

CHAPTER IV

DATA ANALYSIS, FINDING AND DISCUSSION

A. Data Analysis

A.1. The Data

The data for this research are qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, diary notes and documentation. The quantitative data were taken from the mean of students' score in reading test. This research was conducted in one class contained of 32 samples. The researcher implemented Spoof Text to improve students' ability in reading at the Second Grade of MAN 2 Tanjung Pura. Before implementing the strategy the researcher made an interview with the English teacher. Based on the researcher observation with the English teacher, the researcher found some problems:

1. The students have low interest in reading English text.
2. The students still have difficulties to answer the question of the text.
3. The students have a low ability in understanding the spoof texts.

This research was accomplished in two cycles. Each cycles consisted of four steps of action research (planning, actuating, observing, and reflecting). The first cycle was conducted in two meetings including Pre-test and Post-test I, and the second cycle was also conducted in two meetings including Post-test II.

To know the students' reading ability, the researcher gave a Pre-test. The result of students's score in Pre-test can be seen as follow:

Table 2.**Students's score in Pre-Test**

No	Initial	Score	Statement
1.	AA	60	Unsuccessful
2.	AN	50	Unsuccessful
3.	AP	60	Unsuccessful
4.	AJ	70	Unsuccessful
5.	AM	80	Successful
6.	AYM	30	Unsuccessful
7.	BZR	40	Unsuccessful
8.	FRS	60	Unsuccessful
9.	FM	60	Unsuccessful
10.	FH	40	Unsuccessful
11.	GN	60	Unsuccessful
12.	HS	30	Unsuccessful
13.	MR	60	Unsuccessful
14.	MDD	60	Unsuccessful
15.	MHA	60	Unsuccessful
16.	MY	60	Unsuccessful
17.	MZD	40	Unsuccessful
18.	PM	60	Unsuccessful
19.	PMD	60	Unsuccessful
20.	PSBG	50	Unsuccessful
21.	RR	30	Unsuccessful
22.	RH	80	Successful
23.	RY	80	Successful
24.	RA	60	Unsuccessful
25.	RF	60	Unsuccessful
26.	SM	50	Unsuccessful
27.	SR	70	Unsuccessful
28.	SA	10	Unsuccessful
29.	SAH	30	Unsuccessful
30.	SW	30	Unsuccessful
31.	TAP	50	Unsuccessful
32.	YN	40	Unsuccessful
The number of students		32	
Total score		1680	
Mean		52.5	

The total score of students in cycle I was 1680, and the number of students who took test was 32, so the mean of students' score in Pre-Test was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1680}{32}$$

$$X = 52.5$$

From the table above, students' reading skill in English lesson was still low. The mean of students was 52.5 To know the student' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{3}{32} \times 100 \% = 9,4 \%$$

$$P_2 = \frac{29}{32} \times 100 \% = 90,6 \%$$

Table 3.

The Percentage of Students' Scores in Pre-Test

	Criteria	Total Students	Percentage
P1	Successful	3	9,4%
P2	Unsuccessful	29	90,6%
TOTAL		32	100%

From the table analysis above, the students' reading skill in English lesson was still low. From the criteria 3 students got successful score or it was only 9,4 %. in other side 29 students got unsuccessful score or it was 90,6 %. It could be concluded that the students' reading skill in English lesson was still low.

From the explanation above, students' reading skill in English lesson was classified low. Then post test continued in cycle I. In the post test I of the cycle I, the analysis can be followed below:

Table 4.
Students's score in Post-Test I

No	Initial	Score	Statement
1.	AA	100	Successful
2.	AN	50	Unsuccessful
3.	AP	80	Successful
4.	AJ	80	Successful
5.	AM	80	Successful
6.	AYM	70	Unsuccessful
7.	BZR	100	Successful
8.	FRS	80	Successful
9.	FM	80	Successful
10.	FH	100	Successful
11.	GN	80	Successful
12.	HS	70	Unsuccessful
13.	MR	100	Successful
14.	MDD	80	Successful
15.	MHA	80	Successful
16.	MY	80	Successful
17.	MZD	100	Successful
18.	PM	80	Successful
19.	PMD	80	Successful
20.	PSBG	80	Successful
21.	RR	60	Unsuccessful
22.	RH	80	Successful
23.	RY	80	Successful
24.	RA	60	Unsuccessful
25.	RF	80	Successful
26.	SM	60	Unsuccessful
27.	SR	80	Successful
28.	SA	50	Unsuccessful
29.	SAH	80	Successful
30.	SW	80	Successful
31.	TAP	80	Successful
32.	YN	90	Successful
The number of students		32	
Total score		2530	

Mean	79.1
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From the table of post test in cycle I, the total score of students was 2530 and the number of students was 32 students, so the students' mean was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2530}{32}$$

$$X = 79.1$$

From the analysis above, students' reading skill in English lesson got increasing. The mean of students was 79.1. And the number of students' who were competent in reading test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{25}{32} \times 100 \% = 78.1 \%$$

$$P_2 = \frac{7}{32} \times 100 \% = 21.9 \%$$

Table 5.

