CHAPTER IV

FINDINGS AND DISCUSSION

This chapter the researcher present about research findings and discussion that include the description of data, the result of normality and homogeneity, hypothesis testing and discussion.

A. The Presentation of Data

A pre-test and post-test is writing test which as the instrument in collecting data. The researcher got data from students' score in pre-test and post-test after conducting the research. The researcher presents the descriptive statistics of the research. The result of students' writing in pre-test and post-test calculated by using writing scoring rubric

In this research, the pre-test and post-test followed by 22 students of tenth grade at MA Al-Ma'arif Tulungagung. The pre-test and post-test were in the form of essay test. In pre-test and post-test the reseacher selected same topic, it was about person but different title. In pre-test, the title about Agnez Monica; while in post-test about my family, father or mother. The scores of pre-test and post-test based on the the five aspects in writing descriptive text, there are content, organization, Grammar, Vocabulary and mechanics. The data are presented in table 4.1, as follow:

4.1 The Result of Students' Score in Pre-test and Post-test

No	Students' Name	Pre-test	Post-test
1	AR	36	58
2	AUN	55	71
3	ALR	71	78
4	AW	36	41
5	AL	50	75
6	BS	38	66
7	DO	53	66
8	LOA	80	88
9	LP	41	53
10	MAM	56	71
11	MJA	71	75
12	MS	51	66
13	MDA	63	75
14	M	59	76
15	NLM	88	91
16	RJP	75	84
17	SDR	83	91
18	SLD	66	68

19	SMR	84	89
20	SA	53	70
21	TS	78	88
22	ZNH	30	59
Total		1317	1590

The students' score above were computed by using SPSS 16.0 version.

1. **Computation Result of The Students' Score Before being Taught by Using Teachers' Indirect Corrective Feedback (Pre-test)**

In this part, the researcher wanted to know the students' score before being taught by using Teacher's indirect corrective feedback strategy. The reseracher allocated the time about 60 minutes to finish the pre-test. The purpose of conducting pre-test was intended to know the basic competence of the students before the students getting the treatment process. The pre-test was held on April, 22th 2019.

Table 4.2 Descriptive Statistic of Pre-test

Statistics

Pretest

N	Valid	22
	Missing	0
Mean		59.86
Std. Error of Mean		3.705
Median		57.50
Mode		36ª
Std. Deviation		17.379
Variance		302.028
Range		58
Minimum		30
Maximum		88
Sum		1317

a. Multiple modes exist. The smallest value is shown

Based on the table 4.2 it can be seen that there were 22 students followed the pre-test. It showed that mean score 59.86, indicated that the averages of 22 students' score was 59.86. The median score was 57.50. To know the most frequently appeared number, the data used mode score and the most appeared number was 36. Then, the minimun score was 30 and the maximum score was 88. The total score of pre-test was 1317

The frequency of students' score was presented in the following table below:

Table 4.3 Frequency of Score in Pretest

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	4.5	4.5	4.5
	36	2	9.1	9.1	13.6
	38	1	4.5	4.5	18.2
	41	1	4.5	4.5	22.7
	50	1	4.5	4.5	27.3
	51	1	4.5	4.5	31.8
	53	2	9.1	9.1	40.9
	55	1	4.5	4.5	45.5
	56	1	4.5	4.5	50.0
	59	1	4.5	4.5	54.5
	63	1	4.5	4.5	59.1
	66	1	4.5	4.5	63.6
	71	2	9.1	9.1	72.7
	75	1	4.5	4.5	77.3
	78	1	4.5	4.5	81.8
	80	1	4.5	4.5	86.4
	83	1	4.5	4.5	90.9
	84	1	4.5	4.5	95.5
	88	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

The table 4.3 showed the frequency distribution of pre-test by considering on qualification of the scoring rubric. In range 0-40 there were 4 students got this score in pre-test, it means that the students writing achievment was poor. In range 41-60 there were 8 students got this score in pre-test, it means that the students writing achievement was fair. In range 61-80 there were 7 students got this score in pre-test, it means that the students writing achievment was good enough. In

range 81-100 there were 3 student got this score in pre-test, it means that the students writing achievment was excellent.

