# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on presenting the basic result of the data analysis. Four main topics are discussed here. There are description of data, data analysis, hypothesis testing and discussion.

## A. The Description of Data

To investigate students' writing achievement in recount text being taught using and without using by scaffolding technique, the researcher conducted pretest and posttest.

### 1. The score of Pre test and post test

In this research, the writer presents the students achievement being taught using and without using by applying scaffolding technique. The research objective is to know the students' writing recount text when they are taught without using scaffolding technique and when they are taught by using scaffolding technique. The researcher used test as an instrument in collecting the data. The test was held in class X-IIA 1 as experimental group and Class X-IIA 2 as control group. The instruction was the students to write a recount text with their own word. The researcher present and analyze the data through two kinds of test that are pre test and post test. The pre test given before being taught by applying scaffolding technique and post test is given after being taught byapplying scaffolding technique. The students writing achievement is scored using analytical scoring rubric.

The data of this research consisted of pretest score and posttest score of control and experimental group. Those are explained as follows.

**a. Pre-Test of Control Group**

Control group is a class which was given a treatment in writing recount text without using scaffolding technique. The teaching and learning activity was done by the researcher as usual or using conventional research. Before the researcher gave the treatment, the researcher administered a pretest for the control group.

**Table 4.1 The Students' Score of Pre-Test**

| No | Subjects | Pre-Test Score |
|---|---|---|
| 1. | AF | 75 |
| 2. | AFA | 65 |
| 3. | AK | 50 |
| 4. | DHS | 70 |
| 5. | DML | 70 |
| 6. | EAS | 60 |
| 7. | HFZ | 50 |
| 8. | KQ | 60 |
| 9. | KRN | 50 |
| 10. | MAMW | 75 |
| 11. | MBAY | 60 |
| 12. | MFM | 70 |
| 13. | MSF | 65 |
| 14. | MTI | 70 |
| 15. | NL | 60 |
| 16. | NMM | 65 |
| 17. | NTP | 65 |
| 18. | NZM | 70 |
| 19. | RMA | 70 |
| 20. | RMM | 60 |
| 21. | SANA | 65 |
| 22. | TNM | 65 |
| 23. | UK | 70 |
| 24. | WJ | 70 |
| 25. | ZAI | 65 |

The pre test followed by 25 students of X-IIA2. The researcher allocated the time about 45 minutes for conducting pre test. The pre test was in the form of writing instruction that the students should make or write recount text, they can choose the topic based on the researcher given. It was done before treatment process using scaffolding technique. The test was intended to know the basic competence of the students before the students get the treatment. The pre test was held at 11th of January 2019.

**Table 4.2 Descriptive statistic of Pre-Test**

**Statistics**

Pretest

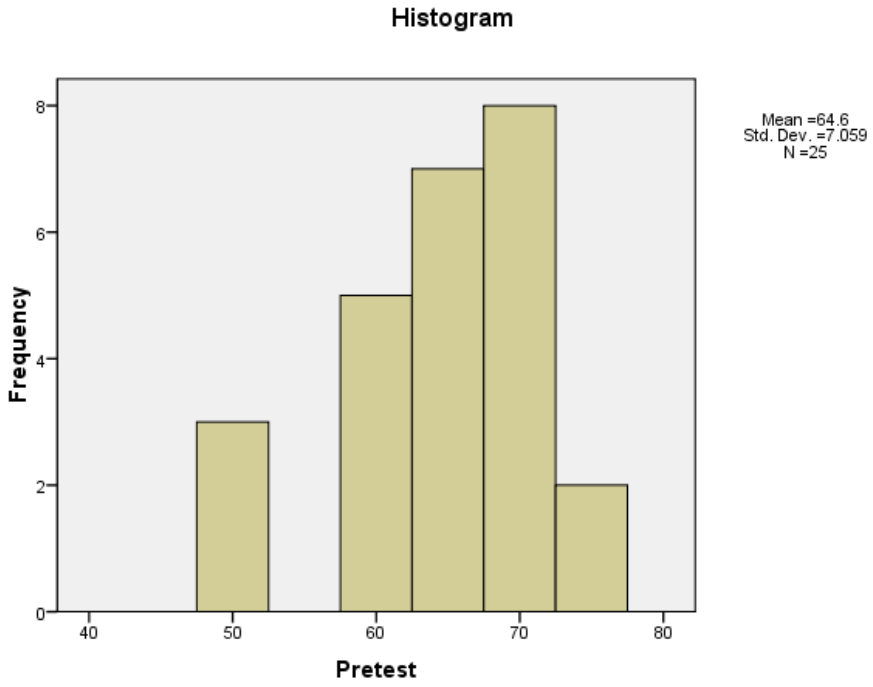
| | | |
|---|---|---|
| N | Valid | 25 |
| | Missing | 0 |
| Mean | | 64.60 |
| Median | | 65.00 |
| Mode | | 70 |

