

CHAPTER III

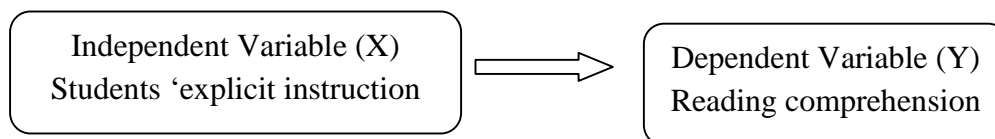
RESEARCH METHODOLOGY

A. The Research Design

The design of this research was quasi experimental nonequivalent with pre-test and post-test control group design. It included assignment, but not random assignment of participants to group. ¹This research consisted of two variables; the independent variable was symbolized by “X” that was using Explicit Instruction and the dependent one is “Y” that refers to reading comprehension on hortatory exposition text of second year students at state senior high school 2 taluk kuantan. The research was carried out at the second year students of Senior high school 2 Taluk Kuantan, located on Pelajar Street Muaro Sentajo, Sentajo Raya Regency.

There were two variables that become the focus of this research, independent and dependent variable. The independent variable was a variable that influences other variables and the dependent variable is affected by the independent variable.

These variables can be drawn as follow:



According to Cresswell² the type of this research could be designed as follows:

Table III.1

Group	Pre-test	Treatment	Post-test
E	Test 1	X	Test 2

¹ John W.Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research.*(new jersey: person education.2008), p.313

² John W.Creswell. *loc.cit.*, p. 314

C	Test 1	-	Test 2
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E = Experimental Group

C = Control Group

T1 = Pre-Test to experimental group and Control Group

X = Receive the treatment using explicit instruction strategy

T2 = Post-Test to experimental and control group

B. The Location and the time of the research

The research was carried out at the second year students of Senior High School 2 Teluk Kuantan, located on Pelajar Street Muaro Sentajo, Sentajo Raya Regency. It was conducted in the academic year of 2012-2013 towards the second year's students from May to July 2013.

C. The Subject and the Object of the Research

The subject of the research was the second year students of Senior High School 2 Teluk Kuantan and the object of this research was students' explicit instruction and Students reading comprehension.

D. The population and the Sample of the Research

The research was carried out at the second year students of Senior High School 2 Teluk Kuantan. There were four classes, two classes of science by 48 students and two classes of social by 57 students. The total number of the population was 105 students. Based on the design on the research, the researcher took two classes as sample of this research. The number of the students was 48; 24 students of science A and 24 student of science B. Based on the total of population the researcher used

cluster sampling, one class as an experimental class and another one was a control class.

It could be inferred that they were in the same level. To decide which one to be an experimental class, the researcher used lottery by using two small pieces paper and written science A class on the first paper and science B class on another paper. Then, the researcher put them into a small box and shook them to make one of them thrown out. The paper which thrown out was chosen as an experimental class and the other was a control class. The result found that science A class became the experimental class and so science B class became the control class.

Table III.2

Distribution of the Research Population and Sample

No	Class	Total Students
1.	Science A (Experimental class)	24
2.	Science B (Control class)	24
Total		48

E. The Technique of Collecting Data

In order to get data that were needed to support this research; the researcher applied the techniques to determine the result of the teaching-learning process by using Explicit Instruction strategy, the researcher used a test as an instrument to collect data. The test was divided into two ways:

1. Pre-test was used to determine students' reading comprehension before getting treatment.
2. Post-test was used to determine students' reading comprehension after getting the treatment. Post-test was carried out once, after treatment, to get the maximum result.

In giving the assessment, the researcher correlated it to the goal or purpose of the reading in curriculum. The technique used by researcher was multiple choices. Hughes says that there are many techniques that can assess the students' reading comprehension; one of them is multiple choice techniques.³ Then, the researcher used multiple choice techniques consisting of 20 items. Multiple choice techniques was a technique designed by using four choices and the participants choose one of the correct answer. This technique could assess the students' reading comprehension.

