

CHAPTER IV
RESULT OF THE STUDY

This chapter covers description of the data, test of normality and homogeneity, result of the data analyses and discussion.

A. Description of The Data

In this section, it would be described the obtained data of the students' writing score after and before taught by using Guided - Question strategy. The presented data consisted of Mean, Standard Deviation, Standard Error, and the figure.

1. The description data of Pre-Test Score

The students' score could be distributed by the following table in order to analyze the students' mastery before conducting the treatment.

TABEL 4.1 THE DESCRIPTION DATA OF STUDENTS' PRETEST
SCORE

NO	CODE	SCORE
1	Y01	64
2	Y02	64
3	Y03	65
4	Y04	73

5	Y05	74
6	Y06	63
7	Y07	56
8	Y08	68
9	Y09	66

Based on the data above, it was known the highest score was 74 and the lowest score was 56. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

$$\text{The Highest Score} = 74$$

(H)

$$\text{The Lowest Score (L)} = 56$$

$$\text{The Range of Score} = H - L + 1$$

(R)

$$= 74 - 56 + 1$$

$$= 19$$

$$\text{The Class Interval} = 1 + (3.3) \times \text{Log } n$$

(K)

$$= 1 + (3.3) \times \text{Log } 9$$

$$= 1 + (3.3) \times 0.954242509$$

$$= 4.1490003$$

$$= 4$$

$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{19}{4}$$

$$= 4,75$$

$$= 4 \text{ or } 5$$

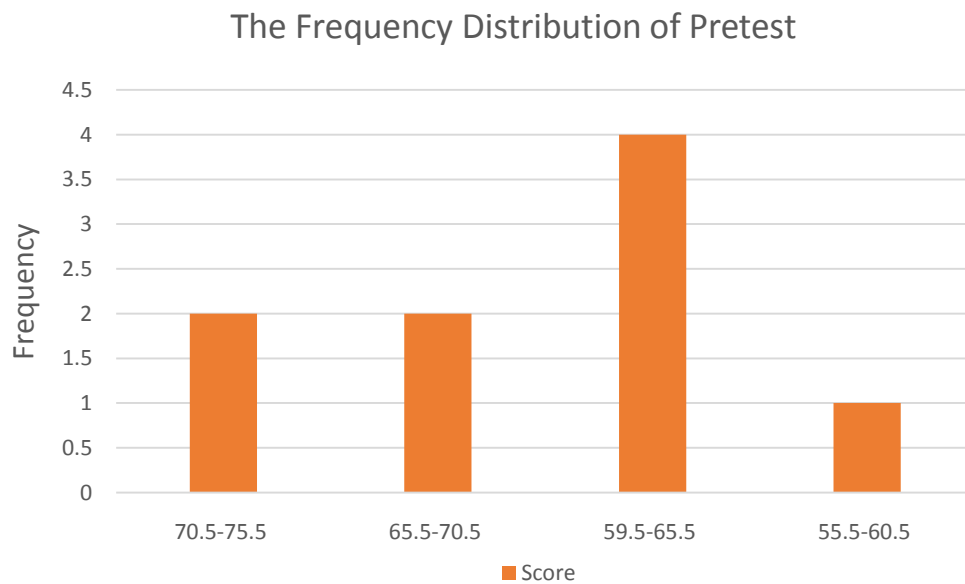
So, the range of score was 19, the class interval was 4, and interval of temporary was 5. Then, it was presented using frequency distribution in the following table:

Table 4.2 Frequency Distribution of the Pretest Score

Class (k)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	71-75	2	73	70.5-75.5	22.222	100
2	66-70	2	68	65.5-70.5	22.222	77.777
3	61-65	4	63	59.5-65.5	44.444	55.555
4	56-60	1	58	55.5-60.5	11.111	11.111
Total		$\sum F=9$				

The distribution of students' pretest score can also be seen in the following figure.

Figure 4.1 The distribution of pretest score



It can be seen from the figure above about the students' pretest score. There were two students who got score between 70.5-75.5. There were two students who got score between 65.5-70.5. There were four students who got score between 59.5-69.5. And there was a student who got score between 55.5-60.5.

