

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 narrative text being taught using and without using by self assessment, 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 self assessment. The research objective is to know the students' writing narrative text when they are taught without using self assessment and when they are taught by using self assessment. The researcher used test as an instrument in collecting the data. The test was held in class IX-B as experimental group and Class IX-E as control group. The instruction was the students to write a narrative 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 self assessment and post test is given after being taught by applying self assessment. 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 narrative text without using self assessment. 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	SUBJECT	PRE TEST SCORE	NO	SUBJECT	PRE TEST SCORE
1	AYNMS	60	17	MRA	60
2	ADDR	64	18	MEW	52
3	AADHC	56	19	MNH	60
4	AKBE	64	20	MAM	40
5	AATS	60	21	MSA	32
6	AW	60	22	MYMW	44
7	AAA	16	23	NAP	56
8	EDS	64	24	NFWD	68
9	EW	68	25	NAO	60
10	FRK	64	26	PIIP	52
11	IFS	60	27	SIS	56
12	IRDL	64	28	SFR	52
13	JMS	56	29	VAF	60
14	JZPW	60	30	WARDA	52
15	LCBA	64	31	WNI	60
16	MIA	44			

The pre test followed by 31 students of IX-E. 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 narrative text, they can choose the topic based on the researcher given. It was done before treatment process using self assessment. The test was intended to know the basic competence of the students before the students get the treatment. The pre test was held at 13th of march 2019.

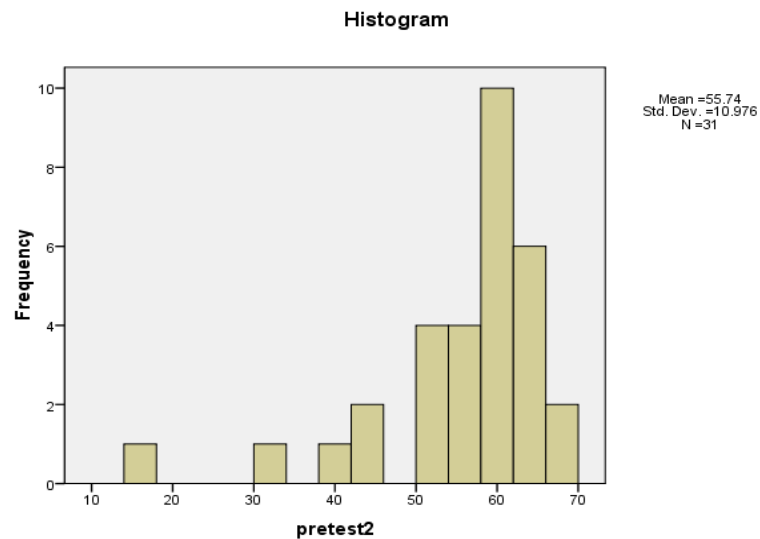
Table 4.2 descriptive statistic of Pre-Test

Statistics		
pretest2		
N	Valid	31
	Missing	21
Mean		55.74
Std. Error of Mean		1.971
Median		60.00
Mode		60
Std. Deviation		10.976
Variance		120.465
Range		52
Minimum		16
Maximum		68
Sum		1728

Table 4.3 Frequency of Pre-Test

pretest2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	1	1.9	3.2	3.2
	32	1	1.9	3.2	6.5
	40	1	1.9	3.2	9.7
	44	2	3.8	6.5	16.1
	52	4	7.7	12.9	29.0
	56	4	7.7	12.9	41.9
	60	10	19.2	32.3	74.2
	64	6	11.5	19.4	93.5
	68	2	3.8	6.5	100.0
	Total	31	59.6	100.0	
Missing	System	21	40.4		
Total		52	100.0		

Figure 4.1 histogram Pre-Test



Based on the tables and histogram of pretest above, that consist of 31 students. It shows that the mean is 55.74, the median is 60.00, the mode is 60, the standard deviation is 10.976, the variance is 120.645, the range is 52, the minimum score is 16 and maximum score is 68, and the summary of data is 1728. The frequency of pre test after distributed there are 1 student (1.9%) getting score 16, 1 students' (1.9%) getting score 32, 1 students' (1.9%) getting score 40, 2 students' (3.8%) getting score 44, 4 students' (7.7%) getting score 52. 4 students' (7.7%) getting score 56, 10 students' (19.2%) getting score 60, 6 students' (11.5%) getting score 64, 2 students' (3.8%) getting score 68.

b. Post-Test of Control Group

Administering a posttest in writing narrative text for control group was done to know the improvement of students' writing

narrative text although the learning activity was without using self assessment.