THE BLUEPRINT OF PRE-TEST

Table III.3

No	Indicators	The number of question
1	Identify the main idea	2, 6, 14 and 16
2	Find out specific information of the text	5, 7, 15, and 20
3	Locating meaning of vocabulary of the text	8, 11,13, and 19
4	Identify the organization of the text	1, 3, 4, and 17
5	Identify the reference of the text	9, 10, 12 and 18

**THE
BLUEPR
INT OF
POST-
TEST**
**Table
III.4**

No	Indicators	The number of question
1	Identify the main idea	2, 10, 11 and 17
2	Find out specific information of the text	1, 6, 12, and 20
3	Locating meaning of vocabulary of the text	5, 7, 9, and 13
4	Identifying Generic Structure of the text	3, 16, 18, and 19
5	Identify the reference of the text	4, 8, 14 and 15

Af
ter the
students
did the
test. The
researcher

³ Arthur Hughes, *loc cit.* p.143

then took the total score from the result of the reading comprehension test. The classification of the students' score can be seen below⁴ :

Table III. 5
The classification of the students' score

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

F. The Item Difficulties, Validity, and Reliability

1. The Item Difficulties

Before getting the data, the researcher used all of items in try out. The test was tried out to 20 students of the second year students on the other class out of the samples. Try out was intended to know the value of the test. The value itself was used to find out the level of difficulties of each item. The standard of value used was 0.30 and 0.70.⁵The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy. The level of difficulty was used to show how easy and difficulty an item was. It was calculated by using the formula:⁶

$$P = \frac{B}{JS}$$

⁴ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2009). P. 245

⁵ *Ibid* , p. 208

⁶ Suharsimi Arikunto. *loc.cit*, p .208

Were:

P = Difficulty level

B = The number of correct answer

JS = Students tasking test

Then, the proportion correct was represented by “p”, whereas the proportion incorrect was represented by “q”.

Table III. 6
The students are able to identify the main idea

Variable	Identifying the main idea				N
Item No.	2	6	14	16	20
Correct	9	14	13	14	
P	0.45	0.70	0.65	0.70	
Q	0.55	0.30	0.35	0.30	

Based on the table above, the item numbers of question for identifying main idea were 2, 6, 14, and 16. It can be shown that the proportion of correct answer of the test. The percent proportion of correct answer for item number 12 was 0.45, the percent proportion of correct answer for item number 6 was 0.70, the percent proportion of correct answer for item number 14 was 0.65, and the percent proportion of correct answer for item number 16 was 0.70. The total correct answer of identifying main idea was 0.63. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of identifying main idea were accepted

Table III. 7

The students are able to find out specific information of the text

Variable	find out specific information of the text				N
Item No.	1	6	12	20	20
Correct	12	14	12	10	
P	0.60	0.70	0.60	0.50	
Q	0.40	0.30	0.40	0.50	

Based on the table above, the item numbers of question for identifying language feature were 12, 6, 12, and 20. It can be shown that the proportion of correct answer of the test. The percent proportion of correct answer for item number 1 was 0.60, the percent proportion of correct answer for item number 6 was 0.70, the percent proportion of correct answer for item number 12 was 0.60, the percent proportion of correct answer for item number 20 was 0.50. The total correct answer of identifying language feature was 0.6. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of identifying language feature were accepted.

Table III. 8

The students are able to locating meaning of vocabulary of the text

Variable	Locating meaning of vocabulary of the text				No
Item No.	5	7	9	13	20
Correct	14	12	13	12	
P	0.70	0.60	0.65	0.60	
Q	0.30	0.40	0.35	0.30	

Based on the table above, the item numbers of question for identifying purpose in reading text were 5, 7, 9, and 13. It can be shown that the proportion of correct answer of the test. The percent proportion of correct answer for item number 5 was 0.70, the percent proportion of correct answer for item number 7 was 0.60, the percent

proportion of correct answer for item number 9 was 0.65, the percent proportion of correct answer for item number 13 was 0.60, The total correct answer of identifying purpose in reading text was 0.64. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of identifying purpose in reading text were accepted.

Table III. 9

The students are able to identifying Generic Structure

Variable	Identifying the generic structure				N
Item No.	3	16	18	19	20
Correct	13	14	12	14	
P	0.65	0.70	0.60	0.70	
Q	0.35	0.30	0.40	0.30	

Based on the table above, the item numbers of question for identifying generic structure were 3, 16, 18, and 19. It can be shown that the proportion of correct answer of the test. The percent proportion of correct answer for item number 3 was 0.60, the percent proportion of correct answer for item number 16 was 0.70, the percent proportion of correct answer for item number 18 was 0.60, the percent proportion of correct answer for item number 19 was 0.70. The total correct answer of identifying generic structure was 0.66. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of identifying generic structure were accepted.