The Percentage of Students' Scores in Post-Test I

	Criteria	Total Students	Percentage
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P ₁	Successful	25	78.1 %
P ₂	Unsuccessful	7	21.9 %
TOTAL		32	100%

The mean students was 79.1. 25 students got successful or it was 78.1 %. the other side 7 students got failed score or it was 21.9 %. Post test in cycle I is categorized unsuccess. The result of standard of success criteria (SKM) minimum was >80 score.

Based on the result of the students' reading skill in the cycle 1, there was an improve of students' mean score from the students' reading skill on the preliminary study to the students' reading skill on the first cycle. It was from the preliminary study mean score from the mean class 52.5 improved to 79.1 or from 3 students who passed the score above the Minimum Mastery Criterion to 25 students. It means that there was 50.7% of mean score improvement. The improvement percentage derived from the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{79.1 - 52.5}{52.5} \times 100\%$$

$$P = \frac{26.6}{52.5} \times 100\%$$

$$P = 50.7\%$$

Students' reading skill in English lesson on the topic pediatrician spoof text was classified unsuccessful, so cycle II is need to improving the higher score of students, so it must be improved in cycle II. And the following analysis for cycle II is:

Table 6.
Students's score in Post-Test II

No	Initial	Score	Statement
1.	AA	80	Successful
2.	AN	100	Successful
3.	AP	80	Successful
4.	AJ	80	Successful
5.	AM	90	Successful
6.	AYM	80	Successful
7.	BZR	100	Successful
8.	FRS	90	Successful
9.	FM	100	Successful
10.	FH	100	Successful
11.	GN	80	Successful
12.	HS	80	Successful
13.	MR	100	Successful
14.	MDD	100	Successful
15.	MHA	90	Successful
16.	MY	100	Successful
17.	MZD	100	Successful
18.	PM	90	Successful
19.	PMD	80	Successful
20.	PSBG	80	Successful
21.	RR	70	Unsuccessful
22.	RH	90	Successful
23.	RY	70	Unsuccessful
24.	RA	70	Unsuccessful
25.	RF	90	Successful
26.	SM	70	Unsuccessful
27.	SR	70	Unsuccessful
28.	SA	70	Unsuccessful
29.	SAH	80	Successful
30.	SW	100	Successful
31.	TAP	80	Successful
32.	YN	80	Successful
The number of students		32	
Total score		2740	
Mean		85.7	

From the table, the students' reading skill in English lesson was increased on the topic "Penguin In The Park Spoof text". The standard of maximum criteria was

achieved with mean 85.7 from the total score of students was 2740 divided the number of students who done the test was 32 students, so the students' mean was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2740}{32}$$

$$X = 85.7$$

From the analysis above, students' reading skill in English lesson has improved. The mean of students was 85.7 and the number of students' who were competent in reading test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{26}{32} \times 100 \% = 81.25 \%$$

$$P_2 = \frac{6}{32} \times 100 \% = 18.75 \%$$

Table 7.

The Percentage of Students' Scores in Post-Test II

	Criteria	Total Students	Percentage
P ₁	Successful	26	81.25 %
P ₂	Unsuccessful	6	18.75 %
TOTAL		32	100%

From the table of analysis, the students' reading skill in English lesson

improved. The mean of students was 85.7. From the criteria 26 students got success score or it was 81.25%. In the other side 6 students got failed score or it was 18.75%. It could be concluded that the students' skill in reading improved. Post test cycle II was categorized success.

The calculation of the improvement percentage is gained from the following formula:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{85.7 - 52.5}{52.5} \times 100\%$$

$$P = \frac{33.2}{52.5} \times 100\%$$

$$P = 63.3\%$$

The students in reading skill was classified a very good level while doing action research on cycle II.

The mean of students in reading skill improved on pre-test, post-test in cycle I and post-test in cycle II.

Table 8.
The Result of Students' Score for Pre-Test, Pots-Test I and Post-Test II

Meeting		Students Who Get Score >80	Percentage
Pre-Test	I	3	9.4%
Post-Test I	III	25	78.1%
Post-Test II	V	26	81.25%

The result showed the improving of studets' score from the pre-test to post test II. In the pre-test, there was only 9.4% (3 students) who got point >80. In the post

-test I there was 78.1% (25 students) who got point >80. It means that there was improving 50.7%. The post test in cycle II, there was 81.25% (26 students) who got point >80. The improving was about 63.3% and the total improving of students' score from pre-test until post test II was 71.85 %. It can be concluded that Improving student's ability in reading through spoof text for senior high school of XI grade at MAN 2 Tanjung Pura and this learning has applied successfully and able to improved students' in reading skill.