Table 4.4 The Students' Score of Post-Test

NO	SUBJECT	PRE TEST SCORE	NO	SUBJECT	PRE TEST SCORE
1	AYNMS	64	17	MRA	64
2	ADDR	60	18	MEW	60
3	AADHC	64	19	MNH	64
4	AKBE	64	20	MAM	60
5	AATS	60	21	MSA	56
6	AW	48	22	MYMW	48
7	AAA	44	23	NAP	60
8	EDS	68	24	NFWD	60
9	EW	72	25	NAO	64
10	FRK	68	26	PIIP	60
11	IFS	68	27	SIS	68
12	IRDL	68	28	SFR	68
13	JMS	64	29	VAF	64
14	JZPW	64	30	WARDA	64
15	LCBA	68	31	WNI	60
16	MIA	56			

The post test was held at IX-E that have 31 students. The post test given to the students by asking them to write a narrative text about the topic that researcher choose. It was done after the treatment process by using without self assessment. This test was intended to know the students writing achievement after student get the treatment process by using without self assessment. The post test was held at 6th of april 2019.

Table 4.5 descriptive Statistic of Post-Test

Statistics

POST-TEST

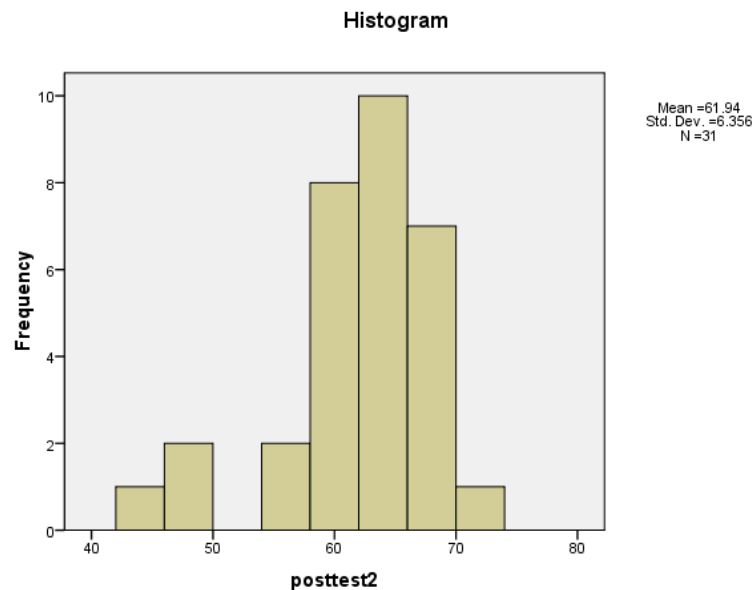
N	Valid	31
	Missing	21
Mean		61.94
Std. Error of Mean		1.142
Median		64.00
Mode		64
Std. Deviation		6.356
Variance		40.396
Range		28
Minimum		44
Maximum		72
Sum		1920

Table 4.6 Frequency of Post-Test

POST-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	1.9	3.2	3.2
	48	2	3.8	6.5	9.7
	56	2	3.8	6.5	16.1
	60	8	15.4	25.8	41.9
	64	10	19.2	32.3	74.2
	68	7	13.5	22.6	96.8
	72	1	1.9	3.2	100.0
	Total	31	59.6	100.0	
Missing	System	21	40.4		
Total		52	100.0		

Figure 4.2 Histogram Post-Test



Based on the tables and histogram of post-test above, that consist of 31 students. It shows that the mean is 61.94, the median is 64.00, the mode is 64, the standard deviation is 6.356, the variance is 40.396, the range is 28, the minimum score is 44 and the maximum score is 72, and the summary of data is 1920. The frequency of post-test after distributed there are 1 students' (1.9%) getting score 44, 2 students' (3.8%) getting score 48, 2 students' (3.8%) getting score 56, 8 students' (15.4%) getting score 60, 10 students' (19.2%) getting score 64, 7 students' (13.5%) getting score 68, 1 students' (1.9%) getting score 72.

c. Pre-Test of Experimental Group

Experiment group is a class which was given a treatment in writing narrative text by using self assessment. Before the researcher gave the treatment, the researcher administered a pretest of writing

narrative text as a pretest that administered for the experimental group.

