

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the finding and discussion that included of the description of data, normality and homogeneity testing, hypothesis testing, and discussion.

A. The Description of Data

In this study, the researcher presented the data of students' achievement in writing ability before and after being taught by using Concept Sentence in teaching writing recount text. As mentioned before, the researcher used essay for test as an instrument to collect the data. The questions are 20 that given by researcher for 20 students in A class of VIII at MTs Al Huda Kedungwaru. There were pre-test and post-test that the researcher used to analyze the data. The topic of that test was used in pre-test and post-test had same level.

. The researcher was organized the central tendency and variability such as the means, median, standard deviation, variances, minimum, and maximum of the writing pretest and posttest scores of the sample which calculated respectively by using SPSS IMB 16.0 paired sample T-test. The mean of posttest score (82.15) is larger than the mean of pretest (52.65). The median score of posttest (80) is larger than the median score of pretest (56). While the mood score of posttest (60) is larger than the mood score of pretest (80). The minimum and maximum score from the pretest were 35-63 and from the posttest were 75-95. The standard deviation of posttest is (6.831) lower than the standard deviation of pretest (8.893). It means that the use Concept Sentence has caused improvement of students' score.

To investigate students' writing ability of recount text before and after taught by using Concept Sentence the researcher conducted pretest and posttest. A pretest and posttest was writing test which as the instrument of collecting data. In pretest and posttest, the researcher selected the instruction of test is same but different in the topic. In pretest, the topic was about Holiday, while in posttest was about Very Tired Day. The scores of pretest and posttest based on the five aspects in writing, there are: content, organization, grammar, vocabulary, and mechanics. And to know the result of students' achievement are good or not, the researcher gave criteria on writing ability. The table criteria of scores from a thesis Azzahra (2007) can be seen as follows:

Table 4.1 The Score's Criteria

No	Score	Criteria
1.	85-100	Excellent
2.	70-84	Good
3.	55-69	Average
4.	40-54	Poor
5.	0-39	Very poor

The criteria of scores are needed for students' writing ability before and after being taught by using Concept Sentence. From the table above the researcher can found the scores' criteria of pretest and posttest. The score of pretest and posttest can be seen in the appendix.

The researcher organized the result statistical frequency and the percentage of score in pretest by using IBM SPSS Statistics 16. The table 4.2 and 4.3 below showed the result of statistic and the frequency of pre-test.

Table 4.2 The Result Statistics of Pretest

		pretest	code
N	Valid	20	20
	Missing	0	0

From the table 4.2 above, it was showed the result of statistical frequency and the percentage of score in pretest. The pretest score for 20 students was valid and ready to conduct the writing test in posttest.

Table 4.3 The Frequency of Score in Pretest

Frequency Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	2	10.0	10.0	10.0
	40	1	5.0	5.0	15.0
	42	1	5.0	5.0	20.0
	45	1	5.0	5.0	25.0
	50	3	15.0	15.0	40.0
	55	2	10.0	10.0	50.0
	57	1	5.0	5.0	55.0
	58	3	15.0	15.0	70.0
	60	4	20.0	20.0	90.0
	62	1	5.0	5.0	95.0
	63	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

It can be seen from the table 4.3 that, the frequency of pretest after being distributed there are 2 of 20 students got very poor score (0-39) in writing ability. Then, the 6 students got poor score (40-54) in writing ability. There were 12 students got average score (55-69) in writing ability, 0 students got good score (70-84). And no one of the students got excellent score (85-100).

The researcher organized the result statistical frequency and the percentage of score in posttest by using IBM SPSS Statistics 16. The table 4.4 and 4.5 below showed the result of statistic and the frequency of post-test.

Table 4.4 The Result Statistics of Posttest

Statistics			
		posttest	code
N	Valid	20	20
	Missing	0	0

From the table 4.4 above, it was showed the result of statistical frequency and the percentage of score in posttest. The posttest score for 20 students was valid.