Table III. 10

The students are able to identify the reference of the text

Variable	identify the reference of the text				N
Item No.	4	8	14	15	20
Correct	11	13	14	14	
P	0.55	0.65	0.70	0.70	

Q	0.45	0.35	0.30	0.30	
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Based on the table above, the item numbers of question for identifying arguments were 4, 8, 14, and 15. It can be shown that the proportion of correct answer of the test. The percent proportion of correct answer for item number 4 was 0.55, the percent proportion of correct answer for item number 8 was 0.65, the percent proportion of correct answer for item number 14 was 0.70, and the percent proportion of correct answer for item number 15 was 0.70. The total correct answer of identifying arguments was 0.65. Then, based on the standard level of difficulty “p” is >0.30 and <0.70. So, the items of identifying arguments were accepted.

2. Validity

Every test, whether it is a short, informal classroom test, or a public examination should be as valid as the test constructor that can make it. The instrument of the test must aim at providing a true measure. The instrument of the test is valid if the instrument that used can measure the thing that will be measured.⁷

The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. To find validity the test researcher uses correlation product moment with the formula as follows:⁸

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Where:

⁷ L.R. Gay and Peter Airaisian, *Educational Research Competencies for Analysis and Application*(6th Edition), New Jersey: Prentice Hall, Inc, 2000, p. 23

⁸ Hartono, *Statistik untuk Penelitian*, Pekanbaru: Pustaka pelajar, 2004, p.75

r_{xy} = correlation product moment x and y

$\sum xy$ = total x and y

$\sum X^2$ = X quadrant

$\sum Y^2$ = Y quadrant

$$r_{xy} = \frac{2615}{\sqrt{2695 \cdot 2780}}$$

$$r_{xy} = \frac{2615}{\sqrt{7492100}}$$

$$r_{xy} = \frac{2615}{2737.17} = 0,95$$

If the validity test is 0,95, it means that the validity is **excellent**. According to Arikunto stated that the range of validity is:⁹

Tabel III.11
The Standard of Validity of the Test

NO	The Standard of Validity (r_{xy})	Score
1	Excellent	0,800-1,00
2	Good	0,600-0,800
3	Fair	0,400-0,600
4	Poor	0,200-0,400
5	Very Poor	0,00-0,200

3. Reliability

⁹ Suharsimi Arikunto. *Loc Cit.* p.75

Arikunto stated that it is possible for the test is reliable but it is not valid, whereas the test is valid automatically, it is reliable. To obtain the reliability of the test given, the researcher used Spearman- Brown formula as follows¹⁰:

$$r_{11} = \frac{2 r_{1/2 1/2}}{1 + r_{1/2 1/2}}$$

Where :

r_{11} : Instrumen of reliability

$r_{1/2 1/2}$: r_{xy} that mean as correlation of index

$$r_{11} = \frac{2 r_{1/2 1/2}}{1 + r_{1/2 1/2}}$$

$$r_{11} = \frac{2 \times 0.95}{1 + 0.95}$$

$$r_{11} = \frac{1.9}{1.95}$$

$$r_{11} = \mathbf{0.97}$$

To know the test reliable or not, the value of r_{11} should be compared with r product moment. The value of r_{11} should be higher than r table. From the calculation above the value of r_{11} is 0.97. Then the r_t at 5% grade of significance is 0.404. While r_t at 1% grade significance is 0.515. So, it can be concluded that $0.404 < 0.97 > 0.515$. In other words, the instrument is reliable because the value of r_{11} is higher than r_t .

G. The Techniques of Data Analysis

In analyzing the students' reading comprehension, the researcher used standard minimum score (KKM) of English lesson in Senior High School 02 Teluk Kuantan. It was 70 for students' reading comprehension. It means that for those who

¹⁰ Suharsimi Arikunto, *Prosedur penelitian*, Jakarta: PT Rineka Cipta, 2010, p. 223

got score ≥ 70 , they pass the standard minimum score (KKM). While for those who got score < 70 they don't pass the standard minimum score (KKM).