The next step, the writer tabulated the scores into the table for the calculation of mean as follows:

Table 4.3 The Table for Calculating Mean of Pretest Score

Interval (I)	Frequency (F)	Mid Point (x)	FX	FK(b)	FK (a)
71-75	2	73	146	9	2
66-70	2	68	136	7	4
61-65	4	63	252	5	8
56-60	1	58	58	1	9
	$\Sigma F=9$		$\Sigma Fx=592$		

A. Calculating Mean

$$M_x = \frac{\Sigma fX}{N} = \frac{592}{9}$$

$$= 65.778$$

The calculation above showed of mean value was 65. 778 of the pretest score.

The third step, the writer tabulated the score of pretest into the table for the calculation of standard deviation and the standard error as followed:

Table 4.4 The Table of Calculation of the Standard Deviation and the Standard Error of the Pretest Score

Interval (I)	Frequency (F)	(X)	X'	Fx'	Fx' 2
71-75	2	73	2	4	8
66-70	2	68	1	2	2
61-65	4	63	0	0	0
56-60	1	58	-1	-1	1
	$\Sigma F=9$			$\Sigma Fx'=5$	$\Sigma Fx'^2=11$

B. Calculating Standard Deviation

$$SD = i \sqrt{\frac{\Sigma FX'^2}{N} - \frac{(\Sigma FX')^2}{(N)^2}}$$

$$= 5 \sqrt{\frac{11}{9} - \frac{(-5)^2}{(9)^2}}$$

$$= 5 \sqrt{\frac{11}{9} - \frac{25}{81}}$$

$$= 5 \sqrt{1.222 - 0.308}$$

$$= 4.780$$

C. Calculating Standard Error

$$\begin{aligned} SE &= \frac{SD}{\sqrt{N-1}} \\ &= \frac{4.780}{\sqrt{9-1}} \\ &= 1.690 \end{aligned}$$

After Calculating, it was found that the standard deviation and the standard error of pretest score were 4.780 and 1.690.

2. The Result of Teaching Learning Process

In this part, the writer asked the students about recount text and their difficulties in understanding the text. After that, the writer asked the students to tell everything about recount text that they know. It may be about the definition, purpose, the characteristic, and the schematic structures. After opening by brainstorming, the writer explained the schematic structures of recount texts. The writer told the students about what they should find in recount text. After that the writer give an example of recount text that is a story about experience. The writer also give every students a questions of guided – questions strategy to guide the students make a recount text based on questions. After that the writer asked them to made outline based on own answer of the questions and the last they made a recount text based on outline. The next day until the third day of learning, students had been able to make a better a recount

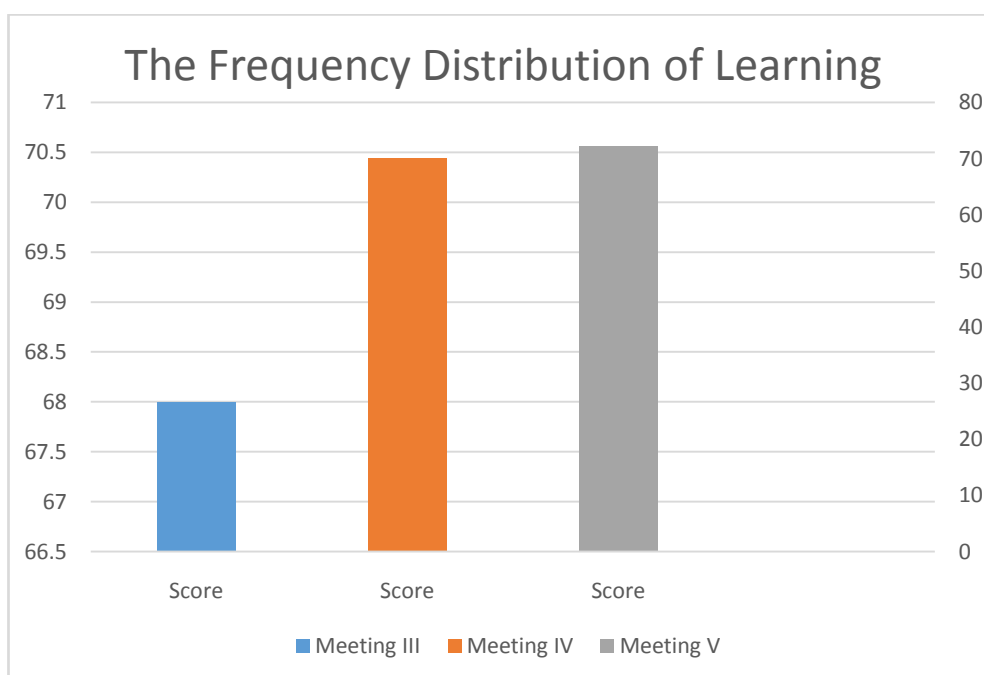
text by using guided - strategy questions. This was the result of the average scores of students during teaching learning process.