A.2. Qualitative Data

The researcher was conducted in two cycles. In cycle I, there were three meetings and cycle II there were two meetings.

1. Cycle I

a. Planning

Based on result pre-test which had been administrated before. It was known that the level of the students in reading skill was low. Some problems also had been predicted. The students were difficult to read English when they wanted to answer the question.

Through spoof text applied to improved the students reading skill, the researcher would be the teacher and the English teacher would be the collaborator who observed the teaching learning process in which spoof text was applied. The researcher made lesson plan as the scenario of teaching, the teaching material was about read the text, pediatrician spoof text. In the first cycle the instruments for collecting data (observation sheet, interview, dairy notes, documentation) were also prepare.

b. Action

Action was planned that had been arranged and was conducted. In this cycle the researcher taught the students about reading the text based on the lesson plan that had been made. Through spoof text also was applied in the first cycle. An action was processed doing things, it is an implementation of planning. In this step, the students were taught how to improve reading skill through spoof texts. Here is the specification of the Action in the first cycle:

1. The teacher opened the class by greeting the students
2. The teacher motivated the students and explained the topic based on the lesson plan
3. The teacher started to use spoof texts
4. The teacher recorded the students' sound while reading
5. The teacher ended the class

c. Observing

In this phase, the researcher tried to notice all activities in the physical classroom activity. It might be about the teacher's performance, students' response and students' participation during teaching and learning process. It was found that the students got difficulties in reading. Some students were serious in the class but there were some students who still noisy, and disturbed their friends. Observation was done carefully because data which was taken from this activity were used as a basis for reflection. And in this cycle, the teacher gave the reading test.

d. Reflecting

The researcher and the teacher evaluated about the conclusion of implementing the action. Based on the result of post test I, they were only 25 students or 78.1 % of students who passed the KKM. Then, the researcher and the

teacher tried to modify the action in order 75% of students in the class could pass the KKM. Instead, the researcher and the teacher felt satisfied enough because their efforts to improve students' reading skill had been improved proven by score they get although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easily through spoof text. From the reflecting phase above, there must be more efforts to improve students' ability in reading through spoof text. This efforts was done in the next lesson plan of cycle two.

2. Cycle II

The second cycle was done by the researcher in order to get the better improvement of the students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follows :

a. Planning

After finding the fact that the students' reading skill was low, which was proven by their post test I scores, the researcher rearrange the lesson plan which was used in the previous cycle with some modifications. Beside of that, the researcher still also prepared the observation sheet to note the classroom activities. Next, the researcher also prepared the post test II to collect the data.

b. Action

In this meeting, the researcher asked the students the difficulty in reading through spoof text and try to emphasize some aspects that have not been done yet in the first cycle. The procedures of this strategy were same with the first cycle. Researcher tried to the best in teaching students and motivated them to improve their ability in reading. And in this meeting the researcher gave the reading evaluation II.

c. Observing

The students' interest and reading were improved continuously. They were more enthusiastic and serious. The condition of the class was also quite and the students had good responses to the teacher's explanation. Researcher also saw they did not have any problem doing their test.

d. Reflecting

After the second cycle had been completed, the students and the teacher were interviewed to know their comment about the whole research. And in this cycle the teaching learning process is done very well. The researcher felt satisfied because the students have significant improvement from the score they get from pretest, post test I, and post test II. After achieving the target research of where minimally 75% students who pass the KKM, therefore the researcher decided to stop the Classroom Action Research because it had already succeeded.

B. Finding

The result indicated that there was an improving the students' ability in reading through spoof text. The mean of second cycle was 85.7. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >80 also grew up. In the pre-Test, the students who got point >80 up were 3 students (9.4%). In the post-test of cycle I students who got point >80 up were 25 students (78.1%). The post-test of cycle II, students who got point >80 were 26 students (81.25%). in other words, the students' ability in reading improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support research finding beside the quantitative data. The qualitative data were organized from the observation sheet and interview, diary notes, documentation. All of these data indicated that the students given their attitude and responses during teaching-

learning process. Based on the result of the quantitative and qualitative data, it could be concluded that the application through spoof text could improve students' ability in reading especially at MAN 2 Tanjung Pura.

C. Discussion

This research was conducted to find out the improving the ability in reading through spoof text. It could be used by the teacher in teaching English to improve the students' ability in reading. The research that had been done by the researcher indicated that through spoof text was effective or could be used in teaching reading. It could be seen from the tables that showed us the improving of students' score from pre-test, post test I and post tset II. The improving because of the teacher knew how to control the class and created the active class. Besides that, the through spoof text helped the students to understand the subject easily.

So it could be concluded that the result of the research showed that the application through spoof text could improve the students' ability in reading. It could be seen from the qualitative data by prove the students' score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Another could be seen from the qualitative data that showe the students' was active and spirit in teaching-learning process.