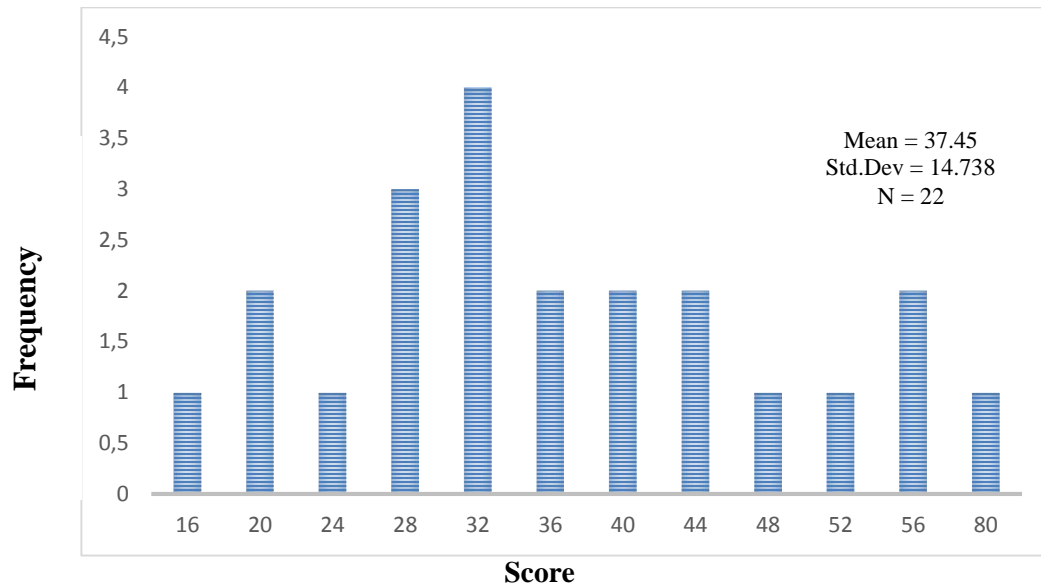


Figure 2
Graphs of the Result of the Pre-test in Experimental Class

Based on Figure 2, it could be seen that from 22 students there were 4 students got score 32, 2 students got score 20, 1 student got score 16, 1 student got score 24, 3 students got score 28, 2 students got score 36, 2 students got score 40, 2 students got score 44, 1 student got score 48, 1 student got score 52, 2 students got score 56, 1 students got score 80.

The mean of pretest in experimental class was 37.45, standard deviation was 14.738, N was 22, median was 34.00, mode was 32, variance was 217.212, minimum score was 16, maximum score was 80. It showed student' reading comprehension before they got treatments.

2. Result of Post-test in Experimental Class

The researcher also gave post-test in experimental class to know students' recount text after the treatment. It was administrated on November 18th, 2017. The score of pos-test in experimental class are presented in Figure 4.