Table 4.7 The Students' Score of Pre-Test

NO	SUBJECT	PRE TEST SCORE	NO	SUBJECT	PRE TEST SCORE
1	AC	76	17	IKW	60
2	ANA	80	18	LHM	60
3	AATS	72	19	MF	60
4	ANF	72	20	MANS	56
5	AZH	68	21	MNE	64
6	ABM	72	22	NAFP	68
7	ARA	56	23	NES	68
8	BVS	56	24	NS	64
9	DII	60	25	NPA	64
10	DL	56	26	SR	72
11	EIN	60	27	SZ	56
12	ELL	52	28	YBF	68
13	EAP	56	29	ZMAR	72
14	FNRE	72	30	ZAS	68
15	FNRA	72	31	ZFJ	56
16	FTN	76			

The pre test followed by 31 students of IX-B 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 narrative text, they can choose the topic based on the researcher given. It was done before treatment process using self assessment. 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 march 2019

Table 4.8 descriptive statistic of Pre-Test

Statistics

Pretest

N	Valid	31
	Missing	21
Mean		64.90
Std. Error of Mean		1.359
Median		64.00
Mode		56 ^a
Std. Deviation		7.569
Variance		57.290
Range		28
Minimum		52
Maximum		80
Sum		2012

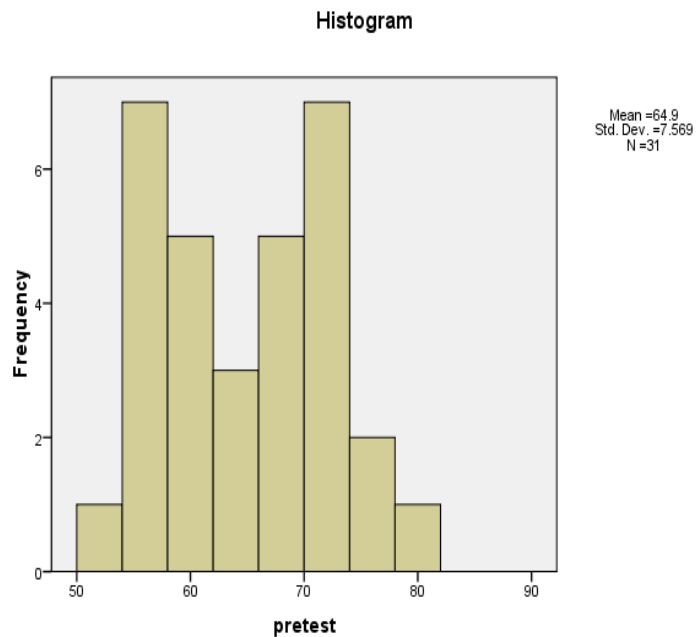
a. Multiple modes exist. The smallest value is shown

Table 4.9 Frequency Pre-Test

pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	1.9	3.2	3.2
	56	7	13.5	22.6	25.8
	60	5	9.6	16.1	41.9
	64	3	5.8	9.7	51.6
	68	5	9.6	16.1	67.7
	72	7	13.5	22.6	90.3
	76	2	3.8	6.5	96.8
	80	1	1.9	3.2	100.0
	Total	31	59.6	100.0	
Missing	System	21	40.4		
Total		52	100.0		

Figure 4.3 Histogram Pre-Test



Based on the tables and histogram of pretest above, that consist of 31 students. It shows that the mean is 64.90, the median is 64.00, the mode is 56, the std deviation is 7.569, the variance is 57.290, the range is 28, the minimum score is 52 and the maximum score is 80, and the summary of data is 2012. The frequency of pre test after distributed there are 1 students' (1.9%) getting score 52, 7 students' (13.5%) getting score 56, 5 students' (9.6%) getting score 60, 3 students' (5.8%) getting score 64, 5 students' (9.6%) getting score 68, 7 students' (13.5%) getting score 72, 2 students' (3.8%) getting score 76, 1 students' (1.9%) getting score 80.

d. Post-Test of Experimental Group

Administering a posttest in writing narrative text for experimental group was done to know the improvement of students'

writing narrative text although the learning activity was by using self assessment.

Table 4.10 The Students' Score of Post-Test

NO	SUBJECT	PRE TEST SCORE	NO	SUBJECT	PRE TEST SCORE
1	AC	88	17	IKW	80
2	ANA	92	18	LHM	76
3	AATS	88	19	MF	84
4	ANF	84	20	MANS	80
5	AZH	84	21	MNE	72
6	ABM	84	22	NAFP	84
7	ARA	80	23	NES	80
8	BVS	76	24	NS	80
9	DII	80	25	NPA	80
10	DL	76	26	SR	80
11	EIN	72	27	SZ	72
12	ELL	76	28	YBF	76
13	EAP	76	29	ZMAR	84
14	FNRE	88	30	ZAS	76
15	FNRA	88	31	ZFJ	80
16	FTN	84			

The post test was held at IX-B that have 31 students. The post test given to the students by asking them to write a narrative text about the topic that researcher choose. It was done after the treatment process by using self assesement. This test was intended to know the students writing achievement after student get the treatment process by using self assessment. The post test was held at 8th of april 2019.