**Table 4.3 Frequency of Pre-Test**

**Pretest**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 50 | 3 | 12.0 | 12.0 | 12.0 |
| | 60 | 5 | 20.0 | 20.0 | 32.0 |
| | 65 | 7 | 28.0 | 28.0 | 60.0 |
| | 70 | 8 | 32.0 | 32.0 | 92.0 |
| | 75 | 2 | 8.0 | 8.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |

**Figure 4.1 Histogram Pre-Test**




Based on the tables and histogram of pretest above, that consist of 25 students. It shows that the mean score is 64.6, the median score is 60.00 and the mode score is 60. The frequency of pre test after distributed there is 3 student (12.0%) getting score 50, 5 students' (20.0%) getting score 60, 7 students' (28.0%) getting score 65, 8 students' (32.0%) getting score 70, 2 students' (8.0%) getting score 75.

**b. Post-Test of Control Group**

Administering a posttest in writing recount text for control group was done to know the improvement of students' writing recount text although the learning activity was without using scaffolding technique.

**Table 4.4 The Students' Score of Post-Test**

| No | Subjects | Post-Test Score |
|---|---|---|
| 1. | AF | 75 |
| 2. | AFA | 75 |
| 3. | AK | 60 |
| 4. | DHS | 80 |
| 5. | DML | 80 |
| 6. | EAS | 70 |
| 7. | HFZ | 60 |
| 8. | KQ | 75 |
| 9. | KRN | 70 |
| 10. | MAMW | 60 |
| 11. | MBAY | 70 |
| 12. | MFM | 70 |
| 13. | MSF | 75 |
| 14. | MTI | 80 |
| 15. | NL | 80 |
| 16. | NMM | 70 |
| 17. | NTP | 65 |
| 18. | NZM | 70 |
| 19. | RMA | 75 |
| 20. | RMM | 70 |
| 21. | SANA | 75 |
| 22. | TNM | 70 |
| 23. | UK | 80 |
| 24. | WJ | 75 |
| 25. | ZAI | 70 |

The post test was held at X-IIA2 that have 25 students. The post test given to the students by asking them to write a recount text about the topic that researcher choose . It was done after the treatment process by using without scaffolding technique. This test was intended to know the students writing achievement after student get the treatment process by using without scaffolding technique. The post test was held at 8th of February 2019.

**Table 4.5 Descriptive statistic of Post-Test**

**Statistics**

PostTest

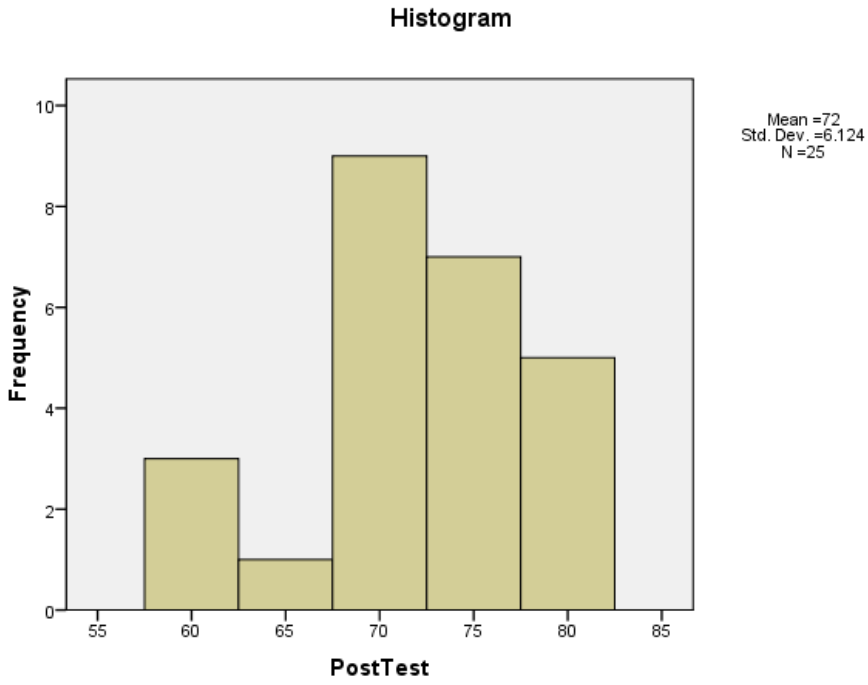
| | | |
|---|---|---|
| N | Valid | 25 |
| | Missing | 0 |
| Mean | | 72.00 |
| Median | | 70.00 |
| Mode | | 70 |

