CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the writer presents research finding and discussion in this research. It includes finding of data, hypothesis testing and discussion. Each of the items is discussed as follows.

A. Finding of Data

In this research, the writer got students' score from pre-test and post-test of students who were taught by using Write Around Technique and students who were taught by using Conventional Technique. The students who were taught by using Write Around Technique as exsperiment class and the students who were taught by using Conventional Technique as control class. The purpose of this research to know the effectiveness of Write Around Technique on students' achievement in writing descriptive text. To clasified the result of students' score, the writer made table creterion to know the students score are good or not**.** As it is presented in Table 4.1 below :

Table 4.1 The Score's Criteria

No	Interval Class	Criteria
1.	86 - 100	Excellent
2.	76 - 85	Good
3.	56 - 75	Average
4.	46 - 55	Poor
5.	0 - 45	Very Poor

1. The data of students' writing score in experimental class

After conducting pre-test and post-test for experimental class, the writer obtained the data. The data are as follows:

Table 4.2 Students' Writing Score before and after being Taught by Using Write Around Technique.

No.	Code	Pre-Test Score	Post-Test Score
1.	C - 01	75	80
2.	C - 02	75	75
3.	C - 03	80	90
4.	C - 04	70	80
5.	C - 05	80	85
6.	C - 06	75	80
7.	C - 07	75	80
8.	C - 08	80	95
9.	C - 09	75	80
10.	C - 10	75	85
11.	C - 11	85	90
12.	C - 12	75	85
13.	C - 13	75	80
14.	C - 14	85	90
15.	C - 15	70	80
16.	C - 16	75	80
17.	C - 17	85	90
18.	C - 18	75	85
19.	C - 19	75	80
20.	C - 20	75	80
21.	C - 21	75	75
22.	C - 22	85	85
23.	C - 23	75	80
24.	C - 24	75	75
25.	C - 25	80	90
26.	C - 26	75	85
27.	C - 27	80	85

Based on the Table 4.2, in experiment class consisted of 27 students as sample of this research. The descriptive statistic and frequency distribution of pre-test and post-test in experimental class as follows:

a. Pre-test of Experiment Class

To knew the descriptive statistic and distribution of frequency pre-test data in experimental class, the writer used SPPS version 16.0 version. The students' score classified into five criterions: excellent, good, average, poor, and very poor. The result of the calculation as follows:

Table 4.3 Descriptive Statistic of Pre-test in Experiment Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_experiment	27	70	85	77.04	4.220
Valid N (listwise)	27				

Based on Table 4.3, it showed that the mean students score of pretest was 77.04; The standart deviation was 4.220; the minimum students score was 70 and the maximum students score was 85. After getting the statistical data, the writer constructed a group frequency distribution by using SPSS program 16.0 version. The frequency distribution of experimental class students' score in pretest can be seen in the (Table 4.4) as below:

Table 4.4 Frequncy of Pretest Score in Exsperiment Class

pretest_experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	7.4	7.4	7.4
	75	16	59.3	59.3	66.7
	80	5	18.5	18.5	85.2
	85	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Based on Table 4.4 it showed that 2 students got score 70; 16 students got score 75; 5 students got score 80 and 4 students got score 85. After know the frequency in Table 4.4 above, the writer classified the stduents' score based on the standard of students' score criteria (see Table 4.1). There were 18 students getting score between 56-75. It means the students' writing ability were average. Meanwhile, there were 9 students getting score between 76-85. It means the students' writing ability were good.

b. Post-test of Experiment Class

To knew the descriptive statistic and distribution of frequency students' post-test data in experiment class, the writer used SPPS 16.0 version. The

students' score classified into five criterions: excellent, good, average, poor, and very poor. The result of the calculation is as follows:

Table 4.5 Descriptive Statistic of Post-test in Experiment Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest_experiment	27	75	95	83.15	5.216
Valid N (listwise)	27				

Based on Table 4.5, it showed that the mean students score of post-test was 83.15; The standart devitiation was 5.216; the minimum students score was 75 and the maximum students score was 95. After getting the statistical data, the writer analyzed a group frequency distribution by using SPSS program 16.0 version. The frequency distribution of experimental class students' score in posttest can be seen in the (Table 4.6) as below:

Table 4.6 Frequncy of Post-Test Score in Experiment Class

posttest_experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	3	11.1	11.1	11.1
	80	11	40.7	40.7	51.9
	85	7	25.9	25.9	77.8
	90	5	18.5	18.5	96.3
	95	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Based on Table 4.6 it showed that 3 students got score 75; 11 students got score 80; 7 students got score 85; 5 students got score 90 and 1 student got score 95. After know the frequency in Table 4.6 above, the writer classified the stduents' score based on the standard of students' score criteria (see Table 4.1). There were 3 students getting score between 56-75. It means the students' writing ability were average. Meanwhile, there were 18 students getting score between 76-85. It means the students' writing ability were good. Further, there were 6 students getting score between 86-100. It means the students' writing ability were exellent.

