

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter the researcher presents the findings transformed into statistical result based on the instruments used in conducting the research hypothesis testing as well as discussion

#### **A. Research Findings**

##### **1. Presentation of Data**

In this research, the researcher presents some data based on the research instruments that are used to collect the data. In this case, the researcher used two instruments namely test and documentation.

##### **a. The Result of Pre-test and Post-test**

As had been stated in previous chapter, test is the main instrument in this research. It means that the data which are obtained from the test instruments will be analyzed by using statistical forms. In this research, the researcher used two kinds of tests namely pre-test and post-test, the tests were about writing descriptive text. To measure the students' ability of writing, the researcher gave pre-test namely asked them to write descriptive text based on the topic that had been taught by the instructor to them before

giving the treatment. After giving the pre-test, the researcher gave them a treatment by teaching descriptive text using picture series to strengthen and increase their understanding of writing descriptive text. In scoring the result of writing descriptive text test, the researcher used, the researcher used five components of scoring writing, they are: content, organization, vocabulary, language usage, and mechanics.

The researcher gave the pre-test to the students on Tuesday, 13 April 2021 at 8.30, there were 30 students of the class who was being conducted the pre-test, the result of the pre-test is on the list of the table.

The total score of the pre-test is 2118, to calculate mean of the pre-test, the researcher used the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

$$\frac{2118}{30}$$

$$= 70,6$$

#### **The Mean Score of Students' Pre-test**

|          | N  | Total score | Mean  |
|----------|----|-------------|-------|
| Pre-test | 30 | 2118        | 70,60 |

While the researcher finished giving pre-test, the researcher gave treatment to the students, namely the researcher taught writing descriptive

text by using picture series. In that case, the researcher himself explained the material taught as well as picture series as a media for writing, the researcher also gave them an example of how to make writing paragraph of descriptive text by using picture series to increase the students' understanding of writing descriptive text. The implementation of the treatment done by the researcher during the research as follow:

- 1) Researcher provide a writing text of descriptive, picture series and the teaching material.
- 2) Researcher give a treatment about the effect of descriptive text, namely by giving picture series in the form pictures to the students while teaching descriptive text.
- 3) And then, the researcher give the explanation about the picture series correlated with descriptive text material and discuss it together with the students.
- 4) The last, researcher gave encouraged understanding about picture series and evaluated their understanding.

Then, the researcher gave post-test on Tuesday, 20 April 2021, the researcher asked the student to write descriptive text through picture series, to know whether there was effect of the media toward students' writing achievement, there were 30 students as well who was being conducted the post-test, the post-test score was higher than the score of pre-test, the result of post-test is on the list of table.

The highest score is 90 and the lowest score is 66, the total score is 2243, to calculate the mean of post-test, the researcher used the same formula as pre-test, as:

$$\bar{x} = \frac{\sum x}{N}$$

$$\frac{2243}{30}$$

$$= 74,77$$

#### **The Mean Score of Students' Post-test**

|           | N  | Total score | Mean  |
|-----------|----|-------------|-------|
| Post-test | 30 | 2243        | 74,77 |

Based on the results of pre-test and post-test score is known the mean of post-test is higher than pre-test, the difference both of tests is 4,17 points. It can be concluded that the students who are taught writing descriptive text by using picture series have higher achievement than those who are not taught by using picture series on students' writing skill of descriptive text.

#### **b. The Result of Documentations Data**

- 1) The students' name list, pre-test and post-test score
- 2) Lesson Plan
- 3) Photos
- 4) The steps of analyzing scores using SPSS v.21

## 2. Data Analysis of Test Findings

### a. Validity of the instrument

A test should be valid in the sense that if it measures what it intends to be measured.<sup>1</sup> The validity of the test always depends on situation and purpose of the test used. A test that is valid for any situation, and the purpose of using test is also factor in showing validity. In this research, the researcher used content validity to show the validity of the instrument. In Content validity, the coverage of the tasks becomes the evidence.<sup>2</sup> The content validity of an assessment procedure is largely established through the genre of a text.

To know whether or not the test instrument tested related to the material given, the researcher showed the topic taught and the tests to the English instructor before giving them to the students. In order to know the validity of the tests to be given.

