CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

This research involved quantitative and qualitative data. The quantitative data were obtained from the mean of students in reading test. The qualitative data were obtained from diary note, observation sheets, and interview teacher. The data were taken from a class which consist of 33 students. The class named VIII B of SMP Swasta Al-Hidayah Medan. It was accomplished in two cycles. Every cycle consisted of four of action research (planning, action, observation, and reflection). Each cycle was conducted for two meetings. So, there were four meetings for this research.

1. The Quantitative Data

The quantitative data were taken from the test result of reading evaluation which is carried out into two cycles. It was given to the students in every cycle. The following table was the result of the students score:

Table 4.1 the students' score from the first until the last meeting

NO	Initial Name	Pre-Test	Post-test I	Post-test II
1.	MZD	70	70	70
2.	AHP	40	70	90
3.	ER	20	60	80
4.	SA	40	70	70

5.	MR	30	50	80
6.	DL	30	70	70
7.	FP	30	80	80
8.	HZ	50	70	80
9.	NP	10	50	80
10.	CSH	70	70	90
11.	RTH	10	40	70
12.	MIR	40	80	90
13.	CP	40	70	70
14.	R	30	50	90
15.	SMR	30	90	60
16.	PLH	30	50	70
17.	RAS	20	60	70
18.	S	50	80	90
19.	AN	30	70	70
20.	NAP	70	80	90
21.	AF	40	70	80
22.	FPD	20	40	80
23.	SML	30	70	70
24.	PT	20	70	60
25.	EK	30	40	60
26.	AS	30	70	60
27.	IA	70	80	80

28.	NSL	10	60	70
29.	NMF	20	60	70
30.	MR	20	70	70
31.	BP	70	80	80
32.	IFN	20	60	70
33.	SAZ	70	70	80
TOTAL		**ΣX= 1190**	**ΣX=2170**	**ΣX=2490**
MEAN		**X=36, 06**	**X=65,75**	**X=75,45**

2. The Qualitative Data

The qualitative data were taken from diary notes, interview sheet, and observation sheet.

a. Diary Notes

Diary notes were used to write down situation when teaching learning process was done. The diary notes were useful for knowing all the students' activities, students' difficulties, and students' interested during teaching and learning process.

b. Interview Sheet

Based on the interview which was done between researcher with the teacher and the teacher with the students, it was found out that teacher and students gave good opinion about Neurological Impress Method.

c. Observation Sheet

The observation sheet could be seen in the first cycle of the study, some of the students were not interested in reading hortatory exposition text. But after thought by Neurological Impress Method, most of them realize that reading aloud is enjoyable activity. In the second cycle they were more active and serious in reading hortatory exposition text and students had good interest in learning reading hortatory exposition text.

d. Documentation

From some documentation, it was found that students were active and enthusiastic during teaching learning process after using Story Pyramid Strategy.

B. Data Analysis

1. The Quantitative Data

The improvement of students' mean kept growing from pre-test until post-test of the cycle two. In the pre-test, total score of the students was 1190 and the number of students who took the test was 33 students, so the mean of students' score was:

$$X = \frac{\Sigma x}{N} = 1190 = \frac{1190}{33} = 36,06$$

In the post-test of the first cycle, the students' score was 2170 and the number of students who took the test was 33 students, so the mean students score was:

$$X = \frac{\Sigma x}{N} = 2170 = \frac{2170}{33} = 65,75$$

In the post-test of the cycle two, the students' score was 2490 and the number of students who took the test was 33 students, so the mean students score was:

$$X = \frac{\Sigma x}{N} = 2490 = \frac{2490}{33} = 75,45$$

The number of the students who pass the exam was calculated by the following formula:

$$P = \frac{R}{T} \; X \; 100\%$$

$$P1 = \frac{6}{33} \; X \; 100\% = 18,18 \; \%$$

$$P2 = \frac{21}{33} \; X \; 100\% = 63,63 \; \%$$

$$P3 = \frac{29}{33} \; X \; 100\% = 87,87 \; \%$$

Where:

P = the percentage of students who get point up to 70

R = the number of students who get point up 70

T = the total number of students who took the test

P1 = the percentage of students who point up to 70 in pre-test

P2 = the percentage of students who point up to 70 in post test I

P3 = the percentage of students who point up to 70 in post test II

Table 4.2

The Percentage of The Students Who Got Point Up To 70

Test	Students got point up to 70	Percentage
Pre test	6 students	18, 18 %
Post test I	21 students	63, 63 %
Post test II	29 students	87, 87 %

From the table above, it can be seen the improvement of the students' score. In the pre test, there was 18, 18 % (6 Students) who got point up to 70. In post test I, there was 63, 63 % (21 Students). In the post test II, there was 87, 87 % (29 Students). The improvement from pre-test until the post test II was 69, 69 %.