2. The data of students' writing score in control class

After conducting pre-test and post-test for control class, the writer obtained the data. The data are as follows:

Table 4.7 Students' Writing Score before and after Taught by using Conventional Technique

No.	Code	Pre-Test Score	Post-Test Score
1.	E - 01	75	75
2.	E - 02	75	80
3.	E - 03	75	75
4.	E - 04	85	85
5.	E - 05	85	85
6.	E - 06	75	80
7.	E - 07	75	75
8.	E - 08	75	80
9.	E - 09	80	80
10.	E - 10	75	75
11.	E - 11	80	80
12.	E - 12	75	80
13.	E - 13	80	80
14.	E - 14	75	80
15.	E - 15	75	80
16.	E - 16	75	75
17.	E - 17	75	80
18.	E - 18	80	80
19.	E - 19	75	80
20.	E - 20	80	85
21.	E - 21	75	80
22.	E - 22	75	80
23.	E - 23	75	80
24.	E - 24	75	75
25.	E - 25	75	80
26.	E - 26	80	80
27.	E - 27	75	75

Based on the Table 4.7, in control class consist of 27 students as sample of this research. The descriptive statistic and frequency distribution of pre-test and post-test in control class as follows:

a. Pre-test of control Class

To knew the descriptive statistic and frequency distribution of students' pre-test data in control class, the writer used SPPS 16.0 version. The students' score classified into five criterions: excellent, good, average, poor, and very poor. The result of the calculation is as follows:

Table 4.8 Descriptive Statistic of Pre-test in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_control	27	75	85	76.85	3.146
Valid N (listwise)	27				

Based on the Table 4.8 above, the descriptive statistic pre-test in control class showed the mean score in pretest was 76.85; The standart deviation was 3.146; the minimum score was 75 and the maximum score was 85. After knew about the descriptive statistics of pre-test, the writer continued with frequency of pretest score. It can be showed in Table 4.9 below:

Table 4.9 Frequency of Pretest Score in Control Class

pretest_control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	19	70.4	70.4	70.4
	80	6	22.2	22.2	92.6
	85	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Based on Table 4.9 it showed that 19 students got score 75; 6 students got score 80 and 2 students got score 85. After know the frequency in Table 4.6 above, the writer classified the stduents' score based on the standard of students' score criteria (see Table 4.1). There were 19 students getting score between 56-75. It means the students' writing ability were average. Meanwhile, there were 8 students getting score between 76-85. It means the students' writing ability were good. From the Table 4.9 above, the writer continued with the data presentation of post-test score with descriptive statistics and frequency of post-test score.

b. Post-test of Control Class

To knew the descriptive statistic and the frequency distribution of students' post test score in control class the writer used SPPS 16.0 version. The students' score classified into five criterions: excellent, good, average, poor, and very poor. The result of the calculation is as follows :

Table 4.10 Descriptive Statistic of Post-test in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest_control	27	75	90	80.19	3.530
Valid N (listwise)	27				

Based on Table 4.10 above, it showed that the mean of students' posttest score in contol class was 80.19; The standart deviation was 3.530; the minimum score was 75 and the maximum score was 90. After knew the descriptive statistic of post-test, the writer continued with frequency of post-test score. It can be showed in Table 4.11 below:

Table 4.11 Frequency of Post-Test Score in Control Class

posttest_control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	5	18.5	18.5	18.5
	80	17	63.0	63.0	81.5
	85	4	14.8	14.8	96.3
	90	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Based on Table 4.11 it showed that 5 students got score 75; 17 students got score 80; 4 students got score 85 and 1 student got score 90. After know the frequency in Table 4.6 above, the writer classified the stduents' score based on the standard of students' score criteria (see Table 4.1). There were 5 students getting score between 56-75. It means the students' writing ability were average. Meanwhile, there were 21 students getting score between 76-85. It means the students' writing ability were good. Further, there was 1 student getting score between 86-100. It means the students' writing ability was exellent.

B. Hypothesis Testing

The hypothesis testing of this research as follows :

1. Null hypothesis (Ho)

"There is no effectiveness of Write Around Technique on students' achievement in writing descriptive text at first grade of SMPN 6 Kediri in the academic year 2017/2018."