Table 4.11 Descriptive statistic of Post-Test

Statistics

Posttest

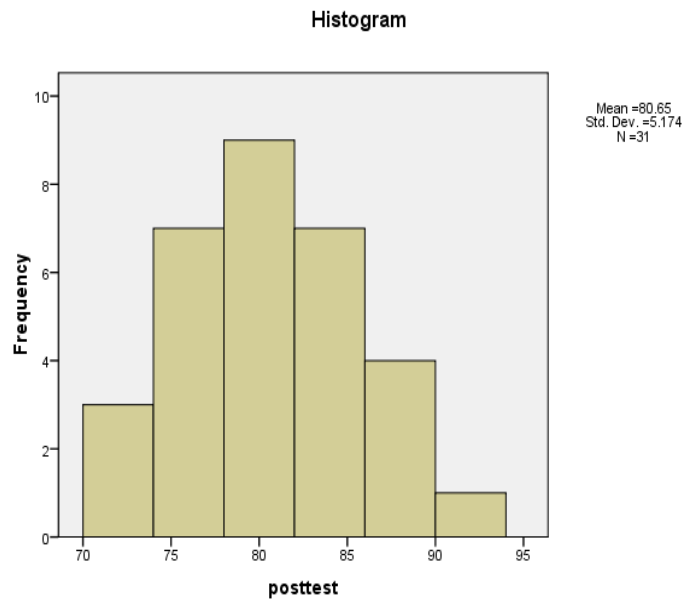
N	Valid	31
	Missing	21
Mean		80.65
Std. Error of Mean		.929
Median		80.00
Mode		80
Std. Deviation		5.174
Variance		26.770
Range		20
Minimum		72
Maximum		92
Sum		2500

Table 4.12 Frequency of Post-Test

posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	3	5.8	9.7	9.7
	76	7	13.5	22.6	32.3
	80	9	17.3	29.0	61.3
	84	7	13.5	22.6	83.9
	88	4	7.7	12.9	96.8
	92	1	1.9	3.2	100.0
	Total	31	59.6	100.0	
Missing	System	21	40.4		
Total		52	100.0		

Figure 4.4 Histogram Post-Test



Based on the tables and histogram of post-test above, that consist of 31 students. It shows that the mean is 80.65, the median is 80.00 the mode score is 80, the standard deviation is 5.174, the variance is 26.770, the range is 20, the minimum score is 72 and the maximum score is 92, and the summary of data is 2500. The frequency of post-test after distributed there are 3 students' (5.8%) getting score 72, 7 students' (13.5%) getting score 76, 9 students' (17.3%) getting score 80, 7 students' (13.5%) getting score 84, 4 students' (7.7%) getting score 88, 1 students' (1.9%) getting score 92.

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 narrative 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	
		Experimental	Control
N	Valid	31	31
	Missing	21	21
Mean		80.65	61.94
Median		80.00	64.00
Mode		80	64

Based on the table above, it can be seen the difference of the students score in posttest of control and experimental group in writing narrative text. In posttest of control group showed that the highest score was 72, the lowest score was 44 and the mean score was 61.94, while in posttest of experimental group showed that the highest score was 92, the lowest score was 72 and the mean score was 80.65.

The result above showed that the experimental group who were taught writing narrative text by using self assessment was higher than the control group who were taught writing narrative text without using self

assessment. It showed that there was significant difference of the students in writing narrative text that were taught writing text using and without using self assessment. In other words, the using of self assessment in teaching writing narrative text was effective to teaching writing for the students at ninth grade of MTsN 2 Kediri.

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 self assessment in teaching writing narrative 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					
	kelompok	N	Mean	Std. Deviation	Std. Error Mean
nilai	1	31	80.65	5.174	.929
	2	31	61.94	6.356	1.142

Based on the table 4.14, the data presented the performance scores of the members of two groups which the students who were taught writing narrative text without using self assessment and those were taught by using self assessment. Output independent sample statistics shows that there are mean scores differences between the control group and the experimental group. The mean score of control group is 61.94 and the mean score of experimental group is 80.65. The member of students in the control group is 31 and in the experimental group is 31.

