CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Data

To collect the data of this research, the writer observed the eighth grade students of MTS Al-Wasliyah Percut . There were two classes namely VIII A and VIII B. There were 30 students of each class. VIII B is the experimental class that was taught by using talking Workshop Model. The control class of this study is VIII A that was taught by using conventional method.

The instrument of this research was test. Pre-test consisted 20 multiple choices and post-test consisted of 20 multiple choices and the text was descriptive text. Pre test was given to the experimental and control class before giving the treatment. Post test given to the students after giving the treatment, but the treatment was only given to the experimental class and for control class, the writer did not give the treatment.

The purpose of the research was to obtain the students' reading comprehension who were taught by using Reading Workshop model and those who were taught without using Reading Workshop model, and to find out whether or not there was significant effect of using Reading Workshop model toward reading comprehension on descriptive text.

Students was given two twst in this research which were pre-test and post-test. In this control class students with conventional methods and experimental

class with Reading Workshop model. The writer converts the criteria of the assessment on multiple choices as follows:

Table 4.1 The Criteria of the Assessment on Multiple choices

The Range of Score	Category Score	
85-100	Excellent	A
75-84	Good	B
56-74	Fair	C
<55	Poor	D

Then the writer gave the test to the students to get the data about the students' mastery in English reading. After getting the data of this study, the writer analyzed it.

4.1.1 Score of Pre-Test and Post-Test Students in Experimental Class

In collecting the data of the students' ability in English reading comprehension in experimental group by using Workshop Model, the writer gave paper test, to test the students' ability. The test is divided into pre-test and post-test. The purpose of this study is to find out the students'mastery in English reading of MTS Al-Wasliyah Percut taught by using Workshop Model that increased or not. The result of this study in English reading comprehension in experimental and control group that can be seen in the following tables:

Table 4.2
Score of the Experimental Class

No	Name	Pre-Test	Post-Test	gained Score
1	AK	80	100	20
2	AR	80	100	20
3	BA	80	95	20
4	BS	80	95	20
5	BRKT	80	95	20
6	CS	75	90	20
7	DR	75	90	20
8	EA	75	90	20
9	EM	75	90	20
10	FR	75	90	20
11	HAN	70	90	20
12	HN	70	90	20
13	IA	70	90	20
14	IFI	70	90	20
15	JASD	70	85	20
16	KAB	65	85	20
17	KCL	65	85	20
18	KP	65	85	20
19	LM	65	85	20
20	LNA	65	85	20
21	OAB	60	80	20
22	MI	60	80	20

23	MISN	60	80	20
24	MRA	60	80	20
25	NA	60	80	20
26	RAA	55	70	15
27	RAL	55	70	15
28	RF	55	70	15
29	SM	55	70	15
30	ZD	55	70	15
	Total Score	2025	2555	575
	Mean	67,5	85,16	19.16

According to the table data, the total score was 2025 from pre-test, 2555 from the post-test and 575 from the gained scored of experimental class. The mean score of pre-test was 67,5 and from the post-tes as 85,16. And the mean of the gained score was 19,16.

Table 4.3
Score of the Control Class

No	Name	Pre-Test	Post-Test	gained Score
1	AD	70	80	10
2	AA	70	80	10
3	AH	70	80	10
4	DS	70	80	10
5	DA	65	80	10
6	DA	65	80	10

7	ER	65	80	10
8	ES	65	75	10
9	FF	65	75	10
10	FPS	65	75	10
11	FAS	60	75	10
12	GS	60	75	10
13	KD	60	75	10
14	ISP	60	70	10
15	IL	60	70	10
16	JD	60	70	10
17	JF	55	70	10
18	KD	55	70	10
19	KS	55	70	10
20	KLN	55	65	10
21	LS	50	65	10
22	LZ	50	65	10
23	LA	50	65	10
24	LS	50	65	10
25	MD	50	65	10
26	MR	50	60	10
27	MR	50	60	10
28	PA	45	60	15
29	RF	45	60	15
30	SH	45	60	15

	Total Score	1735	2120	315
	Mean	57,83	70,66	10,5

According to the table data, the total score was 1735 from pre-test, 2120 from the post-test and 315 from the gained scored of control class. The mean score of pre-test was 57,83 and from the post-tes as 70,66. And the mean of the gained score was 10,5.

4.2 Fulfillment of Statistical Assumptions

Before conducting the research, the researcher tested the validity and reliability. The researcher tested validity and reliability by using SPSS 25 (Statistical Package for the Social Science).