**Table 4.6 Frequency of Post-Test**

**PostTest**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 60 | 3 | 12.0 | 12.0 | 12.0 |
| | 65 | 1 | 4.0 | 4.0 | 16.0 |
| | 70 | 9 | 36.0 | 36.0 | 52.0 |
| | 75 | 7 | 28.0 | 28.0 | 80.0 |
| | 80 | 5 | 20.0 | 20.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |

**Figure 4.2 Histogram Post-Test**




Based on the tables and histogram of post-test above, that consist of 25 students. It shows that the mean score is 72.00, the median score is 70.00 and the mode score is 70. The frequency of post-test after distributed there are 3 student (12.0%) getting score 60, 1 students' (4.0%) getting score 65, 9 students' (36.0%) getting score 70, 7 students' (28.0%) getting score 75, 5 students' (20.0%) getting score 80.

**c. Pre-Test of Experimental Group**

Experiment group is a class which was given a treatment in writing recount text by using scaffolding technique. Before the researcher gave the treatment, the researcher administered a pretest of writing recount text as a pretest that administered for the control group.

**Table 4.7 The Students' Score of Pre-Test**

| No | Subjects | Pre-Test Score |
|---|---|---|
| 1. | AM | 65 |
| 2. | AMN | 65 |
| 3. | AUN | 70 |
| 4. | AM | 70 |
| 5. | ATL | 60 |
| 6. | DAM | 50 |
| 7. | DMNA | 60 |
| 8. | DSP | 60 |
| 9. | EYF | 50 |
| 10. | FR | 60 |
| 11. | FDS | 60 |
| 12. | IA | 70 |
| 13. | LFI | 55 |
| 14. | LAW | 60 |
| 15. | MIA | 60 |
| 16. | MSP | 55 |
| 17. | MNF | 70 |
| 18. | MHNA | 60 |
| 19. | MSK | 60 |
| 20. | NIF | 65 |
| 21. | RWM | 70 |
| 22. | RIA | 60 |
| 23. | SAP | 65 |
| 24. | SKS | 65 |
| 25. | TARP | 60 |
| 26. | YKS | 60 |
| 27. | YMF | 65 |

The pre test followed by 27 students of X-IIA1. The researcher allocated the time about 45 minutes for conducting pre test. The pre test was in the form of writing instruction that the students should make or write recount text, they can choose the topic based on the researcher given. It was done before treatment process using scaffolding technique. The test was intended to know the basic competence of the students before the students get the treatment. The pre test was held at 12th of January 2019