Table 4.5 Frequency of Students' Score in Posttest

Frequency Table

posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	5	25.0	25.0	25.0
	77	1	5.0	5.0	30.0
	79	1	5.0	5.0	35.0
	80	6	30.0	30.0	65.0
	85	2	10.0	10.0	75.0
	90	2	10.0	10.0	85.0
	92	1	5.0	5.0	90.0
	95	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

It can be seen from the table 4.5 that, the frequency of pretest after being distributed there are 0 students got very poor score (0-39) in writing ability. 0 of 20 students got poor score (40-54) in writing ability, 0 students got average score (55-69) in writing ability, 15 of 20 students got score 70-84 are good. Then, there are 7 students got score 85-100 which mean those students' writing ability are excellent.

This finding indicates that after using Concept Sentence, the students' writing ability is significantly increased proven by the progress of score pretest to posttest.

B. Normality and Homogeneity Testing

a) The result of normality testing

Normality testing is used to see if the researcher's question is suitable for students or not. The results can be obtained from posttest. In this research, the researcher used SPSS IBM 16.0 One-Sample Kolmogorov-Smirnov Test by the significant value (α) 0.05. The result can be seen as follows:

Table 4.6 Normality Testing

One-Sample Kolmogorov-Smirnov Test			
		pretest	posttest
N		20	20
Normal Parameters ^a	Mean	52.65	82.15
	Std. Deviation	8.893	6.831
Most Extreme Differences	Absolute	.204	.274
	Positive	.122	.274
	Negative	-.204	-.148
Kolmogorov-Smirnov Z		.913	1.223
Asymp. Sig. (2-tailed)		.375	.100
a. Test distribution is Normal.			

Based on the table above, the significant value of pretest was 0.913 and the significant value of posttest was 1.223. The value from Asymp. Sig. (2-tailed) of pretest was 0.375 and posttest was 0.100. Then, the value of pretest and posttest was higher than 0.05 ($0.375 > 0.05$) and ($0.100 > 0.05$). It can be concluding that the data of pretest and posttest are normal distribution. It also means that H_0 is accepted and H_a is rejected.

b) The result of homogeneity testing

Homogeneity testing is used to see the similarity between control class and experimental class. Homogeneity testing is conducted to know whether the data has a homogeneous variance or not. The researcher used test of homogeneity of variance with SPSS IBM 16.0 by the value of significance (α) 0.05. The result can be seen below:

Table 4.7 Homogeneity Testing

score			
Levene Statistic	df1	df2	Sig.
1.705	1	37	.200

Based on the table above is known that the Sig. value is 0.200. the test is called homogeneity if the significant score more than 0.05. The test is homogeneity because $0.200 > 0.05$. Thus, it can be concluded that the data is homogeneity.

C. Data Analysis

Data analysis was done to know the difference score of the students in writing ability or recount text before and after being taught by using Concept Sentence. The researcher was organized the data of the writing pretest and posttest scores of the sample which calculated respectively by using SPSS IMB 16.0 paired sample T-test. The researcher used T-test because the data distribution was normal. Table 4.7 represents the result.

Table 4.8 Descriptive Statistic for pretest and posttest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
pretest	20	28	35	63	1053	52.65	8.893	79.082
posttest	20	20	75	95	1643	82.15	6.831	46.661
Valid N (listwise)	20							

From the table 4.5, there were 20 students as sample of this research. The name of the students had been mentioned by initial name to keep the privacy of the students. The researcher administered the test before being taught by using Concept Sentence. the test consisted of instructions about the way to write a recount text in essay form. According to the table 4.7 showed the descriptive statistics of pretest and posttest. The previously

mentioned that there are two hypotheses in this study: (1) Null hypothesis stating that there is no any significant difference on students writing ability of recount text before and after using Concept Sentence. (2) Alternative hypothesis stating that there is any significant difference on students writing ability of recount text before and after using Concept Sentence. Based on the description above, so the hypothesis of this research is the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected because the significant two-tail was bigger than 0.05 ($0.000 > 0.05$).

Table 4.9 Paired Sample Statistics

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.608	.000

The table above showed that there was any significant difference score between pretest and posttest were 0.608 and the score of Sig. is 0.000. If the $\text{Sig.} > 0.05$, it means that H_o is accepted. If the $\text{Sig.} < 0.05$, it means that H_o is rejected. It showed that Sig. 0.000 is lower than 0.05 means that H_o is rejected and H_a is accepted. So, based on the table it can be concluded that using Concept Sentence was effective on students' writing ability of recount text.