2. 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 student's achievement in writing narrative text who was taught without and using self assessment. The different is significant.

2. If the significance level is smaller than 0.05, the Null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected

It means that there is no different score of student's achievement in writing narrative text who was taught without and using self assessment. The different is not significant

To know whether the significance level, the researcher analyzed the data by using SPSS 16.00.

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						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai	Equal variances assumed	.199	.657	12.603	60	.000	18.419	1.462	15.496	21.343
	Equal variances not assumed			12.603	57.879	.000	18.419	1.462	15.494	21.345

On the table 4.15 shows the result of output independent sample T test. The significance level of the result is 0.657. If the significance level is bigger than 0.05, the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. So H_0 is rejected and H_a is accepted. Whereas If the significance level is smaller than 0.05, the Null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. Because the significance level of the result is 0.657 bigger than 0.05, it means that H_a which states that there is significant different achievement of students writing narrative text between who are taught writing without using self assessment and those are taught writing by using self assessment is accepted. Whereas H_0 which states that there is no significant different achievement of students writing narrative text between who are taught writing without using self assessment and those who are taught by using self assessment is rejected.

It means that there is significance level different score of students writing ability in narrative text in the ninth grade of MTsN 2 Kediri taught by using and without using self assessment.

3. Discussion

As discussed of research method in chapter III, the teaching and learning process was divided into three steps. First step was preliminary study by which conducted a preliminary study to know the student's writing achievement by administering pre-test before being taught using self-assessment. The second was given treatment to the students; the

treatment used in this study is self-assessment. The third was post-test which it was conducted to know the students' writing achievement after being taught self-assessment.

Students' writing achievement is low. It is proved by when they are taught without self-assessment. As we know from the research findings, the students which are taught self-assessment have lower score than using self-assessment. It is proved by the calculation of mean score on experimental group was 80.65 and control group was 61.94.

According to the mean score, the mean score of experimental group is higher than the mean score of control group. It also means that teaching writing achievement using self assessment is better than teaching writing taught without self-assessment.

It can be interpreted that the writing achievement of the student had been improved after getting the treatment. On the output of t-test showed that the significant value of the t (2-tailed) was 0.000. Because it was lower than the significant 0.05, it was concluded that there was a significant difference in the students' achievement between the experimental and the control groups in writing narrative text. It automatically accepts the alternative hypothesis saying that the mean after the treatment is bigger than the one before the treatment.

The finding of this research stating that self – assessment is considered as an effective for the students' writing achievement, it also could be seen in the treatment process, the students are more interested when the researcher applied this method. The students become conducive,

active because they are taught to work together with their friends, give receive a motivation, suggestion from their friend in pair or other group, and students to be more patient.

Regarding on the result of data analysis, it was found that self assessment is effective to teach writing narrative text. The previous researcher also had proved that self assessment can be effective. For the first research had been conducted by Uswatun Hasanah (2014) entitled “The Use of Self Assessment Improving Students’ Ability in Writing English Skill”. From the results of the research those shown that self assessment is effective in improving teaching and learning writing. After conducting this research, the researcher can prove that the self assessment is suitable and appropriate strategy in teaching writing exactly in narrative text.

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 narrative 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.

The second previous study with the tittle “ the effectiveness of self assessment on student achievement in writing descriptive text among the eighth grade at MtsN 3 Tulungagung academic year 2017/2018” by Haliza

Ifvi. The result of the research is that self assessment is effective toward student's writing achievement. The compared with previous research, this research used quosi experimental design while Haliza Ifvy's research used pre experimental research design. Although the finding of this research and Haliza Ifvy's research were same, that self assessment was effective in teaching writing ability.

According to Nielsen (2000) one of strategies for teaching writing using self-assessment is "Invite students to participate in developing the criteria for self assessment exercises. This process helps develop a shared understanding of good writing in the classroom". In contrast Brown (1998) agree that the above theoretical of self assessment offer certain benefits direct involvement of students in their own destiny and increased motivation because of their self involvement and self assessment may be more accurate than one might suppose. But, students must understand clearly, what is self assessment. After that students have to give some examples. And after students study about self assessment clearly student can participate well and can helps students achievement to shared understanding of good writing in the classroom with their friends especially in narrative text.

Based on the explanation above that, the use of self assessment is an alternative method that easy to be applied in teaching and learning english. Because this method can give spirit, critical thinking, and motivation in teacheing learning process for the ninth grade of MTsN 2 Kediri.