No	Name	Meeting III (21 Aug 2015)	Meeting IV (26 Aug 2015)	Meeting V (28 Aug 2015)
		Writing	Writing	Writing
1	AHMAD APRIWIJAYA	68	70	72
2	AHMAD MUJAHID	68	71	71
3	AHMAD RIJANI	68	69	73
4	AHMAD YUDHA PRATAMA	68	70	72
5	HERLINA	72	75	75
6	NANDA TRI .A.	72	75	76
7	ONGKI PRATAMA	67	69	71
8	RINDIANI PUTRI	60	65	68

9	WISNU DEWANTORO	69	70	73
	SUM AVERAGE	612 68	634 70.44	651 72.33

The result of test, which was conducted 3 times consist of learning activities could be seen the figure bellow:

Figure 4.2 The distribution of teaching learning process



Based on description above it can be explained that the students' score in writing recount text using guided – questions strategy as long as treatment more increased.

3. The description data of Posttest Score

The students' score could be distributed by the following table in order to analyze the students' mastery after conducting the treatment.

TABEL 4.5 THE DESCRIPTION DATA OF STUDENTS' POSTTEST SCORE

NO	CODE	SCORE
1	Z01	73
2	Z02	72
3	Z03	81
4	Z04	74
5	Z05	75

6	Z06	84
7	Z07	73
8	Z08	71
9	Z09	82

Based on the data above, it was known the highest score was 84 and the lowest score was 71. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as followed:

Calculation Range and Interval Class

$$\text{The Highest Score (H)} = 84$$

$$\text{The Lowest Score (L)} = 71$$

$$\begin{aligned} \text{The Range of} \\ \text{Score} \end{aligned} \quad (R) = H - L + 1$$

$$= 84 - 71 + 1$$

$$= 14$$

The Class Interval (K)

$$K = 1 + (3,3) \times \text{Log } n$$

$$= 1 + (3,3) \times \text{Log } 9$$

$$= 1 + (3,3) \times 0,954242509$$

$$= 4.1490003$$

$$= 4$$

$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{14}{4}$$

$$= 3.5$$

$$= 3 \text{ or } 4$$

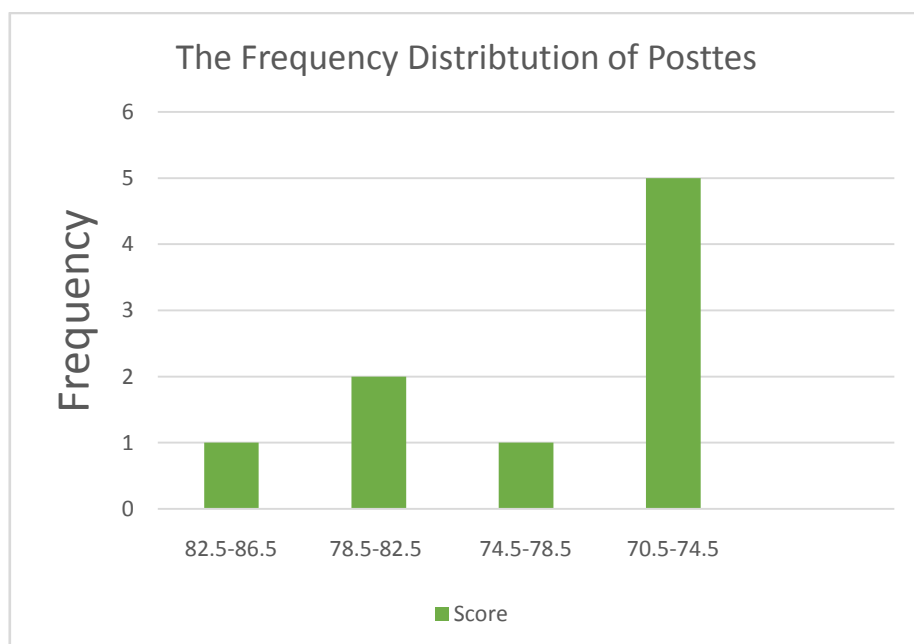
So, the range of score was 14, the class interval was 4, and interval of temporary was 4. Then, it was presented using frequency distribution in the following table:

Table 4.6 Frequency Distribution of the Posttest Score

Class (k)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	83-86	1	84.5	82.5-86.5	11.111	100
2	79-82	2	80.5	78.5-82.5	22.222	88.888
3	75-78	1	76.5	74.5-78.5	11.111	66.666
4	71-74	5	72.5	70.5-74.5	55.555	55.555
Total	$\sum F=9$					

The distribution of students' posttest score can also be seen in the following figure.

Figure 4.3 The distribution of posttest score



It can be seen from the figure above about the students' posttest score. There was a student who got score between 82.5-86.5. There were two students who got score between 78.5-82.5. There was a student who

got score between 74.5-78.5. And there were five students who got score between 70.5-74.5. .

The next step, the writer tabulated the score into the table for the calculation of mean as followed:

Table 4.7 The Table for Calculating Mean of Posttest Score

Interval (I)	Frequency (F)	Mid-Point (x)	FX	FK(b)	FK (a)
83-86	1	84.5	84.5	9	1
79-82	2	80.5	161	8	3
75-78	1	76.5	76.5	6	4
71-74	5	72.5	362.5	5	9
	$\Sigma F = 9$		$\Sigma FX = 684.5$		

A. Calculating Mean

$$M_x = \frac{\Sigma fX}{N} = \frac{684.5}{9}$$

$$= 76.055$$

The calculation above showed of mean value was 76.055 of the posttest score

The last step, the writer tabulated the scores of pretest into the table for the calculation of standard deviation and the standard error as followed:

Table 4.8 The Table of Calculation of the Standard Deviation and the Standard Error of the Post Test Score.

Interval (I)	Frequency (F)	(X)	X'	Fx'	Fx' ²
83-86	1	84.5	3	3	9
79-82	2	80.5	2	4	16
75-78	1	76.5	1	1	1
71-74	5	72.5	0	0	0
	$\Sigma F=9$			$\Sigma Fx'=8$	$\Sigma Fx'^2=26$

B. Calculating Standard Deviation

$$SD = i \sqrt{\frac{\Sigma FX'^2}{N} - \frac{(\Sigma FX')^2}{(N)^2}}$$

$$= 4 \sqrt{\frac{26}{9} - \frac{(8)^2}{(9)^2}}$$

$$= 4 \sqrt{\frac{26}{9} - \frac{64}{81}}$$

$$=4\sqrt{2.888 - 0.790}$$

$$= 5.793$$

C. Calculating Standard Error

$$SE = \frac{SD}{\sqrt{N-1}}$$

$$= \frac{5.793}{\sqrt{9-1}}$$

$$= 2.0484$$

The result of calculation showed the standard deviation of post test score was 5.793 and the standard error of post test score was 2.0484.

B. Testing of Normality and Homogeneity

1. Normality Test

a) Testing normality of post-test

Table 4.9 Testing normality of post-test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
POSTTEST	.257	9	.088	.850	9	.075

The table showed the result of test normality calculation using SPSS 21.0 program. To know the normality of data, the formula could be seen as follows:

If the number of sample. > 50 = Kolmogorov-Smirnov

If the number of sample. $< 50 =$ Shapiro-Wilk

Based on the number of data the writer was $9 < 50$, so to analyzed normality data was used Shapiro-Wilk. The next step, the writer analyzed normality of data used formula as follows:

If Significance $> 0.05 =$ data is normal distribution

If Significance $< 0.05 =$ data is not normal distribution

Based on data above, significant data of experiment and control group used Shapiro-Wilk was $0.075 > 0.05$. It could be concluded that the data was normal distribution.

2. Homogeneity Test

a. Testing Homogeneity of posttest

Table 4.10 Testing Homogeneity of posttest

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.577	1	16	.458

The table showed the result of Homogeneity test calculation using SPSS 21.0 program. To know the Homogeneity of data, the formula could be seen as follows:

If $0,05 > \text{sig.} =$ Not Homogeny distribution

If $0,05 < \text{sig} = \text{Homogeny distribution}$

Based on data above, significant data was 0,458. The result was $0,05 < 0,458$, it meant the t-test calculation used at the equal variances assumed or data was Homogeny distribution.