In analyzing the data, the researcher used the statistical calculation of independent sample T-test formula. The independent sample T-test used to find out the significant effect of using Explicit Instruction strategy towards students' reading comprehension at the second year senior high school 2 Teluk Kuantan. The data analyzed by using SPSS 16.0 Version.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of Research Procedure

The purpose of this research was to obtain the students' reading comprehensions of hortatory exposition text taught by using Explicit Instruction strategy, and to determine whether there was significant difference between the students' reading comprehension taught by using Explicit Instruction strategy. The data were obtained from the students' reading comprehension of experimental and control classes. Before taking the data from the sample, the researcher tried out the test at another class with the same test in order to prove whether the test was reliable or not. The result found the try out was 0.64. It meant that the test was high reliable. The researcher asked the students to answer some questions based on the text given; the text was a hortatory exposition text. Based on design of the research, it was found that class XI A (science A) as an experimental class and XI B (Science B) was as a control class. Then, the researcher gave treatments to the experimental class for six meetings.

After giving treatments to the experimental class, the researcher used the same format of questions and hortatory exposition text to test students' reading comprehension for the pre-test and post-test of experimental class. While for the control class, which was taught without using treatments, the researcher used the same format as questions of hortatory exposition text for their pre-test and post-test also. The result of reading test was evaluated by concerning six components, namely:

- a. Students are able to identify the main ideas of the text.
- b. Students are able to identify the thesis of the hortatory exposition text.
- c. Students are able to identify the arguments of the hortatory exposition text.

- d. Students are able to identify the recommendation of the hortatory exposition text.
- e. Students are able to locating meaning of vocabulary of the text.
- f. The students are able to identify the reference of certain words.

The data of this research were determined from the score of students' of experimental class and control class. All of data were collected through the following procedures:

1. In Both classes, students were asked to answer the questions based on the hortatory exposition text given.
2. The format of the test was multiple choices.
3. The researcher gave scores of the students' reading comprehension that were collected from their scores of pre-test and post-test.

The test was composed of 20 items, and each item was given score 5. The final score was analyzed by using the following formula¹¹:

$$\text{Final score} = \frac{\text{Total Correct Answer}}{\text{Total Questioner}} \times 100$$

B. The Data Presentation

1. Data Presentation of students' Reading Comprehension taught by Using Explicit Instruction strategy at the second year of Senior High School 2 Taluk Kuantan.

The data of students' reading comprehension taught by using Explicit Instruction strategy were obtained from pre and post-test of class XI Science A as the experimental class. The sample of this class was 24 students. The researcher taught

¹¹ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Rajafindo Persada, 2008), p.32

directly for six meetings in the experimental class. The data could be seen from the table below:

Table IV. 1
The score of the students' reading comprehension was taught by using
Explicit Instruction strategy

No.	Students	Experimental Class			
		Score		Classification	
		Pre-test	Post-test	Pre-test	Post-test
1	Students 1	80	90	Very good	Very good
2	Students 2	80	90	Very good	Very good

3	Students 3	75	85	Good	Very good
4	Students 4	75	85	Good	Very good
5	Students 5	70	85	Good	Very good
6	Students 6	70	85	Good	Very good
7	Students 7	70	80	Good	Very good
8	Students 8	70	80	Good	Very good
9	Students 9	65	80	Enough	Very good
10	Students 10	65	80	Enough	Very good
11	Students 11	60	80	Enough	Very good
12	Students 12	60	80	Enough	Very good
13	Students 13	60	80	Enough	Very good
14	Students 14	60	75	Enough	Good
15	Students 15	60	75	Enough	Good
16	Students 16	60	75	Enough	Good
17	Students 17	60	75	Enough	Good
18	Students 18	55	75	Less	Good
19	Students 19	55	70	Less	Good
20	Students 20	50	70	Less	Good
21	Students 21	50	70	Less	Good
22	Students 22	45	65	Less	Enough
23	Students 23	45	65	Less	Enough
24	Students 24	40	60	Less	Enough

Total 1480 1855

From the table above, the researcher found that the total score of pre-test in the experimental class was 1480. The highest was 80 and the lowest was 40 and then total score from post-test in experimental class was 1855. The highest was 90 and the lowest was 60. To clarify the students score, it was needed a frequency description. The frequency distribution of the pre-test students' reading comprehension test score is as follow:

Table IV. 2
The Frequency score of Pre-test Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	4.2	4.2	4.2
45	2	8.3	8.3	12.5
50	2	8.3	8.3	20.8
55	2	8.3	8.3	29.2
60	7	29.2	29.2	58.3
65	2	8.3	8.3	66.7
70	4	16.7	16.7	83.3
75	2	8.3	8.3	91.7
80	2	8.3	8.3	100.0
Total	24	100.0	100.0	