Table 4.10 Paired Sample T-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 student's score - student's score	-29.500	6.517	1.457	-32.550	-26.450	-20.243	19	.000

The convention to reject the null hypothesis is when the p-value of the obtained statistics is less than 0.05 (Balnaves & Calputi, 2001). The table output paired samples T-test showed that the mean of the score was 29.500. Meanwhile, the standard deviation was 6.517. The standard mean error was 1.457. the lower different (32.550), while upper different (26.450). The result of T-test is 20.243 with df 19 and the Sig. (2-tailed) is 0.000.

The way to know the (Ho) can be rejected or not was compared by p-value with the standard level of significance (0.05). As the table 4.9, p-value is lower than the significant level ($0.000 < 0.05$). It means that the (Ho) is rejected and the (Ha) is accepted. Thus, there is significant different of the students' score in writing ability before and after being taught by using Concept Sentence.

D. Hypothesis Testing

From data analysis it could be identify that:

- 1) When the significant two-tail was bigger than 0.05 ($0.000 > 0.05$). The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant different score of students' writing ability of recount text at second grade in MTs Al Huda Kedungwaru before and after being taught by using Concept Sentence.

- 2) When the significant two-tail was less than 0.05 ($0.000 > 0.05$). The null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) rejected. It means that there is no significant different score of students' writing ability of recount text at second grade in MTs Al Huda Kedungwaru before and after being taught by using Concept Sentence.

E. Discussion

The way to get the data in effectiveness of using Concept Sentence on the students' writing ability of recount text in second grade of MTs Al Huda Kedungwaru, the researcher conducted the writing test that are pretest and posttest. Then, the researcher analyzed the data by using Paired Sample Test in IBM Statistics 16.0. The analysis data by using SPSS 16.0 version showed that the mean of pretest was 52.65 and posttest improved to be 82.15 after getting treatment. The mean of pretest was lower than posttest ($52.65 < 82.15$). It means that the null hypothesis could be rejected, and it can be concluded that using Concept Sentence was effective on students' writing ability of recount text.

Although, some of students' score of pretest and posttest were not perfect but it showed posttest were significant than pretest. On the output of paired sample test after calculating the data, it showed that t value (Sig. 2-tailed) was 0.000. From comparing with the standard level of significance (0.05), p-value was lower than the significant level ($0.000 < 0.05$). It meant that the alternative hypothesis (H_a) is not rejected and null hypothesis (H_0) was rejected. It could be concluded that there was significant different of students' score before and after being taught by using Concept Sentence. Thus, it can be

interpreted that writing ability of the students had improved after getting treatment by using Concept Sentence.

Based on the result of data analysis above, Concept Sentence method can be used to teach the students' writing ability of recount text. Concept Sentence is one of the techniques of cooperative learning, where students learn with their groups to make several sentences in accordance with the keywords that have been given by the teacher to the students. According to Arends (2008: 322), Concept Teaching models have been developed primarily to teach key concept that serve as foundation for student higher-level thinking and to provide a basis for mutual understanding and communication. In addition, Concept Teaching models have been developed primarily to teach key concept that serve as foundation for student higher-level thinking and to provide a basis for mutual understanding and communication (Arends, 2008: 322). The researcher used Concept Sentence method to improve students' writing ability of recount text at the second grade of MTs Al Huda Kedungwaru.

Based on some of previous studies that using of Concept Sentence in the learning process. It is indicating that it has effective to be applied in teaching and learning process, when conducting a treatment using Concept Sentence teacher give quite time to understand the material and giving response. When the students give a response, they have a longer time to compose a good sentence so that their response will not lead to a misunderstanding. Although, before the researcher conducting a research in this class the students have been taught about recount text with their teacher and the students still need to be memorized. Beside the researcher give an explanation, the researcher asked the students to read the materials until they understand. The teacher can drill students to

improve their thinking. In addition, using cooperative model like Concept Sentence effective to makes students improve their writing skill as well (Fransisca Dita Damayanti and Amir Riyadi, 2013).