The validity of the test was measured from t-table of Correlation Pearson Product Moment to find out the significant level. There were 20 questions that was tested which consisted of twenty items that to measure students' reading comprehension ability and to test the validity of the data of pre-test and post-test.

4.2.1 Validity Test

Table 4.4
Validity Pre-Test

No Item	R. Count	R Table (N-2)	Interpretation
1	517	0,361	Valid
2	477	0,361	Valid
3	458	0,361	Valid

4	549	0,361	Valid
5	419	0,361	Valid
6	394	0,361	Valid
7	458	0,361	Valid
8	419	0,361	Valid
9	409	0,361	Valid
10	448	0,361	Valid
11	379	0,361	Valid
12	412	0,361	Valid
13	426	0,361	Valid
14	570	0,361	Valid
15	517	0,361	Valid
16	422	0,361	Valid
17	380	0,361	Valid
18	401	0,361	Valid
19	419	0,361	Valid
20	419	0,361	Valid

Table 4.5
Validity Post-Test

No Item	R. Count	R Table (N-2)	Interpretation
1	715	0,361	Valid
2	813	0,361	Valid

3	658	0,361	Valid
4	488	0,361	Valid
5	404	0,361	Valid
6	720	0,361	Valid
7	908	0,361	Valid
8	795	0,361	Valid
9	522	0,361	Valid
10	388	0,361	Valid
11	771	0,361	Valid
12	473	0,361	Valid
13	493	0,361	Valid
14	385	0,361	Valid
15	798	0,361	Valid
16	643	0,361	Valid
17	778	0,361	Valid
18	883	0,361	Valid
19	716	0,361	Valid
20	869	0,361	Valid

The result of the data analysis from each score of the test can be obtained with the total score. The value was compared with the value of r-table on 5% significant table with 2 tailed test n= and the r table can be seen 0,361. Based on the table above, there were 30 students that had been tested using 20 questions.

And from 20 questions there were 20 valid questions ≥r-table (0,361), and in the table of post-test, there were 20 valid questions ≥r-table (0,361). T-table showed that significant level to the validity of the study was t-count ≥ r-table (0,361). It can be concluded that the instrument used pre-test and post-test was valid.

4.2.2. Reliability Test

In this research, the esearcherr used SPSS 25 version to find the reliability of test instruments. It can be seen in the following table:

Table 4.6
The Result of Reliability of Pre-Test

Reliability Statistic	
Cronbach's Alpha	N of Items
.703	**20**

Table 4.7
The Result of Reliability of Post-Test

Reliability Statistic	
Cronbach's Alpha	N of Items
.903	**20**

From the result of the analysis, there were significant result in pre-test and post-test where the reliability of Cronbach's Alpha must be higher than 0,60. Based on the table above, the result of reliability tests of pre-test and post-test showed 0,703 in table 4.5 and 0,903 in table 4.6. it meant that the data from each pre-test and post-test were reliable.

4.2.3 Normality of Data

Table 4.8
The Result of Pre-Test and Post-test
Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	**Df**	**Sig.**	**Statistic**	**Df**	**Sign.**
Control	**,168**	**30**	**,031**	**,919**	**30**	**,025**
	,177	**30**	**,017**	**,895**	**30**	**,006**
Experiment	**,139**	**30**	**,142**	**,910**	**30**	**,015**
	,160	**30**	**,018**	**,912**	**30**	**,017**

Based on the data above, that could be seen the data of pre-test from exsperimental and control were normal. The researcher used the data from Kolmogorov-Smirnov and Shapiro-Wilk to find out the normality. And the result was the higher than that the α (alpha): 0,05, the distributed data become normal. Based on the table above, it showed that significant value of pre-test from Colmogorov-Smirnov for experimental class was 0,142 ≥ 0,05. From Saphiro Wilk was 0,15 ≥ 0,05 and for control class was 0,031≥ 0,05 and from Saphiro Wilk was 051 ≥ 0,25. It could be concluded the data from Kolmogorov-Smirnov and Shapiro-Wilk, pre-test exsperimental and control class were normally distributed. And the result was the higher that the α (alpha): 0,05, the distributed data become normal. Based on the table above, it showed that significant value of pre-test from Colmogorov-Smirnov for exsperimental class was 0,018 ≥ 0,05. From Saphiro Wilk was 0,017≥ 0,05 and for control class was 0,017≥ 0,05 and

from Saphiro Wilk was 006 ≥ 0,05. It could be concluded the data from Kolmogorov-Smirnov and Shapiro-Wilk, pre-test exsperimental and control class were normally distributed.