Based on table above, it can be seen that there were 24 students in experimental class. In pre-test the student who got score 40 was 1 student (4.2%), the student who got score 45 were 2 students (8.3%), the student who got score 50 were 2 students (8.3%), the students who got score 55 were 2 students (8.3%), the students who got score 60 were 7 students (29.2%), the students who got score 65 were 2

students (8.3%), the students who got score 70 were 4 students (16.7%). the students who got score 75 were 2 students (8.3%). and the students who got score 80 were 2 students (8.3%).

Table IV. 3
The Frequency score of posttest in Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	1	4.2	4.2	4.2
65	2	8.3	8.3	12.5
70	3	12.5	12.5	25.0
75	5	20.8	20.8	45.8
80	7	29.2	29.2	75.0
85	4	16.7	16.7	91.7
90	2	8.3	8.3	100.0
Total	24	100.0	100.0	

Based on table above, it can be seen that there were 24 students in the experimental class. In post-test the students who got score 60 was 1 student (4.2%), the students who got score 65 were 2 students (8.3%), the students who got score 70 were 3 students (12.5%), the students who got score 75 were 5 students (20.8%), the students who got score 80 were 7 students (29.2%), the students who got score 85 were 4 students (16.7%), and the students who got score 90 were 2 students (8.3%).

Beside the mean and standard deviation were also needed in analyzing data which was obtained from the score of pre-test and post-test. The data were obtained by using SPSS 16. The mean and standard deviation of pre-test and post-test of experimental class are in the following table:

Table IV. 4

Mean and standard deviation of pretest and posttest in Experimental class

Test	Mean	Standard Deviation
Pre test	61.67	10.901
Post test	77.29	7.799

From the table above it can be seen that mean of pretest in the experimental class was 61.67 and mean of posttest was 77.29. Whereas standard deviation of pretest was 7.799 and standard deviation of posttest was 10.901. Then, the researcher classified the post-test result of experimental class of the students at the second grade students to know the category of the students' reading comprehension scores. The classification can be seen from the following table:

Table IV. 5

The Classification of Experimental Class Score (Post-Test)

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	13	54.17 %
2	Good	66-79	8	33.33 %
3	Enough	56-65	3	12.5%
4	Less	40-55	-	0%
5	Fail	30-39	-	0%
	Total		24	100%

From the table above it can be seen that there were five categories in students reading comprehension. The frequency of very good category were 13 students (54.17%), the frequency of Good category were 8 students (33.33%), the frequency of enough category were 3 students (12.5%), and no students was categorized into less

and fail category. So, the table shown that the percentage of student's category "very good" was 54.17% and category " good " was 33.33%. The average of students in experimental class is classified into "very good ".

2. Data Presentation of Students' Reading Comprehension by using conventional strategy at the second year of Senior High School 2 Taluk Kuantan

The data of the students' reading comprehension were taught without using Explicit Instruction strategy obtained from the pre-test and the post-test of VIII Science B as a control class. The data can be seen from the table below:

Table IV. 6
The score of the students' reading comprehension
taught by conventional strategy

No	Students	Control Class			
		Score		Classification	
		Pre-test	Post-test	Pre-test	Post-test
1	Students 1	70	85	Good	Very Good
2	Students 2	70	85	Good	Very Good
3	Students 3	80	80	Very Good	Very Good

4	Students 4	60	80	Enough	Very Good
5	Students 5	65	75	Enough	Good
6	Students 6	70	75	Good	Good
7	Students 7	75	75	Good	Good
8	Students 8	65	75	Enough	Good
9	Students 9	65	75	Enough	Good
10	Students 10	50	75	Less	Good
11	Students 11	65	70	Enough	Good
12	Students 12	65	70	Enough	Good
13	Students 13	80	70	Very Good	Good
14	Students 14	75	70	Good	Good
15	Students 15	55	70	Less	Good
16	Students 16	80	70	Very Good	Good
17	Students 17	70	70	Good	Good
18	Students 18	55	70	Less	Good
19	Students 19	40	65	Less	Enough
20	Students 20	50	65	Less	Enough
21	Students 21	45	65	Less	Enough
22	Students 22	45	60	Less	Enough
23	Students 23	65	60	Less	Enough
24	Students 24	45	60	Less	Enough
		1505	1715		