**Table 4.8 Descriptive statistic of Pre-Test**

**Statistics**

PreTest

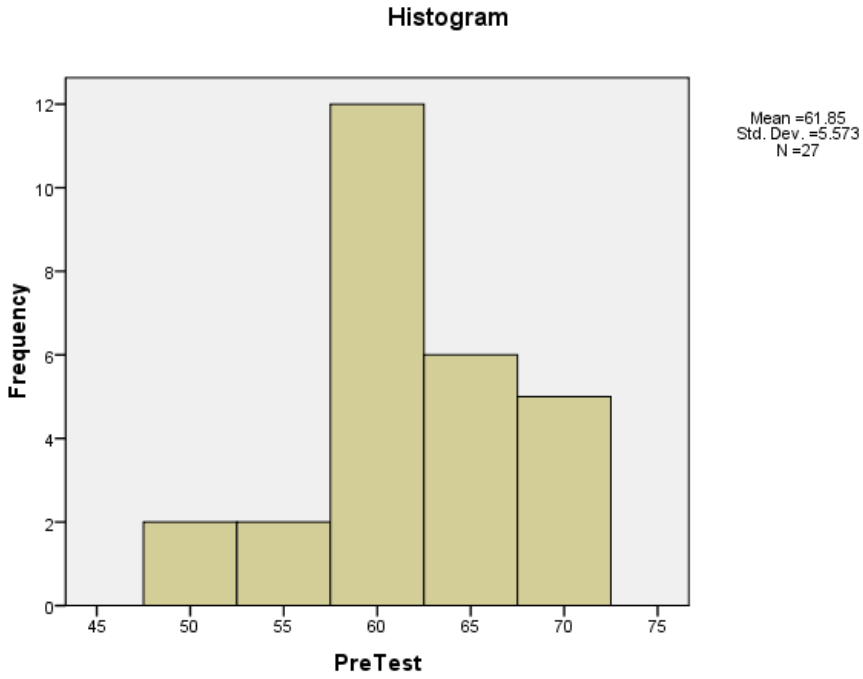
| | | |
|---|---|---|
| N | Valid | 27 |
| | Missing | 0 |
| Mean | | 61.85 |
| Median | | 60.00 |
| Mode | | 60 |

**Table 4.9 Frequency of Pre-Test**

**PreTest**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 50 | 2 | 7.4 | 7.4 | 7.4 |
| | 55 | 2 | 7.4 | 7.4 | 14.8 |
| | 60 | 12 | 44.4 | 44.4 | 59.3 |
| | 65 | 6 | 22.2 | 22.2 | 81.5 |
| | 70 | 5 | 18.5 | 18.5 | 100.0 |
| | Total | 27 | 100.0 | 100.0 | |

**Figure 4.3 Histogram Pre-Test**




Based on the tables and histogram of pretest above, that consist of 27 students. It shows that the mean score is 61.85, the median score is 60.00 and the mode score is 60. The frequency of pre test after distributed there are 2 student (7.4%) getting score 50, 2 students' (7.4%) getting score 55, 12 students' (44.4%) getting score 60, 6 students' (22.2%) getting score 65, 5 students' (18.5%) getting score 70.

**d. Post-Test of Experimental Group**

Administering a posttest in writing recount text for experimental group was done to know the improvement of students' writing recount text although the learning activity was by using scaffolding technique.

**Table 4.10 The Students' Score of Post-Test**

| No | Subjects | Post-Test Score |
|---|---|---|
| 1. | AM | 80 |
| 2. | AMN | 80 |
| 3. | AUN | 75 |
| 4. | AM | 85 |
| 5. | ATL | 90 |
| 6. | DAM | 80 |
| 7. | DMNA | 75 |
| 8. | DSP | 80 |
| 9. | EYF | 80 |
| 10. | FR | 85 |
| 11. | FDS | 80 |
| 12. | IA | 80 |
| 13. | LFI | 80 |
| 14. | LAW | 80 |
| 15. | MIA | 70 |
| 16. | MSP | 70 |
| 17. | MNF | 85 |
| 18. | MHNA | 80 |
| 19. | MSK | 85 |
| 20. | NIF | 90 |
| 21. | RWM | 85 |
| 22. | RIA | 80 |
| 23. | SAP | 85 |
| 24. | SKS | 85 |
| 25. | TARP | 85 |
| 26. | YKS | 90 |
| 27. | YMF | 75 |

The post test was held at X-IIA1 that have 27 students. The post test given to the students by asking them to write a recount text about the topic that researcher choose . It was done after the treatment process by using scaffolding technique. This test was intended to know the students writing achievement after student get the treatment process by using scaffolding technique. The post test was held at 9th of February 2019

