CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the writer presented the data which had been collected from the research in the field of study. The data were the result of pretest and posttest of experimental and control group, result of data analysis, and discussion.

A. The Result of Pre test Group Control and Experimental Group

1. Distribution of Pre test Scores on Control and Experimental Group

The writer describe the data of students pre test on control and experimental group. The writer did pre test of Control Group on Monday, August 22th,2016 at 11.55-13.15 a.m with 30 students in class VIII B and did pre test of Experiment Group on Saturday August 20th,2016 at 09.55-11.55 a.m with 30 students in class VIII A. The study was assigned to write a Descriptive text about 50-100 words. To knew the description of students pre test score, it can be seen on the table 4.1

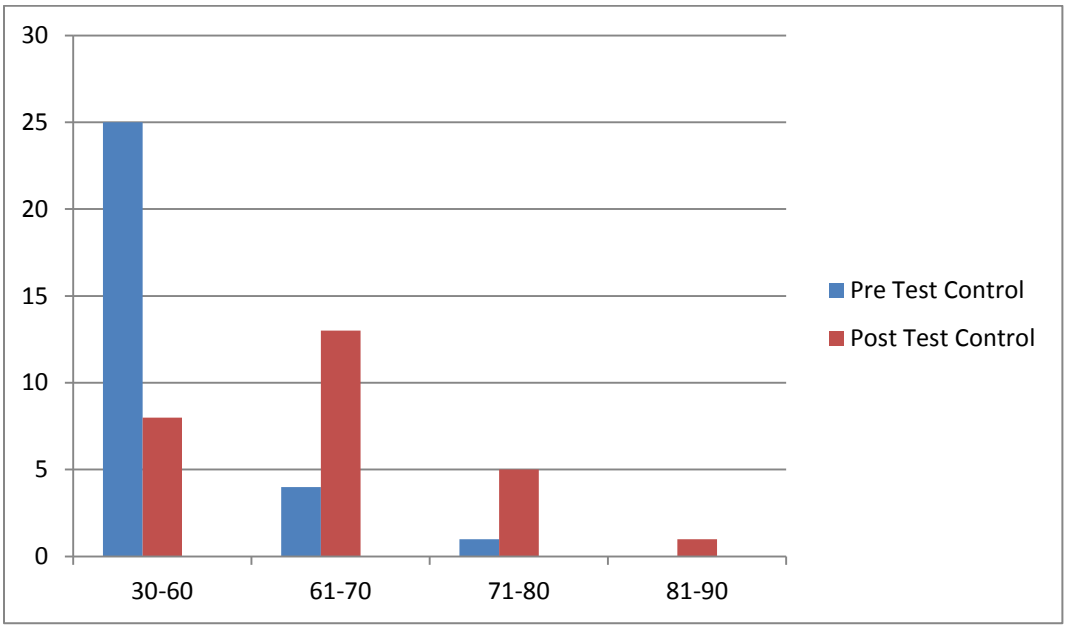
Table 4.1 The Description of Pre Test Scores of the Data Achieved by the Students in Control and Experimental Group.

	Control Group		Experimental Group	
No	Code	Score	Code	Score
1	C01	54	E01	64
2	C02	44	E02	62
3	C03	49	E03	39
4	C04	44	E04	70
5	C05	35	E05	36
6	C06	54	E06	54
7	C07	34	E07	34

8	C08	58	E08	53
9	C09	33	E09	33
10	C10	42	E10	42
11	C11	33	E11	33
12	C12	36	E12	36
13	C13	37	E13	67
14	C14	59	E14	58
15	C15	64	E15	62
16	C16	57	E16	52
17	C17	77	E17	77
18	C18	47	E18	53
19	C19	52	E19	41
20	C20	52	E20	41
21	C21	38	E21	47
22	C22	33	E22	33
23	C23	32	E23	42
24	C24	68	E24	68
25	C25	60	E25	55
26	C26	52	E26	62
27	C27	49	E27	49
28	C28	58	E28	58
29	C29	53	E29	53
30	C30	63	E30	63
Mean		**48,90**		**51,23**
Highest		**77.00**		**77.00**
Lowest		**32.00**		**33.00**
Std. Deviation		**11.920**		**12.635**

Table 4.2 Histogram of the Frequency Distribution of Pre test Score of the Control and Post test Control Group

The distribution of students' score in pre-test and post-test of control group and can also be seen in the following figure.