From the table above, it can be seen that the total score of pretest in the control class was 1505. The highest score was 80 and the lowest score was 45. Whereas the total scores of posttest in control class was 1715. The highest score was 85 and the lowest score was 60. The frequency score of pretest, it can be seen in the table as follow:

Table IV. 7
Frequency score of pretest in control class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	4.2	4.2	4.2
	45	3	12.5	12.5	16.7
	50	2	8.3	8.3	25.0
	55	2	8.3	8.3	33.3
	60	1	4.2	4.2	37.5
	65	6	25.0	25.0	62.5
	70	4	16.7	16.7	79.2
	75	2	8.3	8.3	87.5
	80	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

From the table above it can be seen that the students who got score 40 was 1 student (4.2%), the students who got score 45 were 3 students (12.5%), the students who got score 50 were 2 students (8.3%), the students who got score 55 were 2 students (8.3%), the students who got score 60 was 1 student (4.2%), the students who got score 65 were 6 students (25.0%), the students who got score 70 were 4 students (16.7%), the students who got score 75 were 2 students (8.3%). And the students who got score 80 were 3 students (12.5%).

Table IV. 8

The frequency score of Posttest in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	3	12.5	12.5	12.5
65	3	12.5	12.5	25.0
70	8	33.3	33.3	58.3
75	6	25.0	25.0	83.3
80	2	8.3	8.3	91.7
85	2	8.3	8.3	100.0
Total	24	100.0	100.0	

From the table above it can be seen that the students who got score 60 were 3 students (12.5%), the students who got score 65 were 3 students(12.5%), the students who got score 70 were 8 students (33.3%), the students who got score 75 were 6 students (25.0%), the students who got score 80 were 2 students (8.3%), the students who got score 85 were 2 students (8.3%).

Besides that, mean and standard deviation of pretest and posttest in the control class, it can be seen in the table as follow:

Table IV. 9

**Mean and Standard deviation of pretest and posttest
In The Control Class**

Test	Mean	Standard Deviation
Pre test	62.71	12.067

Post test 71.46 6.991

From the table above, it can be seen that mean of pretest in control class was 62.71 and mean of posttest in control class was 71.46. Whereas standard deviation of pretest was 12.067 and standard deviation of posttest was 6.991. Then, the researcher classified the post-test result of control class of the students at the second year students to know the category of the students' reading comprehension scores. The classification can be seen from the following table:

Table IV. 10
The Classification of Control Class Score (Post-Test)

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	4	16.67%
2	Good	66-79	14	58.33%
3	Enough	56-65	6	25%
4	Less	40-55	-	0%
5	Fail	30-39	-	0%
Total			24	100%

From the table above it can be seen that there were five categories in students reading comprehension. the frequency of very good category is 4 students (16.67), the frequency of good category is 14 students (58.33%), the frequency of Enough category is 6 students (25%), and there is no students who is categories into less and fail category. So, the table shown that the highest percentage of students' category was 58.33%. The average of students in control class is classified into "Good".

3. Data presentation of the significant effect of using Explicit Instruction strategy toward reading comprehension at the second year of Senior High School 2 Taluk Kuantan

The data of the effect of using Explicit Instruction strategy were gotten from post-test of The Control class and The Post-test of the experimental class. The data can be seen in the following table:

Table IV. 11

Post test score of students reading comprehension

No	Students	Control class		Experimental class	
		Score	Category	Score	Category
1	Students 1	85	Very Good	90	Very good
2	Students 2	85	Very Good	90	Very good
3	Students 3	80	Very Good	85	Very good
4	Students 4	80	Very Good	85	Very good
5	Students 5	75	Good	85	Very good
6	Students 6	75	Good	85	Very good
7	Students 7	75	Good	80	Very good
8	Students 8	75	Good	80	Very good

9	Students 9	75	Good	80	Very good
10	Students 10	75	Good	80	Very good
11	Students 11	70	Good	80	Very good
12	Students 12	70	Good	80	Very good
13	Students 13	70	Good	80	Very good
14	Students 14	70	Good	75	Good
15	Students 15	70	Good	75	Good
16	Students 16	70	Good	75	Good
17	Students 17	70	Good	75	Good
18	Students 18	70	Good	75	Good
19	Students 19	65	Enough	70	Good
20	Students 20	65	Enough	70	Good
21	Students 21	65	Enough	70	Good
22	Students 22	60	Enough	65	Enough
23	Students 23	60	Enough	65	Enough
24	Students 24	60	Enough	60	Enough
	Total	1715		1855	

From the table above it can be seen that the total score of students' posttest in control class was 1715 and the total score of students' posttest in experimental class was 1855.