4.2.4 Homogenity Data

After doing the test of the normality, the researcher conducted the homogeneity of the test to find out the similarity of the value for both classes. The researcher used SPSS statistic test to calculate the homogeneity test. The results were presented as follow

Table 4.9
Homogeneity Test

Test of Homogenity of Variance					
		Levene Statistic	Df1	Df2	Sig
Hasil Belajar Siswa	Based on Mean	656	1	58	421
	Based on Median	708	1	58	403
	Based on Median and with adjusted df	708	1	51.929	404
	Based on trimmed mean	648	1	58	424

Based on the data above, the significant value obtained from the two pre-test and pos-test classes showed that significant value was 0,421≥ 0,005. Therefore, the data was homogeneous. From the result of the analysis above, the

value obtained from pre-test to contribute the normality and the homogeneity of the test was homogeneous.

4.3 Hypotheses Data

Hypotheses Test is done to answer the hypotheses which was proposed before and to decide whether the hypotheses is accepted or rejected, based on the analysis from the result data of students' test that were taught by using Reading Workshop Model. The hypotheses testing was aimed to know whether there was a significant effect between students were taught by using Reading Workshop way in experimental class and conventional method in control class. The data was calculated by using mean score of experimental and control class students. The significance value or alpha (α) was 5% or 0,05.The result of data hypotheses could be seen in the following table 4.10.

Table 4.10
Independent Sample T-test

Independent Samples T-Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
The result of the test	Equal variances assumed	.656	.421	8.020	58	.000	16.333	2.037	12.257	20.410
	Equal variances not assumed			8.020	55.018	.000	16.333	2.037	12.252	20.415

Based on the data above, it was obtained the sig. (2-tailed) was 0,000 < 0,05. So that, it could be concluded that there was a significant differences between students score who taught by using Reading Workshop Model and students were taught by using conventional way. To see how much difference in students' learning outcomes based on the mean score. Look at the following table:

Table 4.11
Group Statistic

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post-Test Kelas Experiment	30	85.17	8.758	1.599
	Post-Test Kelas Control	30	68.83	6.909	1.261

After looking on the table of group statistic above, it was been obtained the value mean of experimental class from post-test was 85.17 > 68.83 in post-test from control class. It was denotes that T-test was higher than T-table.

Hence: The null hypotheses (Ho) is rejected

The alternative hypotheses (Ha) is accepted

It means that there was a significant difference between the students' ability in English reading comprehension in experimental group by using Reading Workshop Model and the students' ability in English by using Reading Workshop Model in control group by using conventional way.

4.4 Research Finding

In this research, there were two classses that the researcher used as the samples of the research. There were two classes namely VIII B was the experimental class that was taught by using Reading Workshop Model. The control class of this study was VIII A that was taught by using conventional method. In this research, the researcher found many differences in result between pre-test and post-test scores for both exsperimental and control class that included score of Gained score test, validity, reliability, normality, homogeneity, and independent sample T-test. The result of Gainedscore average of exsperimental class students was higher than Gained score average of control class. (19.16 > 10.50). It showed that there was significant differences between both classes.

From the result of the mean score it had been obtained the value mean of experimental class from post-test was 19.16 > 10.50 in post-test control class. It meant that there was a significant difference between the students' ability in English reading in exsperimental group by using Reading Workshop Model and the students'ability in English reading comprehension in control group by using conventional way.

4.5 Discussion

In teaching learning process, there were many methods that could teaching. The teacher should be able to choose an appropriate strategy that can make their students understand about the material. The strategy that can be used is Reading Workshop Model.

Reading Workshop Model is one of cooperative learning strategic. By doing this strategy in the classroom, the students will be easy to convey their ideas or some informations in their environment. From the statistic data, it showed that the data of the sample group of the students' ability in English reading comprehension in exsperimental group by using Reading Workshop Model showed that the mean score was 19.16. And the data of sample group of the students' ability in English reading comprehension in control group by conventional way showed the mean was 10.50. It meant that there was differences effect between using Reading Workshop Model and using conventional way on the students' ability in English reading comprehension. And the students' ability in English reading comprehension by using Reading Workshop Model was better than the students' ability in English ability by using conventional way.