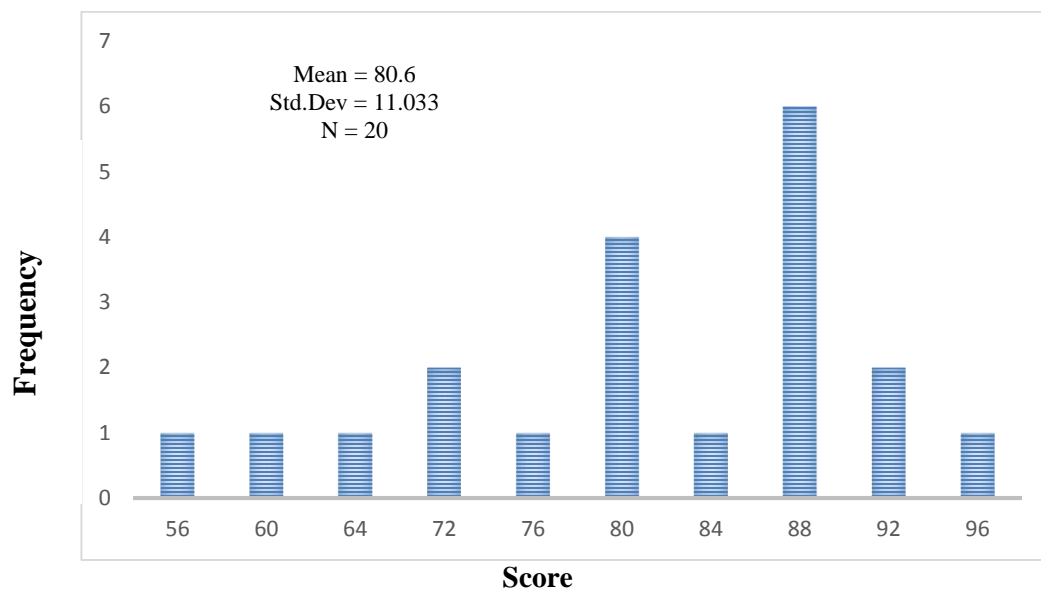


Figure 3
Graphs of the Result of the Post-test in Experimental Class.

Based on Figure 4, it could be seen that from 20 students there were 6 students got score 88, 1 student got score 56, 1 student got score 60, 1 student got score 64, 2 students got score 72, 1 student got score 76, 4 students got score 80, 1 students got score 84, 2 students got score 92, 1 student got score 96.

The mean of post-test in experimental class was 80.6, standard deviation was 11.033, N was 20, median was 83.20, mode was 88, variance was 121.726,

minimum score was 56, maximum score was 96. It showed student' reading comprehension after they got treatments.

3. Result of Pre-test in Control Class

The researcher conducted Pre-test in order to know students' ability before the treatment. The pre-test administrated on November 8th, 2017. The scores of students' reading comprehension tested in pre-test in the control class could be seen in Figure 3.

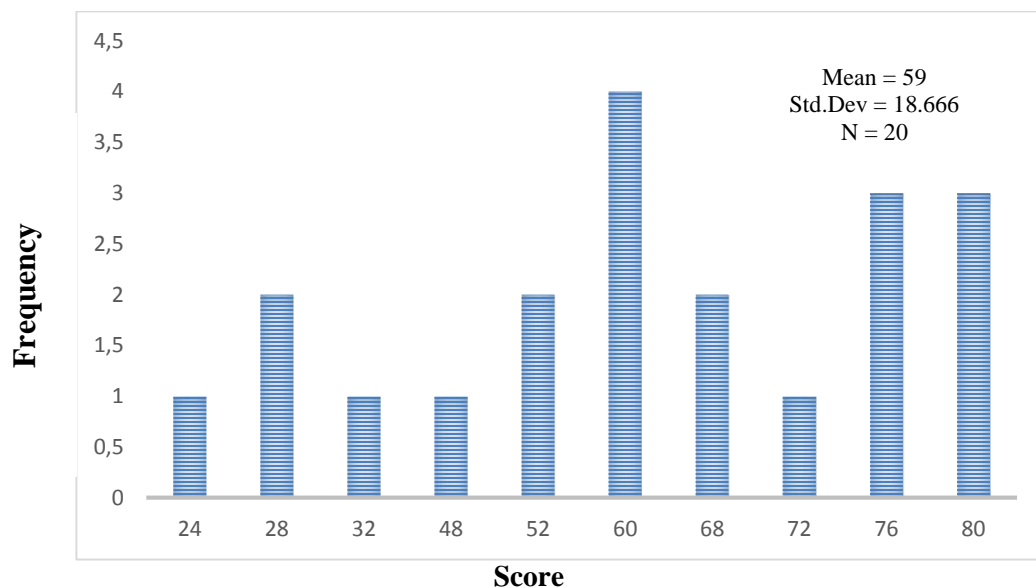


Figure 4
Graphs of the Result of the Pre-test in Control Class

Based on Figure 3, it could be seen that from 20 students there were 4 students got score 60, 1 student got score 24, 2 students got score 28, 1 student got score 32,

1 student got score 48, 2 students got score 52, 2 students got score 68, 1 student got score 72, 3 students got score 76, 3 students got score 80.