C. Data Analysis

1. Data analysis of students reading comprehension was taught by using Explicit Instruction strategy at the second year of Senior High School 2 Taluk Kuantan

The following table is the data's description of students' pre-test and post-test scores of experimental class. It was obtained from the result of their reading comprehension test. The data can be described as follows:

Table IV. 12
Score Students' Pre-Test and Post-Test of Experimental Class

	score pre experiment	score post experiment
N Valid	24	24
Missing	0	0
Mean	61.67	77.29
Std. Error of Mean	2.225	1.592
Median	60.00	80.00
Mode	60	80
Std. Deviation	10.901	7.799
Variance	118.841	60.824
Range	40	30
Minimum	40	60
Maximum	80	90
Sum	1480	1855

From the table above it can be seen that the students were 24, Mean of pretest were 61.67 and mean of posttest were 77.29. Standard error of mean for pretest was 2.225 and for posttest 1.592, Median for pretest was 60.00 and for posttest was 80.00, Mode for pretest was 60 and posttest was 80, standard deviation for pretest was 10.901 and for posttest was 7.799, Variance for pretest was 118.841 and for posttest was 60.824. Range of pretest was 40 and for posttest was 30, minimum of pretest was 40 and for posttest was 60, Maximum of pretest was 80 and for posttest 90.

Table IV. 13

Students Pre-Test and Post-Test Scores of Experimental Class

Valid of Pre-Test	Frequency of Pre-Test	Standard Graduated	Percentage	Valid of Post-Test	Frequency of Post-Test	Standard Graduated	Percentage
40	1	No pass		60	1	No pass	12.5 %
45	2	No pass		65	2	No pass	
50	2	No Pass	66.67 %	70	3	Pass	
55	2	No Pass		75	5	Pass	
60	7	No Pass		80	7	Pass	
65	2	No Pass		85	4	Pass	87.5 %
70	4	Pass		90	2	Pass	
75	2	Pass	33.33 %	-	-	-	
80	2	Pass		-	-	-	
Total	24		100 %	Total	24		100 %

From the table above, it can be seen that the students pretest in experimental class there were 16 students who did not pass in the graduated standard (KKM) or the score <70 and there were 8 students who passed in the graduated standard school (KKM) or the score 70 . The percentage of the students who did not pass the graduated standard (KKM) of pretest in experimental class as follows:

$$\frac{16}{24} \times 100\%$$

$$= 66.67\%$$

The percentage of students who pass the graduated standard (KKM) of pretest in experimental class as follows:

$$\frac{8}{24} \times 100\%$$

$$=33.33 \%$$

Based on the data obtained in the post-test of experimental class there were 3 students who did not pass the graduated standard (KKM) or the score was <70, and there were 21 students who passed the graduated standard (KKM) or the score was 70.

The percentage of students who did not pass the graduated standard (KKM) is as follows:

$$\frac{3}{24} \times 100\% = 12.5\%$$

The percentage of students who pass the graduated standard (KKM) is as follows:

$$\frac{21}{24} \times 100\% = 87.5\%.$$

2. Data analysis the Students' Reading Comprehension that is taught by using conventional strategy at the second year of Senior High School 2 Taluk Kuantan

The following table is the description of the data of the pre-test and post-test scores of Control class. It was obtained from the result of the students' reading comprehension test. The data are described as follows:

Table IV. 14

Students Pre-Test and Post-Test of Control Class

		score pre control	score post control
N	Valid	24	24

Missing	0	0
Mean	62.71	71.46
Std. Error of Mean	2.463	1.427
Median	65.00	70.00
Mode	65	70
Std. Deviation	12.067	6.991
Variance	145.607	48.868
Range	40	25
Minimum	40	60
Maximum	80	85
Sum	1505	1715

From the table above it can be seen that the students were 24, Mean of pretest were 62.71 and mean of posttest were 71.46. Standard error of mean for pretest was 2.463 and for posttest 1.427, Median for pretest was 65.00 and for posttest was 70.00, Mode for pretest was 65 and posttest was 70, standard deviation for pretest was 12.067 and for posttest was 6.991, Variance for pretest was 145.607 and for posttest was 48.868, range of pretest was 40 and for posttest was 25, minimum of pretest was 40 and for posttest was 60, Maximum of pretest was 80 and for posttest 85.