2. Alternative hypothesis (Ha)

"There is effectiveness of Write Around Technique on students' achievement in writing descriptive text at first grade of SMPN 6 Kediri in the academic year 2017/2018."

To knew the effectiveness of Write Around Technique on students' writing descriptive text ability of first grade at SMPN 6 Kediri in the academic

year 2017/2018, the writer analyzed the data by using *Independent Sample Test* in SPSS statistics 16.0 version. The result of Indepedent sample T-test as follow:

Table 4.12 The Output of Group Statistic

Group Statistics

	1_ekperimen_2_kontrol	N	Mean	Std. Deviation	Std. Error Mean
gainscore_ekperimen_kontrol	eksperimen	27	6.11	3.755	.723
	kontrol	27	3.33	2.774	.534

From the Table 4.12 above, the *output independent sample statistic* describe about the mean of gain score (the result of detracting between posttest and pretest) in experiment class was 6.11 and mean of gain score (the result of detracting between posttest and pretest) in control class was 3.33. Next, the sample sizes or N used for test was 27 (experiment group) and 27 (control group). Meanwhile, standard deviation of gain score in experiment class was 3.755 and standard deviation of gain score on control class was 2.774. In this research, the standard error mean of gain score in experiment class was 0.723 and standard error mean of gain score in control class was 0.534. For details of the result of Independent sample T-test can be seen in Table 4.13 below :

Table 4.13 The Output of Independent Sample 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
Gainscore_ experiment_ control	Equal variances assumed	1.037	.313	3.092	52	.003	2.778	.898	.975	4.581
	Equal variances not assumed			3.092	47.860	.003	2.778	.898	.971	4.584

Based on Table 4.13, it showed that sig. (2 tailed) was 0.003 smaller than sig level 0.050 (0.003 < 0.050). Therefore, the null hypotesis (Ho) saying that there is no effectiveness of Write Around Technique on students' achievement in writing descriptive text at first grade of SMPN 6 Kediri in the academic year 2018/2019 was rejected and alternative hypotesis (Ha) saying that there is effectiveness of Write Around Technique on students' achievement in writing descriptive text at first grade of SMPN 6 Kediri in the academic year 2018/2019 was accepted.

C. Discussion

The objective of the research was to verify whether Write Around Technique effective on students' achivement in writing descriptive text at the first grade of SMPN 6 Kediri in academic year 2018/2019. From the result of SPSS computation (Table 4.12) the mean of students' gain score in experiment class was 6.11 and the mean of students' gain score in control class was 3.33. It means the mean of gain score in experiment class was better than gain score's mean in control class.

Furthermore, from the result of Table 4.13, the sig. (2 tailed) was 0.003 smaller than sig level 0.050 or 0.003 < sig level 0.050. Therefore, the null hypotesis (Ho) saying that there is no effectiveness of Write Around Technique on students' achievement in writing descriptive text at first grade of SMPN 6 Kediri in the academic year 2018/2019 was rejected and alternative hypotesis (Ha) saying that there is effectiveness of Write Around Technique on students' achievement in writing descriptive text at first grade of SMPN 6 Kediri in the academic year 2018/2019 was accepted.

Meanwhile, Write Around Technique can give significant effect to the students' writing descriptive text ability. It can be shown from their writing score development in pre-test and post-test. In pre-test they still got difficulties in finding idea, arrange the sentences so that suitable with the grammar and looking for the suitable vocabularies. However, it was a little bit different when they were in the post-test, most of students showed some improvement. They

were able to write in appropriate grammar with various vocabulary and gave attention in coherency of their story also wrting mechanic or writing rules. It was also found by Munnisa (2015) in her study at eight grade of junior high school that this strategy was able to improve students' writing skill of descriptive text by allows students' behavior to be positive behaviour.

Further, in Write Around Technique, the students looked so enthusiastic and enjoyed this activity because the activity required them to collaborate with their friend and also helped students to do fast thinking exercise. This atmosphere maked their motivation up in writing. It is suitable with Baliya (2013:299) who said that, "... this strategy can be used to improve students' writing skill. It also develops students' writing ability by asking them to both think critically and constructively also respond to different students' opinions in a group." Additionally, Bennett, B and C. Rolheiser (2001) stated that, "Many students find it safer or easier to enter into a discussion with another classmate rather than with a large group." So, the writer believed based on the result of the research, expert's statement, previous study's finding and also what writer has seen when did the research that Write Around Technique is an alternative technique that effective for writing skill especially, writing descriptive text.