**Table 4.11 Descriptive statistic of Post-Test**

**Statistics**

PostTest

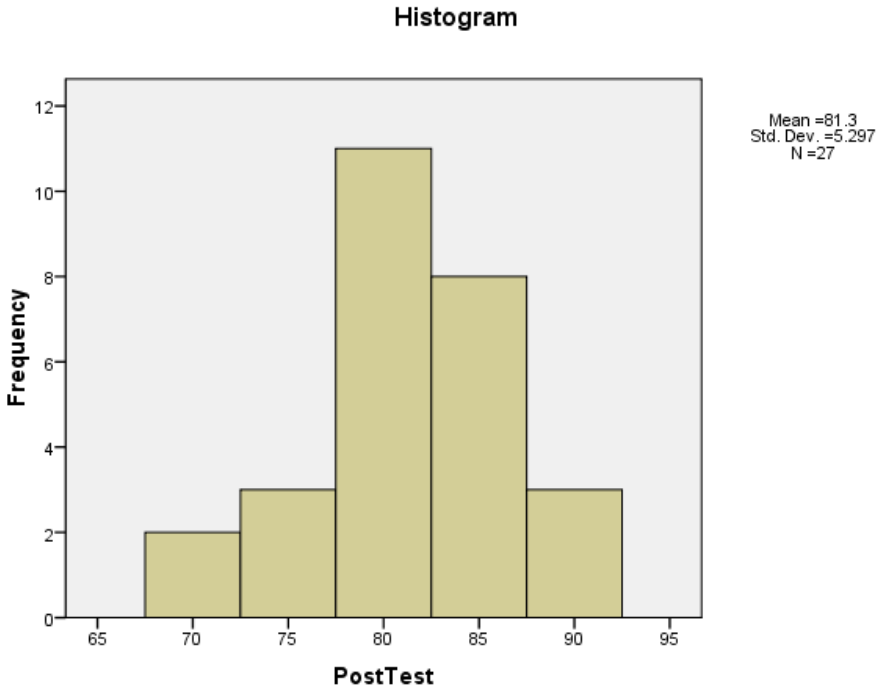
| | | |
|---|---|---|
| N | Valid | 27 |
| | Missing | 0 |
| Mean | | 81.30 |
| Median | | 80.00 |
| Mode | | 80 |

**Table 4.12 Frequency of Post-Test**

**PostTest**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 70 | 2 | 7.4 | 7.4 | 7.4 |
| | 75 | 3 | 11.1 | 11.1 | 18.5 |
| | 80 | 11 | 40.7 | 40.7 | 59.3 |
| | 85 | 8 | 29.6 | 29.6 | 88.9 |
| | 90 | 3 | 11.1 | 11.1 | 100.0 |
| | Total | 27 | 100.0 | 100.0 | |

**Figure 4.4 Histogram Post-Test**




Based on the tables and histogram of post-test above, that consist of 27 students. It shows that the mean score is 81.30, the median score is 80.00 and the mode score is 80. The frequency of post-test after distributed there are 2 student (7.4%) getting score 70, 3 students' (11.1%) getting score 75, 11 students' (40.7%) getting score 80, 8 students' (29.6%) getting score 85, 3 students' (11.1%) getting score 90.

## B. Data Analysis

### 1. Difference Data in Posttest of Control and Experimental Group.

The researcher compared students score of posttest of both groups that consisted of the highest score, the lowest score and the mean score in writing recount text. After that the researcher found out the score of each group from students score in posttest to know whether the student was getting down, same or different. The result of difference of statistical data in posttest of control group and experimental group can be seen in the table below.

**Table 4.13 Descriptive Statistic of Post-Test Control and Experimental Group**

**Statistics**

| | | Control | Experimental |
|---|---|---|---|
| N | Valid | 25 | 27 |
| | Missing | 2 | 0 |
| Mean | | 72.00 | 81.30 |
| Median | | 70.00 | 80.00 |
| Mode | | 70 | 80 |

Based on the table above, it can be seen the difference of the students score in posttest of control and experimental group in writing recount text. In posttest of control group showed that the highest score was 80, the lowest score was 60 and the mean score was 72.00, while in posttest of experimental group showed that the highest score was 90, the lowest score was 70 and the mean score was 81.30.

The result above showed that the experimental group who were taught writing recount text by using scaffolding technique was higher that the control group who were taught writing recount text without using scaffolding technique. It showed that there was significant difference of the students in writing recount text that were taught writing recount text using and without using scaffolding technique. In other word, the using of scaffolding technique in teaching writing recount text was effective to teaching writing for the students at first grade of Islamic Senior High School 3 Tulungagung.