### b. Reliability of the Instrument

Reliability is used to make sure that the obtained data tests above is reliable. In order to help the researcher counting the data gotten to show the reliability of the writing tests done by the students, the researcher used statistical formula. Then, the researcher calculated the

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<sup>1</sup>Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2009), page. 173

<sup>2</sup>Adnan Latief. *Research Methods on Language Learning an Introduction*. (Malang: UM Press 2013), Page.226

reliability of the test writing descriptive text by using *Cronbach Alpha*, the formula is:

$$\alpha = \left( \frac{N}{N-1} \right) \left( 1 - \frac{\sum si^2}{Sx^2} \right)$$

Before computing the reliability test, the researcher computed the five components of scoring writing, they are: content, organization, vocabulary, language usage, and mechanics and each students' scores of each writing components. In this case, the researcher used SPSS v.21 to analyze the reliability. While the steps analyze the reliability using SPSS v.21 see in the appendix.

### The Reliability Test Result Analyzed by SPSS v.21

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .852             | 5          |

From the computation used SPSS v.21, it was gotten the total of reliability was 0.852 while there were five value of components which were tested, it could be calculated that the instrument of this research namely test used was reliable. It was consulted with r table 5% and 1% that  $r^{11} 0.852 > 0.349$ . Also, it was higher than 0.60,  $0.852 > 0.60$  of Cronbach Alpha.

Then, the researcher concluded that the test instrument done by the students fulfilled the reliability.

### c. T-test Analysis

In this part, the researcher analyzed the data gotten namely pre-test and post-test by using t-test. In analyzing the data, the researcher also used SPSS v.21. In addition, the steps how to analyze t-test using SPPSS v.21 provided in the appendix, the result of t-test gotten was:

#### The T-test Result Analyzed by SPSS v.21

|        |           | Mean  | N  | Std. Deviation | Std. Error Mean |
|--------|-----------|-------|----|----------------|-----------------|
| Pair 1 | Pre test  | 70.60 | 30 | 4.797          | .876            |
|        | Post test | 74.77 | 30 | 5.513          | 1.007           |

|                                  | Paired Differences |                |                 |   |        | T       | Df | Sig. (2-tailed) |
|----------------------------------|--------------------|----------------|-----------------|---|--------|---------|----|-----------------|
|                                  | Mean               | Std. Deviation | std. Error Mean | 95% Confidence Interval of the Difference |        |         |    |                 |
|                                  |                    |                |                 | Lower                                     | Upper  |         |    |                 |
| Pair 1<br>pre test,<br>post test | -4.167             | 2.276          | .415            | -5.016                                    | -3.317 | -10.029 | 29 | .000            |

### d. Hypothesis Testing

In analyzing data, the researcher used t-test namely paired sample t-test in SPSS v.21, as it was known that the claim of hypothesis testing are: if significant value (2 tailed)  $< 0.05$ , then nul hypothesis ( $H_0$ ) is rejected and alternative hypothesis is accepted. While, if significant value (2 tailed)

$> 0.05$ , then nul hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected.

In this case, the significant value of (2 tailed)  $< 0.05$ , namely  $0.00 < 0.05$ , it can be inferred that nul hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. Therefore, there is the significant effect of picture series on descriptive text students' writing in Bata-Bata English Centre (BBEC) Boarding House Bata-bata Palengaan Pamekasan.

## **B. Discussion of Findings**

In this research, the researcher used two research problems, they are: Is students' writing in Bata-Bata English Centre (BBEC) better after taking picture series on their descriptive text, and how significant is the effectiveness of picture series on descriptive text of students' writing in Bata Bata English Centre (BBEC) Boarding House Bata Bata Palengaan Pamekasan.

Based on the finding of this research that the students taught writing descriptive text using picture series in Bata Bata English Centre (BBEC) Boarding House Bata Bata Palengaan Pamekasan have higher achievement than those who do not taught by using that teaching media on writing descriptive text as well as there is an effectiveness of picture series on descriptive text of students' writing, picture series can increase the students' ability of writing descriptive text. The statistical analysis using SPSS v.21 shows that the significance of 2 tailed is  $0.000 < 0.05$ . It means that  $H_0$  is rejected and  $H_a$  is accepted that infers there is effectiveness of picture series on descriptive text of



students' writing achievement in Bata Bata English Centre (BBEC) Boarding House Bata Bata Palengaan Pamekasan.

Furthermore, the mean result of pre-test is 70.60 while the mean of post-test is 74.7, the difference both of tests is 4,17 points. It can be concluded that students' writing skill at Bata-Bata English Centre (BBEC) is better after being taught using picture series on their descriptive text.

Also, picture series has good effect for the students to increase their interest as well as their understanding to write descriptive text. This media helps students to increase their writing capability and decrease their boredom of learning English writing as well.