CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter explains about research findings, normality and homogeneity testing, data analysis, and discussion.

A. Findings

In this part, the researcher presents the students' writing ability before and after taught by using Stick Figure as the media in the teaching writing. The subjects of the research were 34 students of the first grade of MA Darul Huda Wonodadi Blitar. The researcher used writing test as the instrument of this research. The purpose is to know the difference of students' score before and after taught using Stick Figure. To know students' ability of writing recount text, the researcher gave pre-test and post-test. The form and the instruction of pretest and posttest are same, but it has different topic. In pre-test, the topic is last holiday experience, while in post-test is unforgettable experience. Pre-test is a test that given to students before they get treatment. The purpose of pre-test is to know students' ability on writing before they get treatment.

The researcher gave treatment to students after conducting the pre-test. The researcher gave treatment by using Stick Figure as media to the students. The students are given example of Stick Figure. Then, the students try to make Stick Figure based on their experience with the researcher. Stick Figure helps the students to display their idea before they arrange into a story. Using Stick Figure can courage students to dig their

ideas deeper and find the relevant-key words sufficiently, explain some confusion words that students find, and leads students to construct the words to make sentences or text in coherence and in unity to make a recount text. Based on this research, there are some students who create a complete Stick Figure and some of them did not create a complete a Stick Figure, it is because each student has different ability.

After giving a treatment, the researcher conducted post-test. Post-test is a test that given to students after they get treatment. The purpose of post-test is to know students ability after they get a treatment. The result of post-test shows some students got high score. The final result of students' score from pre-test and post-test was analyzed using scoring rubric.

To know the students' achievement is good or not, the researcher gives criteria. The score's criteria adopted from a thesis Azzahra (2017) because the score's from this data is closely accordance with the score's criteria made by Azzahra (2017). The score's criteria 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 researcher presented the result of the pre-test that had been done before treatment. Pre-test was held on March, 29th 2019 at 07.10 until 09.30 am. And the post-test that was held on April, 18th 2019 at 12.30 until

14.00 am. The test was writing achievement test that were in the form of recount text with topic “experienced of holiday”. This test was proposed to know the students’ achievement before receiving the treatment. Table 4.2 displays students’ score before using Stick Figure.

4.2 Students score of pre-test and post-test

Name	Pre-test	Post-test
S-1	24	54
S-2	40	48
S-3	25	46
S-4	37	74
S-5	26	59
S-6	32	62
S-7	20	70
S-8	21	69
S-9	33	54
S-10	33	58
S-11	38	59
S-12	24	49
S-13	37	48
S-14	15	70
S-15	37	48
S-16	22	70
S-17	39	76
S-18	13	62
S-19	16	59
S-20	66	59
S-21	50	46
S-22	32	70
S-23	70	60
S-24	48	54
S-25	26	50
S-26	30	48
S-27	21	46
S-28	42	62
S-29	30	70
S-30	15	69
S-31	26	54
S-32	42	76
S-33	54	59
S-34	14	48

There were 34 students taken to be respondents of this research. Based on table 4.1 above, showed that the highest score of pre-test was 70 and the lowest was 13. While the highest score of post-test was 76 and the lowest score was 46.

After gaining the students' score of pre-test and post-test the researcher organized the result of statistics and the frequency of the students, scores in pre-test by using IBM Statistics 16. The following tables 4.2 and 4.3 showed the result of statistics and frequency of students' score in the pre-test.