In this research, the researcher used statistical test using computation Independent Sample T Test by SPSS 16.00. It is used to know the effectiveness of using scaffolding technique in teaching writing recount text. These subjects were referred to as independent because they are independently from the different subject. The result as follow:

**Table 4.14 Group Statistics of Two Groups**

**Group Statistics**

| | PostTest | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Score | 1 | 25 | 72.00 | 6.124 | 1.225 |
| | 2 | 27 | 81.30 | 5.297 | 1.019 |

Based on the table 4.19, the data presented the performance scores of the members of two groups which the students who were taught writing recount text without using scaffolding technique and those were taught by using scaffolding technique. Output independent sample

statistics shows that there are mean scores differences between the control group and the experimental group. The mean score of controlgroup is 72.00 and the mean score of control group is 81.30. The member of students in the control group is 25 and in the experimental group is 27.

## C. Hypothesis Testing

The hypotheses testing of this research are as follow:

1. If the significance level is bigger than 0.05, the alternative hypothesis ($H_a$) is accepted and null hypothesis ($H_0$) is rejected.

   It means that there is different score of students achievement in writing recount text who was taught without and using scaffolding technique. The different is significant.

2. If the sinificance level is smaller than 0.05, the Null hypothesis ($H_0$) is accepted and the alternative hypothesis (Ha) is rejected

   It means that there is no different score of students achievement in writing recount text who was taught without and using scaffolding technique. The different is not significant

   To know whether the significance level, the researcher analyzed the data by using SPP 16.0

**Table 4.15 The Result of Analyzing Independent Sample T Test**

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Score | Equal variances assumed | .638 | .428 | -5.867 | 50 | .000 | -9.296 | 1.585 | -12.479 | -6.114 |
| | Equal variances not assumed | | | -5.834 | 47.660 | .000 | -9.296 | 1.594 | -12.501 | -6.092 |

On the table 4.15 shows the result of output independent sample T test. The significance level of the result is 0.428. If the significance level is bigger than 0.05, the alternative hypothesis (Ha) is accepted and null hypothesis (H0) is rejected. So Ho is rejected and Ha is accepted. Whereas If the sinificance level is smaller than 0.05, the Null hypothesis ($H_0$) is accepted and the alternative hypothesis (Ha) is rejected. Beacuse the significance level of the result is 0.428 bigger than 0.05, it means that Ha which states that there is significant different achievement of students writing recount text between who are taught writing without using scaffolding technique and those are taught writing by using scaffolding technique is accepted. Whereas Ho which states that there is no significant different achievement of students writing recount text between who are taught writing without using

scaffolding technique and those who are taught by using scaffolding technique is rejected.

It means that there is significance level different score of students writing ability in recount text in the first grade of Islamic Senior High School 3 Tulungagung taught by using and without using Scaffolding technique.

## D. Discussion

Regarding on the result of data analysis, it was found that scaffolding technique is effective to teach writing recount text. The previous researcher also had proved that scaffolding technique can be effective . For the first research had been conducted by Yulis Yasinta (2014) entitled "the effectiveness of using scaffolding technique towards students skill in writing descriptive text". From the results of the research those shown that sacffolding technique is effective in teaching and learning writing. After conducting this research, the researcher can prove that the scaffolding technique is suitable and appropriate strategy in teaching writing exactly in recount text.

There are advantages of using scaffolding technique. Here the advantages of using scaffolding in writing. From students' the advantages are : 1. Challenging but reasonable tasks that stimulate thinking and motivate efforts to learn. 2. Meaningful instruction and feedback that helps drive further development at an appropriate pace. 3. A learning environment where they are valued as individuals, a collaborative group, and a class. 4. A learning environment where their creativity and thought

processes are acknowledged and accepted. And from teacher are : 1. Identify and use areas of strength and weakness to tailor learning experiences at the individual and group level. 2. Engage students in social interactions to enable learning. 3. Better understand students as individual learners 4. Discover unique thought processes that different students may use to solve problem.

The result of this research showed that there is the effect of students score in pretest and posttest from both groups. This may be caused by fact that the recount text hasn't been taught yet in the both groups. So, when students were taught recount text by any teaching strategy or method they got the effect although the effect for experimental group was higher than the control group. It can be predicted that the effect may be bigger than in the experimental group if the students in experimental group pay more attention in the classroom during the teaching and learning process. It should be noted that during in conducting this research, the students in experimental group were noisier than control group.

Based on the explanation above that the use of scaffolding technique gives positive effect in student's writing ability. It has been verified by the result of data anlysis in that there is significant difference between students writing ability taught without and using by using scaffolding technique. It can be concluded that the used of scaffolding technique is effective in teaching writing of recount text in first grade of Islamic Senior High School 3 Tulungagung.