The mean of pre-test in control class was 59, standard deviation was 18.666, N was 20, median was 60.00, mode was 60, variance was 348.421, minimum score was 24, maximum score was 80. It showed student' reading comprehension before they got treatments.

4. Result of Post-test in Control Class

The researcher also gave post-test in control class to know students' recount text after the treatment. It was administrated on November 18th, 2017. The score of pos-test in control class are presented in Figure 5.

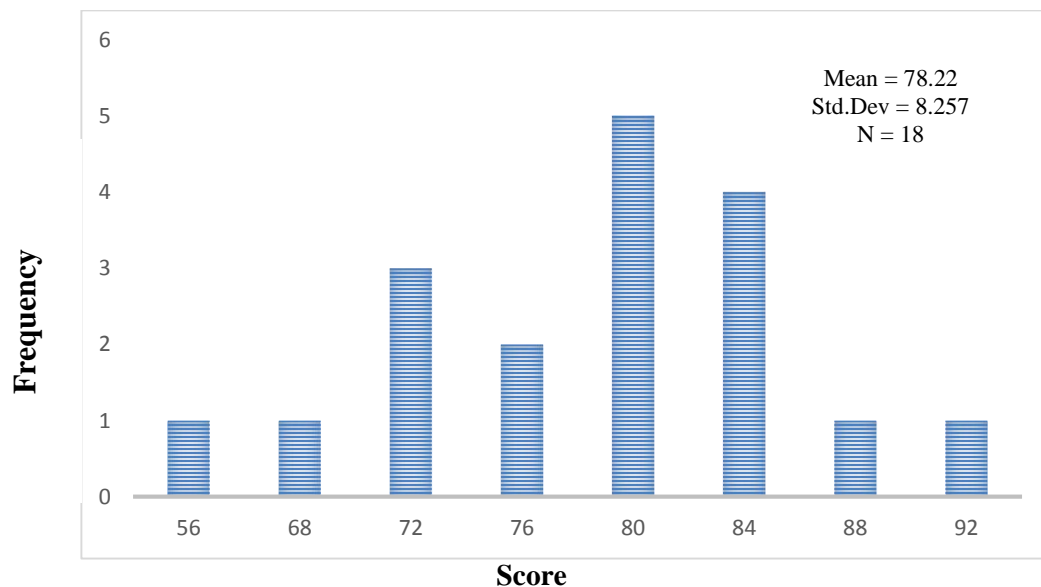


Figure 5
Graphs of the Result of the Post-test in Control Class.

Based on Figure 5, it could be seen that from 18 students there were 5 students got score 80, 1 student got score 56, 1 student got score 68, 3 students got score 72, 2 students got score 76, 4 students got score 84, 1 student got score 88, 1 student got score 92.

The mean of post-test in experimental class was 78.22, standard deviation was 8.257, N was 18, median was 79.43, mode was 80, variance was 68.183, minimum score was 56, maximum score was 92. It showed student' reading comprehension after they got treatments.

B. Result of Data Analysis

1. Fulfillment of the assumptions

a. Result of Normality Test

The normality test was used to measure whether the data in the experimental class and control class are normally distributed or not.

The hypothesis formulas are:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypotheses for normality test were:

H_0 is accepted if $Sig. (Pvalue) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (Pvalue)} < \alpha = 0.05$

Table 5
The Result Normality Test of the Experimental and Control Class

Class	Shapiro-Wilk		
	Statistic	Df	Sig.
Experimental	.959	19	.555
Control	.916	17	.125

a. Lilliefors Significance Correction

Based on Table 5, it can be seen that Pvalue (Sig.) for experimental class was 0.555 and Pvalue (Sig.) for control class was 0.125. Because *Sig. (Pvalue)* of experimental class $> \alpha 0.05$. So, H_0 is accepted and *Sig. (Pvalue)* for the control class $> \alpha 0.05$. So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution.