Table 4.3 the result of statistics

Statistics

		Pretest	Posttest
N	Valid	34	34
	Missing	0	0

Table 4.4 Frequency of Score in Pre-test

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	1	2.9	2.9	2.9
	14	1	2.9	2.9	5.9
	15	2	5.9	5.9	11.8
	16	1	2.9	2.9	14.7
	20	1	2.9	2.9	17.6
	21	2	5.9	5.9	23.5

22	1	2.9	2.9	26.5
24	2	5.9	5.9	32.4
25	1	2.9	2.9	35.3
26	3	8.8	8.8	44.1
30	2	5.9	5.9	50.0
32	2	5.9	5.9	55.9
33	2	5.9	5.9	61.8
37	3	8.8	8.8	70.6
38	1	2.9	2.9	73.5
39	1	2.9	2.9	76.5
40	1	2.9	2.9	79.4
42	2	5.9	5.9	85.3
48	1	2.9	2.9	88.2
50	1	2.9	2.9	91.2
54	1	2.9	2.9	94.1
66	1	2.9	2.9	97.1
70	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Based on the table 4.2 above showed the numbers that describe the categorizing based on frequency distribution by considering on qualification of the scoring rubric.

a. There are 26 students who got score between 13-39, it means that the students' writing ability was still poor.
b. There are 6 students who got score between 40-54, it means that the students' writing ability was poor.

c. There are only 2 students who got score between 66-70, it means that the students' writing ability was good.

After knowing the result of pre-test, the researcher gave the treatment Stick Figure with the purpose probably can effectively used to gain writing ability.

Table 4.5 the result of statistics

Statistics

		pretest	posttest
N	Valid	34	34
	Missing	0	0

Table 4.6 frequency of students' score in post-test

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	3	8.8	8.8	8.8
	48	4	11.8	11.8	20.6
	49	1	2.9	2.9	23.5
	50	1	2.9	2.9	26.5
	54	4	11.8	11.8	38.2
	58	1	2.9	2.9	41.2
	59	5	14.7	14.7	55.9
	60	1	2.9	2.9	58.8
	62	3	8.8	8.8	67.6
	69	2	5.9	5.9	73.5

70	5	14.7	14.7	88.2
74	1	2.9	2.9	91.2
76	2	5.9	5.9	97.1
78	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Based on the table above, one student got 46, it indicated the poor score, that student's writing was not clear, less of new vocabulary and unclear meaning. The students got 70 scores were nine students, based on scores criteria on the table 4.1 nine students belonged to very good in vocabulary. Then the students got to score76 were two students, it means that the score is higher than the other, although not maximum score but the achievement of the students was very good in vocabulary.

Therefore, there were differences between before and after the treatment process is done. The data showed that there was significant progress. It means that using Stick Figure was effective teachingthe students' writing ability.

B. Normality

1. The result of normality testing

Normality is to know whether the data is normal distribution or not. According to Rohmah (2016), the normality of the data is important because if the data are in normal distribution, the data are considered to be the representative of the population. In this research, the

researcher used one of the methods of normality testing was done towards both tries out of pre-test and post-test score. Normality testing is important to calculate t-test because t-test is a parametric test that needs the normality assumption. The researcher used SPSS IBM 16 One sample Kolmogorov test by significant value 0,05 the result could be seen in the table as follows:

Table 4.7 Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Pretest	posttest
N		34	34
Normal Parameters[a]	Mean	32.29	59.88
	Std. Deviation	13.910	9.914
Most Extreme Differences	Absolute	.116	.145
	Positive	.116	.106
	Negative	-.083	-.145
Kolmogorov-Smirnov Z		.675	.843
Asymp. Sig. (2-tailed)		.753	.475
a. Test distribution is Normal.			

Based on table 4.7, the significant score is 0.753> 0.05, it meant that the residual score is a normal distribution.

C. Data Analysis

Data analysis was done to know the difference score of pretest and posttest. The researcher measured the result of pretest and posttest by using Paired Sample Test in SPSS 16. The researcher already organized

the mean, median, standard deviation, variances, minimum, and maximum of the writing pretest and posttest score of the sample which are calculated respectively by using SPSS 16. The result will be shown by table 4.8 below:

Table 4.8 Descriptive Statistic for pretest and posttest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest	34	57	13	70	1098	32.29	13.910	193.487
Posttest	34	32	46	78	2036	59.88	9.914	98.289
Valid N (listwise)	34							

From table 4.8 above, it could be seen that the mean of the post-test score (59.88) was larger than the mean of pre-test score (32.29). it means that the use of Stick Figure has caused in learning students writing. While N for each other is 34. Meanwhile, the standard deviation of pre-test is 13.9 and standard deviation of post-test is 9.9.