C. The Result of Data Analysis

1) Testing Hypothesis Using Manual Calculation

Table 4.11 Mean and the Standard Deviation of Posttest

Group	Mean	Standard Deviation
Posttest	76.055	5.793

The table showed the result of the mean calculation of posttest group was 76.055 and the result of standard error was 5.793. To examine the hypothesis, the writer used the formula as follow:

$$t_o = \frac{x - \bar{x}}{SE / \sqrt{n}}$$

$$= \frac{76.055 - 70}{5.793 / \sqrt{9}}$$

$$= 3.135$$

$$df = (N - 1)$$

$$= 9 - 1$$

$$= 8$$

2) Interpretation

The result of t – test was interpreted on the result of degree of freedom to get the t_{table} . The result of degree of freedom (df) was 8. The following table was the result of $t_{observed}$ and t_{table} from 8 df at 5% significance level.

Table 4.12 The Result of T-Test Using Manual Calculation

$t_{observe}$	t_{table}	Df
	5 % (0,05)	
3.135	2.31	8

The interpretation of the result of t-test using manual calculation, it was found the $t_{observe}$ was higher than the t_{tabel} at 5% level or $3.135 > 2.31$. It meant H_a was accepted and H_o was rejected. It could be interpreted based on the result of calculation that H_a stating that there was any significant effect of using guided-questions strategy toward the students' writing ability of the tenth grade students at SMA NU Palangka Rayawas accepted and H_o stating that There was no any significant effect of using guided - questions strategy toward the students' writing ability of

the tenth grade students at SMA NUPalangka Raya was rejected at 5% level of significance. It meant that there was any significant effect of using guided-questions strategy toward the students' writing ability of the tenth grade students at SMA NU Palangka Raya.

D. Discussion

The result of analysis showed that there was significant effect of using guided - questions strategy toward the students' writing score of the tenth grade students at SMA NU of Palangka Raya. The students who were taught used guided - questions strategy reached higher score than those who were taught without used guided - questions strategy. Meanwhile, after the data was calculated using t_{test} , it was found that the value of t_{test} was higher than t_{table} at 5% level of significance $t_{test} = 3.135 > t_{table} = 2.31$. This finding indicated that the alternative hypothesis stating that there was significant effect of using guided - questions strategy toward the students' writing ability of the tenth grade students at SMA NU Palangka Raya was accepted. On the contrary, the null hypothesis stating that there was no any significant effect of using guided - questions strategy toward the students' writing ability of the tenth grade students at SMA NU Palangka Raya was rejected.

The statically finding was suitable with the theories as stated in chapter II page 13, Robinson in Nawawistates that guided or controlled writing is writing in which one cannot make a serious error so long as he

follows directions. This is the same method which gives some questions about a topic by giving some questions into a paragraph of affirmative statements. Here every meeting the students made a recount paragraph, before making a recount paragraph they answer the guided – question, made list, and they made a recount paragraph based on their answering was done before, after making a recount paragraph, the result of their recount paragraph was given to their seatmate and they evaluated each other. Then if they found difficulties they may ask to the writer as the teacher and the last the students rewrite their recount paragraph. The result of treatment which was using guided – questions strategy can be explained where the teacher was the writer. In the first meeting, the writer gave pretest to the students. The test used written test in essay test instruction. Based on the evaluation standard of English subject from 9 students there were 7 students who failed and there are 2 students who passed. In the second meeting, teaching learning process was begun. It was the first meeting of teaching learning process in this meeting. In the third meeting. It was the second meeting of teaching learning process in this meeting, the students write answer the guided – questions then made the outline based on own answer as they can. In the fourth meeting. It was the third meeting of teaching learning process in this meeting, in this meeting the students begun to write a recount paragraph, but before they must answer the guided – questions which the writer gave as they can. In the fifth meeting it was the fourth meeting of teaching learning process in this

meeting. In this meeting was same with before meeting. The last, in the sixth meeting there was not teaching learning process. The writer gave posttest to the students. The item of posttest was same as the item on the pretest. The result of posttest would be compared with the result of pretest. In the posttest almost the students were passed, there were 9 students who passed and there were no students who failed. It showed that guided - questions strategy may help and made easier the students in making recount paragraph.