b. The Result of Homogeneity Test

The researcher tested Homogeneity Test after he got the score of student' reading comprehension in experimental class and control class (pre-test and post-test of student' reading comprehension by using SPSS).

a. The hypotheses are:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

b. The Criteria of the test are follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

Table 6
The Result Homogeneity Test of the Experimental and Control Class

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	.001	1	34	.981

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $\text{Sig. (Pvalue)} = 0.981 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $\text{Sig. (Pvalue)} > \alpha = 0.05$. It means that the variance of the data was homogenous.

c. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis formulas are:

H_a : There is a significant influence of using Group Investigation towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs. Hasanuddin Bandar Lampung, in the academic year of 2017.

H_0 : There is no significant influence of using Group Investigation towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs. Hasanuddin Bandar Lampung, in the academic year of 2017.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_0 is accepted if $Sig. (Pvalue) > \alpha = 0.05$

H_a is accepted if $Sig. (Pvalue) < \alpha = 0.05$

Table 7
The Result of Hypothetical test

t	Df	Sig. (2-tailed)
4.388	34	.000

Based on the results obtained in the independent sample t-test in Table 7, that the value of significant generated $Sig. (P_{value}) = 0.000 < \alpha = 0.05$. So, H_a is accepted and H_0 is rejected. Based on the computation, it can be concluded that there was a significant influence of using Group Investigation toward student reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung in academic year of 2017.

2. Discussion

At the beginning of the research, the pretest was administered to know students' achievement in reading ability before they were given treatments by the researcher. The result showed that mean score of pretest in experimental class was 37.45 and at the end of the research, post-test was given to measure the improvement of the students' reading ability in experimental class after treatments done. The mean score of post-test in experimental class was 80.6 hence the researcher got gain score of pretest and posttest 43.15. It can be conclude that there is significant influence by using group investigation toward students reading score in experimental and student got score posttest higher than pretest in experimental class.

The first meeting in control class, the researcher was given the pretest to know students' achievement in reading ability before they were given treatments by the researcher. The researcher got the result that showed the mean score of pretest in control class was 59 and at the end of the research, post-test was given to know the improvement of the students' reading ability in control class after treatments done. The mean score of post-test in experimental class was 78.22 with the result that the researcher got gain score of pretest and posttest 19.22. It means that there is influence in control class but the data present that the score after taught by using Group Investigation in experimental class is better than the score after taught by using reading aloud in control class.

There are differences data presentations between taught by using Group Investigation as a strategy and taught by using Reading Aloud as a strategy. The data present that the score taught by using Group Investigation as a strategy was 80.6 and the score taught by using Reading Aloud as a strategy was 78.22, it explains that the posttest scores between experimental class and control class did not have a significant difference but the researcher found the gain of the score between experimental class and control class had significant difference. The gain score in experimental class was 43.15 and the gain score in control class was 19.22. It can be concluded that taught by using group investigation more effective than taught by using reading aloud.

From the result, we can see that the result of students' post-test is higher in pre-test. Besides that, group investigation can improve each aspect of students reading comprehension including main idea (topic), expression / idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content. The result of pre-test and post-test also showed that the students who taught by using Group Investigation got better result than the students who taught by using Reading Aloud.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It

means that the treatments had influence of using Group Investigation towards students' reading comprehension on recount text, hence alternative hypothesis is accepted. It had been supported by the previous research conducted by Zulkifli et.al., about The Use of Group Investigation to Improve Reading Comprehension of the Second Year Student at Sman 2 Bangko, this strategy make students give idea and share their idea to their friend. Hence students can get new idea from their friend, student can make a discussion, connection, and comment, ask a question and clarify something. Therefore, they need help the teachers work to motivate and in support them to increase their comprehension in reading and science to make them interest about it. group investigation also gives the students a chance to work with a group discussing what will happen next in the text, if the students share their ideas with the friends in reading class, it will help their friends who are not understand the content of the text.