

## CHAPTER V

### DISCUSSION

In this part, the writer described the discussion based research finding that analysis used Two-ways ANOVA.

#### A. Discussion

The result of analysis showed that there was significance effect of using basic questioning technique with picture toward high and low motivation of students' achievement in writing recount text at first year of SMPN 2 Palangka Raya. The students who were taught using basic questioning technique with picture got higher score with mean (81.8) than those students who were taught by conversional method with mean (74.6). Moreover, after the data calculated using Two-Ways Anova with 5% level of significance. It was found that the F value was higher than F table with  $\alpha= 0.05$ .

First, result based on the calculation above used manual calculation and SPSS program, the  $F_{\text{observed}}$  between columns was 23558.6. Then it was consulted with  $F_{\text{table}}$  of with the level of significance 5% so  $F_{\text{table}} = 4.00$ . Because  $F_{\text{observed}}=23558.6 > F_{\text{table}}= 4.00$ , the difference between columns was significance. It could be concluded that using basic questioning technique with picture toward high motivation level of student's achievement in writing recount text was significance effect. Thus,  $H_a$  stating that the basic questioning technique with picture is effective to the high motivation students' writing skill of recount text at the eighth grade of SMPN 2 Palangka Raya was accepted, and  $H_0$  stating that the technique of basic questioning with picture is not effective to the high motivation

students' writing skill of recount text at the eight grade of SMPN 2 Palangka Raya was rejected.

Second, result of testing hypothesis shown that the  $F_{\text{observed}}$  between rows was 14.8 which consulted with  $F_{\text{table}}$  with the level of significance 5%, because the  $F_{\text{observed}} = 14.8 > F_{\text{table}} = 4.00$ , the difference between rows was significance. It could be concluded that using basic questioning technique with picture media toward high and low motivation level of students' achievement in writing recount text was significance effect. Therefore,  $H_a$  stating that the technique of basic questioning with picture is effective to the low motivation students' writing skill of recount text at the eight grade of SMPN 2 Palangka Raya was accepted, and  $H_0$  stating that the technique of basic questioning with picture is not effective to the low motivation students' writing skill of recount text at the eight grade of SMPN 2 Palangka Raya was rejected.

Third calculation, the  $F_{\text{observed}}$  columns by rows (interaction) was 5.54 that consulted with level of significance 5%, because  $F_{\text{observed}} = 5.5 > F_{\text{table}} = 4.00$ , it could be concluded that using the technique basic questioning with picture toward high and low motivation level of student's achievement in writing recount text is significance effect and there was difference on both. It meant that the effect of using the technique basic questioning with picture media in teaching writing recount text depended on the students' level achievement.

This finding indicated that the alternative hypothesis stating that there was any significances effect of basic questionig technique with picture toward low

motivation level of students' achievement in writing recount text was accepted. It meant that  $H_a$  was accepted and  $H_o$  was rejected.

There are several reasons of using basic questioning technique with picture gives effect in writing recount text to the low motivation. It is suitable with Ulin statement that *Basic Questioning* is a key aspect of the teaching and learning process and it is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding.<sup>1</sup> basic questioning with picture is to give a stimulus to make the students get an idea about the lesson that will be discussed.

Then, Ramet stated that *Picture* provides an interactive dimension and educational element, tell the entire story without any text at all, add to the tone and complement the story.<sup>2</sup> Media have important roles in teaching and learning process. Students' motivation can be increased by using media in teaching. Media are kinds of substances that are used by a teacher during teaching and learning process to support the presentation of the lesson. Media have important roles in teaching and learning process. Students' motivation can be increased by using media in teaching.<sup>3</sup> Picture is one of graphic media in teaching learning. Graphic media is combination of fact and concept clearly and strongly included a combination act of learning words and picture.<sup>4</sup>

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<sup>1</sup>UlinNi'mah, *The Effectiveness*, p.21.

<sup>2</sup>Adele Ramet, *Creative Writing*, p.142.

<sup>3</sup>UlinNi'ma, *The Effectiveness*, p. 25.

<sup>4</sup>RodhatulJannah, *Media Pembelajaran*, p.55

After that, the function of media is to send messages' learning.<sup>5</sup> Graphic media also defined as visual media that provides information or message related period, lines, pictures, or the others symbols. Its purpose to give description certain ideas, data, condition or events that happened. Graphic Media is called two dimension (2D).