From the figure above it shows that there are twenty five students who got score 30 - 60, they got less predicate. There were 4 students who got score 61-70, they got Enough predicate. There one student who got score 71-80, they got good.

From the figure above it shows that there are eight students who got score 40 -60, they got less predicate. There were thirteen students who got score 61-70, they got Enough predicate. There were five students who got score 71-80, they got good predicate. And there was one students who got 81-90,they got very good predicate.

B. The Result of Post test Group Control and Experimental Group

1. Distribution of post test Scores on Control and Experimental Group

The writer describe the data of students post test score of the experimental group. To knew the description of students pre test score, it can be seen on the table 4.3

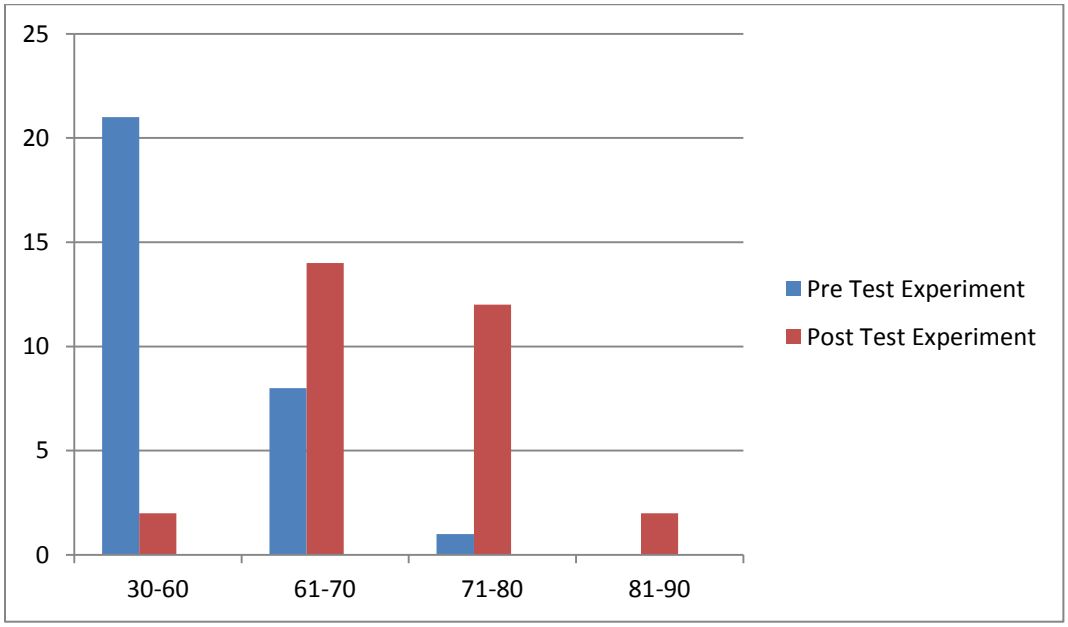
Table 4.3 The Description of Post Test Scores of the Data Achieved by the Students in Control and Experimental Group

