

CHAPTER V

DISCUSSION

The result of data analysis showed that there is no significant difference of students' writing ability between who graduated from Islamic School and those graduated from Public School. It could be proved from the score of both group, were not really difference. Based on the five component such as content, organization, vocabulary, language use, and mechanism. From the five components of both group, the score was not difference. The difference of content of both group was 8 points. The difference of the organization of both group was 41 points. The difference of the vocabulary of both group was 7 points. The difference of the language use of both group was 16 points and the difference of the mechanism of writing was 3 points. (see in appendix 4) It can conclude that from the five elements of writing of both group was not significance difference. Actually the university students had same ability of making paragaraph. A little difference of both group in writing is in the organization.

Then it was found the mean of students graduated from Islamic School was 78.36 and the mean of students graduated from Public School was 75.78. Furthermore, the deviation standard of students graduated from Islamic School was 79.07 and the deviation standard of students graduated from Public School was 76.73. Then those results were compared using t- test with pooled variant formula and it was found that t_{observed} was 0.111 and t_{table} was 2,02. It means, from the computation was found that $t_{\text{observed}} < t_{\text{table}}$.

Furthermore, to prove the validity of the the result of t-test calculation using manual calculation the writer used SPSS 16 also for showing the result, that there is no significance difference of the students' writing ability between who graduated from Islamic School and those graduated from Public School at Study Program of English Education of State Islamic College of Palangka Raya. It is proved by the value of t_{observed} that was lower than 0.05 level of significance ($0.877 > 0.05$). There were some factors that might be a reason of why there is no significance difference of the students' writing ability between who graduated from Islamic School and those graduated from Public School at Study Program of English Education of State Islamic College of Palangka Raya, for instance:

1. The different of students' program in the last school, it means they took some programs that did not support their ability in increasing English skill. Most of them took sains and social program. So, they need to be more adapted with some lessons that they did not master before.
2. The learning process in their school not support their ability to increase their English well, such as in the Islamic School (MA) students are almost taught more about religion knowledge and just a little time taught about English for instance; Fiqh, Hadist, PPI, etc and it made them did not have many times to learn more about English language.
3. The sample of this research were in the third semester it means the school-background could not give significant effect toward their writing ability, because of they have studied for a year in the college

and all the environment, motivation and their pretension it have been contaminating to them.

Related to the research finding, students of the third semester of the Study Program of English Education, they have their own style learning toward the second language acquisition. School-background could not give effect to their writing, because of they was influenced by many factors one of it was environment. Gardner stated that, Intellectual Question (IQ) it can be differ into personal intelligent that include linguistic, logical thinking, spacial, musical, kinetic, interpersonal, and intrapersonal. Definetely, personality is the most determinor of the second language capability. So, it can conclude that school-background could not give significant effect to the third semester of the Study Program of English Education. Because of the injection and the contamination of the environment such as college, dormitory and their community toward second language acquisition.

According to Brown, there are twelve principles second language learning, which teaching can be based. It is divided into three main parts such as cognitive principle, affective principle, and linguistic principle.⁴³ The objectives of cognitive learning principle are remembering, understanding, applying, analyzing, evaluating, and creating. Then the characteristic of affective principle is a large proportion of emotional involvement, it can be seen from feeling about self, relationship in a community of learners, and emotional ties between language and

⁴³Chapter IV, p. 30 -36

culture. The last one is linguistic principle, the category of it is the centre on language itself and how learners deal with these complex linguistic systems.

Based on the explanation above, the result of this research it could be interpreted those students had their own style in learning. The writer argued that, when they studied in this campus as a university students, their ability or knowledge could not be differ each others, because of their cognitive aspect could not measure based on their school-background. It just can be seen from their affective, like their language ego, self-confidence or the language-culture connection. Then the linguistic principle is the most determiner to their ability in second language acquisition. In this case the writer used recount text as a link for them to build their ability in making a paragraph. The writer knew that writing is the most complex skill that can be master by all students or university students. So, that the writer choosed the recount text to make them enjoy in developing their ideas into paragraph. To sum up it, school-background could not give effect to the university students in writing ability, because the most influence of the university students knowledge is the intrinsic motivation of themselves to reach the second language acquisition, especially in writing ability.