Penny Ur defines intrinsic motivation as a common desire to learn for oneself. She also claims that it is tied to pupils' previous attitudes, i.e. they consider learning useful, or they have positive respect to language learning which wards the target language and to its cultural, political and ethnic components.<sup>6</sup>

According to Noel statement that intrinsic motivation refers to the reasons for the second are obtained from a person's inbuilt joy and interest in the activity as well as the spontaneous satisfaction that come with it. When people are intrinsically motivated, they will get involved in activities or task that interest them willingly and they do not need material rewards or restraints.<sup>7</sup>

Therefore, it can be said that the more a person takes pleasure in learning his or her target language, the higher the chance that he or she will succeed in it and so, the better he or she will feel about the activity or task. This statement supported by Deci and Ryan when they mentioned that if someone is intrinsically motivated in learning, the quality of the learning will improve, those conditions

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<sup>5</sup>Ibid.,p.1.

<sup>6</sup> UKESSAY, *Exploring Extrinsic and Intrinsic Motivations Involved Education Essay*, UK: Australia, 2013, p.7.

that are autonomy supporting and informational will promote more effective learning as well as enhanced intrinsic motivation and self esteem<sup>8</sup>

The students understand what should they do and write when the researcher show. Beside, there was no significances effect of basic questionig technique with picture toward high motivation levels of students achievement. On contrary, the null hypothesis was accepted. Personal motivation comes from within you are motivated from the inside out when someone “makes” you do something, your goal is to get the other person to leave you alone.<sup>9</sup>

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<sup>8</sup>*Ibid.*, p.8.

<sup>9</sup>Bob Sullo, *Activating Desire to Learn*, USA: ASCD, 2007,p.1.

## BAB VI

### CLOSURE

In this section, the researcher would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of Problem of the Study as stated in chapter I which the finding was based on the result of data analysis. The suggestion were expected to make batter improvement and motivation for students, teacher and researcher related with the teaching learning of writing recount text by using basic questionig technique with picture.

#### A. Conclusion

Based on the research problems and the hypothesis testing research finding could be concluded as follow:

1. Based on the result of analysis data, teaching used basic questionig technique with picture gave significance effect on high motivation students in writing recount text at the eighth grade at SMPN 2 Palangka Raya. It could be proved by the  $F_{\text{observed}}$  between columns was 23558.6. Then it was consulted with  $F_{\text{table}}$  of with the level of significance 5% so  $F_{\text{table}} = 4.00$ . Because  $F_{\text{observed}} = 23558.6 > F_{\text{table}} = 4.00$ , the difference between columns was significance.
2. Teaching used basic questionning technique with picture gave significance effect on low motivation levels of students in writing recount text at First year Students at SMPN 2 Palangka Raya.
3. Teaching used basic questioning technique with picture gave significance effect on high and low motivation levels of students in writing recount text at the eighth grade of SMPN 2 Palangka Raya. The  $F_{\text{observed}}$  columns by rows

(interaction) was 5.5 that consulted with level of significance 5%, because  $F_{\text{observed}} = 5.54 > F_{\text{table}} = 4.00$ , it could be concluded that using basic questioning technique with picture toward high and low motivation level of student's achievement in writing recount text was interaction.

## **B. Suggestion**

Based on the research finding, there are some suggestions which are addressed to the teachers, students, and other researcher.

### **1. The Teacher**

It is recommended that the teacher apply basic questioning technique with picture in writing class:

- a. Basic Questioning technique with picture may become alternative technique in teaching writing recount text, especially for low motivation students. Using basic questioning technique is good innovation. It can stimulate students' interest in writing. By using basic questioning technique with picture, the students are able to get ideas of what to write and arrange the paragraph more easily. So, the students will not get difficulties to get ideas in writing.
- b. The teacher should match the picture with suitable material for junior high school students, so the goal of the study can be achieved.
- c. Before teaching and learning process, the teacher should prepare the technique or media well. It meant that before using basic questioning technique with picture as technique in teaching writing, it is better if

teacher checks whether the text can be classified as recount text or not, whether the text is appropriate to their level or not.

## **2. The Students**

- a. To make success in the implementation of basic questioning technique with picture, it is recommended that the students gave good response to the teachers when they apply the basic questioning technique with picture in the class.
- b. To make low -motivated students are encouraged to learn English, especially in writing recount text.
- c. To make students score of learning English better in students who have low motivation in learning English especially in writing recount text

## **3. The other researcher**

This study only focused on using basic questioning technique with picture. The further, researcher were expected to conduct research on basic questionig technique with various design with the same technique but different genres. The study can be as their reference to conduct their other researches on the same field.