	Control Group		Experimental Group	
No	Code	Score	Code	Score
1	C01	61	E01	81
2	C02	49	E02	64
3	C03	53	E03	72
4	C04	71	E04	69
5	C05	49	E05	67
6	C06	49	E06	70
7	C07	59	E07	73
8	C08	79	E08	66
9	C09	63	E09	69
10	C10	64	E10	67
11	C11	62	E11	72
12	C12	64	E12	67
13	C13	67	E13	75
14	C14	77	E14	82
15	C15	61	E15	66
16	C16	54	E16	66
17	C17	72	E17	75
18	C18	60	E18	67
19	C19	62	E19	71
20	C20	64	E20	74
21	C21	65	E21	62
22	C22	71	E22	76
23	C23	64	E23	73
24	C24	63	E24	54

25	C25	63	E25	61
26	C26	71	E26	47
27	C27	62	E27	75
28	C28	81	E28	67
		-	E29	75
		-	E30	62
Mean		**63.56**		**68.83**
Highest		**81**		**82**
Lowest		**49**		**47**
Std. Deviation		**8.478**		**7.259**

Based on the data above, it can be seen that the students' highest score was 82 and the students' lowest score was 47. The distribution of students' pretest score of experiment group can be seen in the following figure 4.4

Figure 4.4 Histogram of the Frequency Distribution of Pre test Score of the experimental Group and Post test score of Experiment



From the figure above it shows that there are twenty one students who got score 30 -60, they got less predicate. There were eight students who got score 61-70, they got Enough predicate. There one student who got score 71-80, they got good.. Base on the distribution above, can be seen that there are students of experiment group who got Fail predicate before given treatment.

From the figure above it shows that there are two students who got score 40 -60, they got less predicate. There were fourteen students who got score 61-70, they got Enough predicate. There were 12 students who got score 71-80, they got good predicate. And there were two students who got 81-90,they got very good predicate.

C. The Comparison Result Between Control and Experimental Group on The Post-Test

Based on the data analysis, it can see by comparison post-test of Control group and Experimental group in the following table:

Table 4.5 The Comparison Result Between Post-test of Control and Experimental Group

No	Control	Experimental	Improvement
	Post-Test	Post-test	
1	61	81	20
2	49	64	15
3	53	72	19
4	71	69	-2
5	49	67	18
6	49	70	21
7	59	73	14
8	79	66	-13
9	63	69	6
10	64	67	3
11	62	72	10
12	64	67	3
13	67	75	8

14	77	82	5
15	61	66	5
16	54	66	12
17	72	75	3
18	60	67	7
19	62	71	9
20	64	74	10
21	65	62	-3
22	71	76	5
23	64	73	9
24	63	54	-9
25	63	61	-2
26	71	47	-24
27	62	75	13
28	81	67	-14
29	-	75	-
30	-	62	-
Mean	**63.56**	**68.83**	
Highest	**81**	**82**	
Lowest	**49**	**47**	
Std Deviation	**8.478**	**7.259**	

The table above showed us the comparison of post test score achieved by control group and experimental group. Both control group and experiment group have not same score. It can be seen from the post-test control group Mean is 63.56.Then, the Mean of post-test experimental group is 68.83. Then, for post-test of control group the highest score 81.00 and the lowest score 49.00. And then, for post-test experimental group the highest score 82.00 and the lowest score 47.00. It means that the control group and experimental group have different level in writing ability of narrative text after getting the treatment.

D. Testing of Normality and Homogeneity

1. Normality Test

The testing of normality test used SPSS 20.0 program. It is divided into two parts, testing of normality of post-test both experimental and control group.

Table 4.6 Testing normality of post-test experimental and control group

Tests of Normality							
	group of students	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Scores of students posttest	Control	**.146**	**27**	**.147**	**.949**	**27**	**.204**
	Experiment	**.148**	**30**	**.091**	**.940**	**30**	**.089**

The table shows the result of test normality calculation using SPSS 20.0 program. To know the normality of data, the formula can 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 28 < 50, so to analyzed normality data the writer used Shapiro-Wilk. The next step, the writer analyzed normality of data by using 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 is 0.204 > 0.05 and 0. 089 > 0.05. It can be concluded that the data is normal distribution.