2. **The Qualitative Data**

The researcher was conducted in two cycles and each cycle consisted of two meetings.

1) **First Cycle**

Planning

Planning is essential element in the development of any activities. In a situation teaching learning process, planning is needed. There was some planning in learning process:

1. Preparing the activities in learning process by using Story Pyramid Strategy.

2. Created and provided question that related to their subject matter be taught, the question such as reading comprehension.

3. Introduced or explained reading through the question which could not be answer or less understanding by the students.

4. Provide the test for the students.

Action

Researcher explained the students about the intention of doing the research, gave the students a brief explanation of what narrative text is. 30 minutes before the end of the lesson, researcher ask the students to do the pre test individually.

Observation

In this observation, the observer recorded every action, comment, and certain behavior of students who helped by my friend as a collaborator. It means, in this phase the students' behavior and their responses during teaching learning process was recorded by using documentations, namely photos and diary notes. There were many things which had been observed is follows:

1. Observer observed the students' activities and participation during the teaching learning process.

2. Observer took notes on students' participation in the activity and on language using during the learning activity.

3. Many students were still confused of what the best way to comprehend narrative text.

4. Many students were not active in doing the task and some students were serious in the class but there were some students still a little noise.

<u>Reflection</u>

The researcher evaluated the teaching learning process in the end of meeting of first cycle. Researcher as the teacher asked the students about their difficulties and problem in understanding the lesson. The evaluation of two meeting became the reflection to the researcher in making cycle two. Cycle two was held to achieve the important score of the students. The evaluation could be from students' result test and observation of the students' attitude and also from diary notes. From the data, the researcher decided to continue cycle two in order to get the better result.

2) Second Cycle

The first cycle was started at the first meeting until second meeting. In the second cycle, the researcher was expected that the result from the students was better than the first cycle. The second cycle was done by the researcher in order to get better improvement of the students. In doing the second cycle, the researcher felt better to begin because the researcher has already got the reflection from the first cycle to be used as the information on the students' problem. Similar to the first cycle conducted to the second cycle with the same steps as follows:

<u>Planning</u>

Based on the reflection in the first cycle, the researcher rearranged the plan tend to the students' needs. Many activities that were done in this phase, they are:

1. Preparing and design the lesson plan

2. Preparing the text that were used during the cycle and evaluation

3. Preparing the observation sheet and diary notes in order to find out the improvement that were exist during the application of story pyramid strategy and also find out the students reaction and condition the teaching learning.

4. Preparing the media that was needed when doing the teaching learning process.

5. Giving the motivation to the students.

6. Making evaluation and improvement toward the students' problem.

7. Giving more explanation about the subject and story pyramid strategy and made all students understand.

<u>Action</u>

After this cycle was conducted, it was expected that the result was better than the first cycle. The researcher had tried the best in teaching the students and motivated them to increase their ability in reading narrative text by using story pyramid strategy. The actions were:

1. The researcher as the teacher reviewed the students' achievement in the first cycle and gave motivation in order to do better action in the second cycle.

2. The researcher as the teacher explained the definition of Narrative Text.

3. The researcher as the teacher gave chance for students to ask about reading Narrative Text if they did not understand yet.

Observation

In this phase, the observation was done in order to find out the students' activities during the teaching learning process, they are:

1. In what part the students were not confused of using story pyramid strategy in reading Narrative Text.

2. Many students were active in doing the task even though some of them still made noise when teaching learning process.

3. Many students tried to write their opinion confidently.

Reflection

In this phase, the feedback of teaching and learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follow:

1. The researcher as the teacher could be increased on the students' ability in reading Narrative Text by using story pyramid strategy. It was based on the observation sheet that showed the improvement in every meeting. Every students read enthusiastic, many students were active in doing task, every student had braveness in asking what they don't understand yet and gave their opinion.