Table IV. 15

The students pretest and post test score in control class

Valid of Pre-Test	Frequency of Pre-Test	Standard Graduated	percentage	Valid of Post-Test	Frequency of Post-Test	Standard Graduated	percentage
40	1	No pass		60	3	No pass	
45	3	No pass		65	3	No pass	58.33%
50	2	No pass	62.5 %	70	8	No pass	
55	2	No pass		75	6	Pass	42.37%
60	1	No pass		80	2	Pass	

65	6	No pass		85	2	Pass
70	4	Pass		-	-	-
75	2	Pas	37.5%	-	-	-
80	3	Pas		-	-	-
Total	24		100 %	Total	24	100 %

From table above, it can be seen that the students pretest in the control class there were 15 students who did not pass in graduated standard (KKM) or the score < 70 and there were 9 students who passed in the graduated standard school (KKM) or the score 70. The percentage of the students who did not pass the graduated standard (KKM) of pretest in the control class as follows :

$$\frac{15}{24} \times 100\% = 62.5 \%$$

The percentage of students who passed the graduated standard as follows:

$$\frac{9}{24} \times 100\% = 37.5\%$$

Based on the data obtained in the post-test of the control class there were 14 students who did not pass the graduated standard (KKM) or the score was <70, and there were 10 students who passed the graduated standard (KKM) or the score was 70.

The percentage of students who did not pass the graduated standard (KKM) of posttest in control class is as follow:

$$\frac{14}{24} \times 100\% = 58.33\%$$

The percentage of students who passed the graduated standard (KKM) is as follows:

$$\frac{10}{24} \times 100\% = 41.67\%$$

3. Data Analysis of the significant effect of using Explicit Instruction strategy toward students reading comprehension at the second year of Senior High School 2 Taluk Kuantan

To obtain the significant effect of using Explicit Instruction strategy toward students reading comprehension at the second year of Senior High School 2 Taluk Kuantan. The data were obtained from posttest of The Control class and posttest of The Experimental class. The data it can be seen below:

Table IV. 16
Data Analysis of Post-test Scores of Experimental and Control Group

		N	Mean	Std. Deviation	Std. Error Mean
post_control					
post_experiment	Post Experiment	24	77.29	7.799	1.592
	Post control	24	71.46	6.991	1.427

From the table above it can be seen that there is 24 students in each of experimental and control class. Mean of experimental class is 77.29, standard deviation is 7.799 and standard error mean is 1.592. Whereas, Mean of control class is 71.46, standard deviation is 6.991, and standard error mean is 1.427.

Table IV. 17
Data Analysis of Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post_exp	Equal variances assumed	.424	.518	2.729	46	.009	5.833	2.138	1.530	10.137
	Equal variances not assumed			2.729	45.460	.009	5.833	2.138	1.529	10.138

From the table of independent samples t-test showed that the F was .424, sig was .518, t-test result was 2.729, df was 46, significant was .009, mean difference was 5.833 standard error was 2.138, lower difference interval was 1.530, and upper difference interval was 10.137. There were two ways that can be done in interpreting to. They were:

- a. By comparing to (t-obtained) to t table from $df = 46$, it is found that the level significance of 5% was 2.02 and the level significance of 1% is 2.69. If $t_{(t-obtained)} > t_{table}$, it means that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. Meanwhile, if $t_{(t-obtained)} < t_{table}$, it means that alternative hypothesis (H_a) is rejected and null hypothesis (H_0) is accepted.
- b. By orientating number of significance. If probability > 0.05 , null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that $t_{\text{obtain}} >$ than t table. The finding of t_0 2.729 while the level significance of 5% was 2.02 and the level significance of 1% was 2.69. It can be read that $2.02 < 2.729 > 2.69$. Thus, the researcher can conclude that H_a is accepted and H_o is rejected. In other words, there is significant effect of using Explicit Instruction strategy toward students reading comprehension at the second year of Senior High School 2 Taluk Kuantan.