2. Testing Homogeneity

Testing homogeneity used SPSS 20.0 program. The result of testing homogeneity of post-test of experimental and control group can be seen on the table 4.9.

Table 4.7 Testing Homogeneity and independent samples test of post-test of experimental and control group

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
4.335	5	12	.017

The table shows the result of Homogeneity test calculation using SPSS 20.0 program. To know the Homogeneity of data, the formula can be seen as follows:

If Sig. > 0.05 = Equal variances assumed or Homogeny distribution

If Sig. < 0.05 = Equal variances not assumed or not Homogeny distribution. Based on data above, significant data is 0.668. The result is 0.668 > 0.05, it mean the t-test calculation used at the equal variances assumed or data is Homogeny distribution

E. Testing Hypothesis Using Calculation of T-Test

The last step on data analysis was testing hypothesis using calculation of T- test used SPSS 20.0 program.

1. Manual Calculation

Standard error of mean of score between Variable I and Variable II

$SE_{M1} - SE_{M2} = \sqrt{(SEm1)^2 + (SEm2)^2}$

$SE_{M1} - SE_{M2} = \sqrt{(1.33)^2 + (1.57)^2}$

$SE_{M1} - SE_{M2} = \sqrt{1.7689 + 2.4649}$

$SE_{M1} - SE_{M2} = \sqrt{4.2338}$

$SE_{M1} - SE_{M2} = 2.05762$

$SE_{M1} - SE_{M2} = 2.06$

The calculation above showed the standard error of the difference mean between X1 and X2 was 2.06. Then, it inserted to the formula to get the value of $t_{observed}$ as follows:

$T_o = \frac{M1-M2}{SEm1-SEm2}$

$T_o = \frac{68.83-63.57}{2.06}$

$T_o = \frac{5.26}{2.06}$

$T_o = 2.55339$

$T_o = 2.55$

Which the criteria:

If (t-observed) ≥ t-table, H_a was accepted and H_0 was rejected

If (t-observed) ≤ t-table, H_a was rejected and H_0 was accepted

Then, the degree of freedom (df) accounted with the formula:

$\mathbf{Df = (N1 + N2 - 2)}$

= (30+28) – 2

= 56

Table 4.8 The Result of T-Test Using Manual Calculation

Variable	T test	T table		Df/db
		5 %	1 %	
X_1-X_2	2.55	**2.01**	**2.57**	56

H_a was rejected if t_{table} 1 % H_a was accepted if t_{table} 5 %

H_o was accepted t_{table} 1 % $H_a$was rejected if t_{table} 5 %

Table 4.9 Mean, Standard Deviation and Standard Error of Experiment Group and Control Group using SPSS 20.0 Program

Group		N	Mean	Std. Deviation	Std. Error Mean
Score	Experiment	30	68.83	7.2 6	1.33
	Control	28	63.56	8.32	1.57

2. Table 4.10 The Calculation of T – Test Using SPSS 20.0

Independent Samples 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	99% Confidence Interval of the Difference	
									Lower	Upper
scores of studen	Equal variances assumed	.185	.668	2.571	56	.013	5.262	2.047	1.162	9.362

ts postte st	Equal variances not assumed			2.559	53.740	.013	5.262	2.056	1.139	9.385

To know the testing hypothesis of data used SPSS 20.0 program, the formula can be seen as follows:

H_0 : If score sig. (2-tailed) > 0.05 it means H_0 was accepted and H_1 was rejected.

H_a : If score sig. (2-tailed) < 0.05 it means H_1 was accepted and H_0 was rejected.

Based on data above, significant probability (sig.2-tailed) is 0.013. The result is 0.013 < 0,05, it mean H_a was accepted and H_0 is rejected. From the result of testing hypothesis using calculation of t-test, it is shows that The students taught using Idea Listing technique gain better writing achievement than those taught using non Idea Listing technique

F. Interpretation

To examine the truth or the false of null hypothesis stating that the there is effect of idea listing technique in writing descriptive text at eighth graders of MTs An-Nur Palangka Raya. The result of t – test was interpreted on the result of degree of freedom to get the ttable. The result of degree of freedom (df) was 56. The following table was the result of tobserved and ttablefrom 56 df at 5% significance level.