Table 4.9 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 pretest – posttest	-27.588	17.929	3.075	-33.844	-21.332	-8.972	33	.000

Based on the table above, it can be seen that t-count is -8.972 with the df is 33, standard mean error 3.075 the lower different -33.844, the upper different -21.332 and the sig. (2-tailed) is 0.000.

The way to test the null hypothesis can be rejected or not was by comparing p-value with the standard level of significance, 0.05. Table 4.10 shows that the p-value was less than 0.05 (0.000<0.05). It means that the null hypothesis could be rejected and it could be concluded that the used of Stick Figure was effective inteaching students' writing ability.

A. Discussion

The purpose of this study is to find out whether there is different score of first grade students' achievement in writing recount text before and after taught using Stick Figure. The researcher administered writing test that are pre-test and post-test to get the data. After that, the data collected are analyzed using SPSS 16.

Based on the research method, the researcher conducted the first step by giving pre-test on the student's, it means that to know the students' writing ability before being taught by Stick Figure. Secondly, the researcher has given the treatment to the students, the treatment here was applying Stick Figure. Thirdly, the step was given post-test. It means that to know the students' writing ability after getting a treatment by Stick Figure.

Based on the result of the statistical computation using a t-test, the result showed that there is any significant difference between pretest and post-test. The result t-test is -8.972, if the t-test is compared tot-table with the degree of freedom 33 as stated hypothesis testing, the t-test -8.972 is higher. Based on the hypothesis testing, Ha is accepted and Ho is rejected, that there was a significant difference between a score of pre-test and post-test. It can be concluded that the students get good achievement in writing ability after being taught by Stick Figure. The students' writing achievement effectively significantly, so teaching writing by using Stick Figure is effective to students' achievement on writing.

The result of this study was also supported by Traer (2014) who examined the implementation of teaching writing by using Doodling in Science Class Using Stick Figure Animations to Explain Complex Science at Stanford University. This study used classroom action research. The subject of the study of the research was Science Class. The result showed that turning these doodles (Stick Figure) into animations might help other

grasp these tricky concepts too. He was found that cartoons are amazingly effective at capturing the complexities inherent in science while simultaneously making the subject matter move attainable to a broader audience.

Then, it is supported by Guerra (2005) who conducted a study of LIBRE Stick Figure Tool a graphic Organizer to Foster Self- Regulated Social Cognitive Problem Solving. She was recommended using Stick Figure for research to solve the students' problem in writing activity, because based on her journal the conclusion of the activity (Using LIBRE Stick Figure Tool) the students' is able to talk about her thoughts and feelings in an organized way resulting in a realistic plan for addressing her self-identified concerns. In addition another study was conducted by St Munifah (2011) who examined a study of Using Stick Figure to Improve the Students' Ability of class VIII-E SMPN 1 Kencong to Write Recount. The result shows that learning process runs more joyful and using stick figure helps students to dig up their ideas and construct the text-type more easily both in-groups and individually. Teacher can consider of using Stick Figure to encourage students to be active, participated, competitive, and brave. It gives more joyful to have new impressions or experiences. The result showed that the combination of both strategy effectively be used in teaching writing.

Based on the explanation above, the result is using of Stick Figure give a positive effect on students' writing ability. Karim and Nassaji

(2013) as cited in (Nurhayati et al, (2017)) who state that when learners wrote in the first language, their second language had effect on their writing. It can be proven that using Stick Figure as media in writing can stimulate students' writing better. The result of the data analysis showed the significant difference between students' writing ability before and after taught using Stick Figure. It means using Stick Figure effective toward students' writing ability because it can help the students' to learn their new words at the first grade of MA Darul Huda Wonodadi Blitar.