The finding of this research was similar with the previous study that using Concept Sentence by Akram, Ferry Rita, Nur Sehang Thamrin (2017) states that Concept Sentence technique is effective to improve the ability of the tenth grade students at SMAN 4 Palu in writing recount text. The design of this study used pre-experimental research design by using one-group pre-test post-test design. They found that the result of data analysis shows that the mean score increased significantly from 41.76 in pretest to 71.47 in posttest. By applying 0.05 level of significance and the degree of freedom (df); 33 ($df = 34 - 1 = 33$), the researcher found that the value of t-counted is higher than the value of t-table ($11.78 > 1.693$). It means that the hypothesis is accepted. It can be concluded that the use of Concept Sentence Technique is effective to improve the ability of the tenth grade students at SMAN 4 Palu in writing recount text.

The second research finding was written by Lila Oktaviani Amalia (2017) with entitled "The effectiveness of Concept Sentence Models in learning writing news text toward VIII Grade Students of SMP Negeri 2 Muntilan". She used experimental study used pretest posttest control group design. Variables in this study were free variables which was a Concept Sentence models and the dependent variables were in the form of students' ability to write news text. The result of this study showed that the obtained of t-value equal to -5.528 with df 58 and p-value 0.000. The p-value was smaller than the 5% significance level ($0.000 < 0.05$). It means that the Concept Sentence models was

effectively used in learning to write news text on the student grade of VIII SMP Negeri 2 Muntilan.

According to Dian Anggraini, M. Shaifuddin, and M. Ismail Sriyanto (2013) states that Concept Sentence method can improve the ability to write poetry on third grade of elementary school. This research focus on write poetry because in Indonesian language the students are expected not only to study languages but also study in literary works. On the other hand, as the students they have to learn all of the thing because it is important for them before they want to choose the best one that appropriate for themselves. Additionally, Ayu Wulandari (2017) states that using concept sentence instruction oriented flash cards can improve teacher skills, student activities, and students' writing poem.

In other previous study, one advantage using Concept Sentence is that students more active and create their ideas to arrange the sentence of a story. Using Concept Sentence in learning was likely to be more interesting and high motivation. Students with high motivation will have been better writing that students having low motivation (Tommy Hastomo, 2010). However, it is not totally right. When the students are able to motivate themselves, the writing performance will not be influenced. To motivate the students, teacher can implementation model of teaching or teaching media which very helpful.

In current finding that conducted by Lolita Kurnia Febriasari & Eko Purwanti (2014) states that Concept Sentence model assisted by visual media can improve the teacher skills, student activities, and narrative writing of fourth grade students. The researcher used visual media because that is appropriate for elementary school and to help the students to dig their imagination about the Concept Sentence itself. Using

Concept Sentence can also make the students more enjoy because they can study in a group, discussion together, and easy to develop their ideas.

The study introduced a new method in teaching learning. Concept Sentence is one of the model of cooperative learning especially in teaching writing. Teaching writing recount text through Concept Sentence method is interesting to do. There are two main steps in conducting the Concept Sentence method. Firstly, the students have to think the ideas that will be written from some keywords and secondly they have to put their ideas into written form. Through Concept Sentence method, these stages facilitate students to write easily because they have identified important ideas that need to be written and keywords to be developed into a paragraph. Although, in the implementation of this method the students work together as a team, the researcher also trains individual students to write good recount text using his own words and ideas.

Beside the result of this study had several important implication as follows:

Writing is the most difficult skill. The teacher must be creative in teaching learning process to make the students good in writing. The teacher can use technique, media, or methods to teach writing. In other that, students get the motivation to improve their ability by using Concept Sentence.

Concept Sentence is one of the model of cooperative learning. In treatment, the teacher makes a group for the students. One group consist of four until five students then they do the task to write a recount text based on the instruction that have been given by the teacher. Used this method in teaching writing make students free, enjoy, and not boring. They can ask and discuss each other so that the burden of learning for them did not happen. In teaching and learning process, Concept Sentence can help teacher and

students to connect by sharing their knowledge or ideas. It means, using Concept Sentence exchange performance of students' writing ability which will build interesting active learning atmosphere in the class.