Table 4.11 The Result of T-Test Using SPSS 20.0 Program

t_{test}	t_{table}		Df
	5 % (0,05)	1 % (0,01)	
2.55	2.01	2.57	56

The interpretation of the result of t-test using SPSS 20.0 program, it was found the t observe was greater than the t table at 5% smallest mean t_{table} at 1 % significance level or 2.01<2.55<2.57 It means that H_a was accepted at 5 % and rejected at 1 % significance level and $H_o$was rejected at 5 % and accepted at 1 % significant level, It could be interpreted based on the result of calculation that Ha stating that idea listing technique was significantly effect for Teaching Writing Descriptive Text at 5 % significant level of the eight grade students at MTs AN-NUR Palangka Raya was accepted and Ho stating idea listing technique was not effect for Teaching Writing Descriptive Text at 5 % significant level of the eight grade students at MTs AN-NUR Palangka Raya was rejected. It meant that teaching writing with idea listing gave significant effect at 5%significance level, at not significant 1 %.

G. Discussion

The students taught using Idea Listing technique gain better writing achievement than those taught using non Idea Listing technique. The students who were taught using Idea Listing technique got higher score than students who were taught without using non Idea Listing technique. It was proved by the mean score of the students who were taught

using Idea Listing technique was **68.83** and the students who were taught without using Idea Listing technique was **63.56**. Based on the result of hypothesis test calculation, it was found that the value of significant probability (sig.2-tailed) is 0.013. The result is 0.013< 0,05, it mean H_1 was accepted and H_0 is rejected. From the result of testing hypothesis using calculation of t-test, it is shows that The students taught using Idea Listing technique gain better writing achievement than those taught using non Idea Listing technique.

The finding of the study interpreted that the alternative hypothesis stating that using Idea Listing improving student's writing skill at the first grade of MTS AN- NUR was accepted.

Based on the results finding of the study, it was shown that using Idea Listing improving student'gives beneficial contribution in increasing the students' writing skill during the instructional process. The process steps are as follows.

It suitable with the advantages of IDEA LISTING TECHNIQUE that Listing technique is good for writing as the part of prewriting process. Listing technique is good in developing students' ideas in writing. It means that students can develop their ideas focused on one topic. listing technique can be useful to develop ideas or create main points of writing. Student may use listing technique to facilitate discussions for generating innovative ideas for writing. This technique helps them search for a better understanding of a topic. By eliciting diverse smaller topics and ideas on the given topic. In addition, through the activity of listing technique, writers have more time to go into depth on topics of interest. It will draw out a wide range of thoughts on given topic and help them to rapidly identify many aspects the topic even when they are just beginning to think about it.

By listing technique, student can see the breadth of their thinking. They are likely encouraged to create or discover as many as they can. That is why it is very helpful when we want to generate the ideas for the target topic. Then teaching learning by ILT also help students to improving writing skills at the first grade of MTS AN- NUR. Several steps of teaching using ILT can bee seen as follows.

The results supported theory by Mifftah Chaper II page 31. First, teacher leads students to a topic by showing pictures through LCD followed by some questions as brainstorming. Then he introduces the issue or topic and tells the instructional objectives. Students are given an allotted time to respond to the question; however, when necessary, it is important that they remain flexible in taking additional time. They should be able to complete steps one through seven within 15 to 30 minutes.