Students' score had increased too. It was based on the percentage of the students score. At the pre test there was 18, 18 %, 63, 63 %at the post I, and there was 87, 87 % at post test II. The total improvement from pre-test until the post test II was 69, 69 %.

C. Research finding

The result was indicated that there was an improvement on the students ability in reading hortatory exposition by using neurological impress method. It could be seen by the fact of the mean that the students' score in each cycle increased. The mean of the pre test was 36, 06. The mean of post test I (cycle I) was 65, 75 and in the post test II (cycle II) was 75, 45.

The percentage of students who got point up to 70 grew up too. In pre test, students who got point up to 70 were only 6 of 33 students (18, 18 %), in the post test I, there were 21 Students of 33 students (63, 63 %), and in the post test II, there were 29 Students of 33 students (87, 87 %).

The writer organized all quantitative and qualitative data from all meetings. In every cycle, the researcher conducted reading evaluation. From the first evaluation, it was found that the students' achievement in reading narrative text was still low. They were confused how to comprehend reading narrative text and what parts of narrative text are. Next, the first cycle of classroom action research was conducted and students were given treatment of neurological impress method. Although they still had problem, the result of second evaluation was better than first evaluation. After the researcher did the second cycle, the result was better than first cycle.

The researcher also analyzed data to support the quantitative data (reading evaluation score), namely the qualitative data which were taken from diary notes, observation sheet, and interview sheet. Observation result showed that the students gave good responses and good attitude during the teaching learning process. Even though they got problem at the first time but they could handle their difficulties and enjoyed their lesson by the process of time. They become more active and interested in reading. The diary notes and the interview sheet showed that the application of story pyramid strategy had helped them in reading narrative text. These all qualitative data support the research finding which is based on the quantitative data. Based on the result of quantitative data, it found that the application of story pyramid strategy had successfully increased students' ability in reading narrative text.

D. Discussion

Using Story Pyramid Strategy can influence the result of learning. When a teacher is teaching in front of class, the teacher should choose the suitable strategy and creative media that can make their students understand the lesson and enjoy their study. Story Pyramid Strategy is suitable strategy in teaching reading narrative text.[1] The strategy is simple and easy to be applied. It can be used to generate more ideas, improve the memory, explain the topic clearly   and

---

[1]Dwi Kartini Ningsih. *The Effectiveness of Using Story Pyramid Strategy in Teaching Narrative Text Toward the Students' Reading Comprehension at the Eighth Grade of SMPN 1 Sumbergempol Tulungagung in Academic Year 2014/2015*. Faculty of Tarbiyah and Teachers' Training IAIN Tulungagung.P.13.http://repo.iain-tulungagung.ac.id/2059/. Accessed on 13 September 2018 at 07.20.

understood quickly by the students.[2] By the strategy, the students were more active, easy in getting specific information of the text and understanding language features on narrative text.[3]

The fact said that the students more interested in learning reading Narrative Text by using Story Pyramid Strategy. They were fun and still serious in learning Narrative Text.[4] Based on the research in eight grade of SMP Swasta Al-Hidayah Medan, the researcher found that Story Pyramid Strategy is suitable in teaching reading narrative text. By this strategy made the students enjoy, fun and easy to comprehend the text as material in the class. Based on the result, there was an improvement on students' ability in reading narrative text by using Story Pyramid Strategy.

[2]Angella Novitaningrum. (2015). The Implementation of Story Pyramid in Teaching Writing Narrative Text for Eighth Graders at SMPN 2 Sidoarjo. *jurnal Mahasiswa*. Vol. 3. No. 2. P. 3. jurnalmahasiswa.unesa.ac.id/index.php/retain/article/viewFile/11791/11030. Accessed on 13 September 2018 at 06.26.

[3]Elly Wardianingsih, Rahayu Apriliaswati, Zainal Arifin. (2013). Improving Students' Reading Comprehension on Narrative Text Through Story Pyramid Strategy.Jurnal Pendidikan dan Pembelajaan Untan. Vol. 2 No. 6. P. 5. http://download.portalgaruda.org/article.php?article=111955&val=2338. Accessed on 13 september 2018 at 08.37.

[4]Elly Wardianingsih, Rahayu Apriliaswati, Zainal Arifin. *Ibid.* P. 2.