Second, teacher asks students to participate in generating ideas through ILT. To do so, he distributes a model of an expository paragraph, asks them to sit in groups of three, and asks a group member to be facilitator to lead the process. Then he assigned them to analyze the paragraph for focusing on the writing task of writing an expository paragraph. The use of ILT in prewriting stage enables students to get ideas because it is similar to the techniques – ways to get started – used in prewriting stage such as brainstorming, clustering, strategic questioning, sketching, free writing, exploring the senses, interviewing, and information gathering.

Third, teacher distributes a large sheet of paper (A4). It is suggested to arrange a large sheet of paper (i.e., wall paper, A4 paper, flip chart). Students often produce more ideas than they expect, thus a sufficient amount of larger paper is required. He next informs

students to be involved in their group activities and to follow the rules include – all ideas count even the "crazy" ones and no side conversations during the activities.

Fourth, teacher asks students to explore and share ideas of a general topic to be smaller ones or sub topics (in words and phrases), and list them on the paper as the first list. If students begin to discuss ideas while they are still being listed, the facilitator should remain them of the ground rule that side conversations are not allowed. In addition, teacher reminds students that the time will be up, so they might produce additional ideas. It is suggested that near completion of generating ideas, the teacher announces to students that "Approximately two minutes remain for generating ideas." Sometimes this announcement may produce additional ideas. After that, he asks them to read the ideas listed and discuss them for clarity and grouping in categories, and then rearrange the ideas based on the categories. Next he asks them to choose one of the items listed in the categories to be a smaller topic to write an expository paragraph.

Fifth, students are asked to generate ideas of the sub topic that have been decided in words or phrases, and list them on the paper as the second list. It is to lead students to easily write suitable topic sentence for an expository paragraph. Any of these ideas can be the controlling idea in their topic sentence, while some others can be supporting sentences. Teacher also reminds students that the time will be up, so they might produce additional ideas. After that, to organize their ideas generated using ILT, he assigns students to make a paragraph outline for an expository paragraph.

Sixth, teacher assigns students to write first draft in drafting stage. Drafting stage centers on providing students chances to start writing based on a paragraph outline idea they have made in the previous stage. Drafting is a stage designed to allow the writers to put their ideas on paper without worrying about mechanics or neatness. This statement is in line with asserting that drafting is the process of getting ideas on paper. In addition, points out that drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience and trained instruction. In this stage, students are assigned to write rough draft as their first draft. For so doing, students are assigned to write a title and start writing their first draft individually based on the outline they have made.

Seventh, teacher asks students to revise their first draft in revising stage. The revising stage focuses on providing students chances to revise their first draft they have made in the drafting stage with emphasis on the content and organization rather than on the mechanics. Revising is to make the writing clearer and more interesting to the readers. Both drafting and revising stages are the core of the writing process. In revising stage students rethink and rewrite the first draft to form the second draft. To do so, teacher guides students to revise their writing in terms of content and organization through peer revising and self revising. To do peer revising, students are asked to make a group of three. They are suggested to use Peer Review Checklist for Expository Paragraph taken from book, Refining Composition Skills: Rhetoric and Grammar. They respond to each other's drafts by answering the questions of the checklist in their task book. Meanwhile, for self revising, students are assigned to revise their own draft by using Revision Checklist for Expository Paragraph taken from book, Refining Composition Skills: Rhetoric and Grammar Students

answer the questions of the checklist in their task book, and then write second draft based on the suggestion from peer and self revising.

Finally, teacher assigns students to edit their second draft in editing stage. The editing stage centers on providing students chances to edit the drafts, and proofread the drafts for accuracy and correctness in spelling, punctuation, capitalization and grammar. Editing is putting the piece of writing into its final form. It is the process in which students begin to look at correctness. Assert that editing stage primarily focuses on the content of students' writing. Students need to edit their draft to make sure their sentences are clear. To do so, teacher guides students to edit their second draft through self editing. They are suggested to use Self Editing Worksheet taken from book, Introduction to Academic Writing. They respond their own draft by answering the questions of the worksheet. After that, they are asked to write final version of their writing, and then to submit.