2. **Computation Result of The Students' Score After being Taught by Using Teachers' Indirect Corrective Feedback (Post-test)**

In post-test, the researcher wanted to know the students' score before being taught by using Teacher's Indirect Corrective Feedback strategy. The reseracher allocated the time about 60 minutes to finish the post-test. The purpose of conducting post-test was intended to measure the students' writing achievement after they were given the treatment.. The post-test was held on April, 26th 2019.

Table 4.4 Descriptive Statistic of Post-test

Statistics

Posttest

N	Valid	22
	Missing	0
Mean		72.27
Std. Error of Mean		2.787
Median		71.00
Mode		66
Std. Deviation		13.072
Variance		170.874
Range		50
Minimum		41
Maximum		91
Sum		1590

Based on the table 4.4 above there were 22 students followed the post-test. The mean of the students' score was 72.27. Then, the

half number of data sample which determined as median score from pre-test was 71.00. To know the most frequently appeared number, the data used mode score and the most appeared number was 66. Then, the minimun score was 41 and the maximum score was 91. The total score off pre-test waa 1590.

The frequency of students' score was presented in the following table below:

Table 4.5 Frequency of Score in Post-test

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41	1	4.5	4.5	4.5
	53	1	4.5	4.5	9.1
	58	1	4.5	4.5	13.6
	59	1	4.5	4.5	18.2
	66	4	18.2	18.2	36.4
	68	1	4.5	4.5	40.9
	70	1	4.5	4.5	45.5
	71	2	9.1	9.1	54.5
	75	2	9.1	9.1	63.6
	76	1	4.5	4.5	68.2
	78	1	4.5	4.5	72.7
	84	1	4.5	4.5	77.3
	88	2	9.1	9.1	86.4
	89	1	4.5	4.5	90.9
	91	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

The table 4.5 showed the frequency distribution of pre-test by considering on qualification of the scoring rubric. In range 41-60 there were 4 students got this score in pre-test, it means that the students

writing achievement was fair. In range 61-80 there were 12 students got this score in pre-test, it means that the students writing achievment was good enough. In range 81-100 there were 6 student got this score in pre-test, it means that the students writing achievment was excellent.

B. The Result of Normality and Homogeneity

1. Normality Testing

In this sub chapter, to test the normality of this research, the reseacher used SPSS IBM 16 One Sample Kolmogrov-Smirnov test by the value of significance (α) =0.05. The distribution of data is normal if Asymp.Sig > 0.05 but if Asymp.Sig < 0.05, the distribution of data is not normal.

The result can be seen in the table below:

Table 4.6 One Sample Kolmogrov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		22	22
Normal Parameters^a	Mean	59.86	72.27
	Std. Deviation	17.379	13.072
Most Extreme Differences	Absolute	.103	.134
	Positive	.088	.084
	Negative	-.103	-.134
Kolmogorov-Smirnov Z		.482	.628
Asymp. Sig. (2-tailed)		.974	.825

a. Test distribution is Normal.

Based on the table 4.6 above was known that the significance value (2-tailed) of pre-test is 0.974 and it is higher than 0.05 (0.974>0.05). Then for post-test score is 0.825 and it is higher than 0.05 (0.825>0.05). It means that distribution of data are normal.

2. Homogeneity Testing

In this sub chapter, the computation of homogeneity testing by using SPSS Statistics 16.0 is Test of homogeneity of variance by the value of significance (α) =0.05. There is also certainty in taking decision or homogeneity testing as follow: The value of significance is higher than 0.05, it means that the data of sample has same varience.

The result of the data on the table below:

Table 4.7 The Result of Homogeneity

Test of Homogeneity of Variances

WritingAbility

Levene Statistic	df1	df2	Sig.
2.980	1	42	.092

Based on the table 4.7 above is known that the Sig. Value is 0.092 and it is higher than 0.05 (0.092>0.05). It means, it can be

conclude that the data has same variances or can be said homogeny.

C. Data Analysis

Data analysis was done to know different score before and after test. The researcher analyzed the result of pre-test and post-test of the students by using Paired Sample Test in IBM SPSS 16.0. The result is as follows:

Table 4.8 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	59.86	22	17.379	3.705
	Posttest	72.05	22	13.047	2.782

Based on the table 4.8 above, it shows the performance score of the data members of one group which the students who were taught before and after using teacher's indirect corrective feedback technique in their writing achievment. Paired sample statistic shows that there are different mean scores between pre-test and post-test. The mean of pre-test is 59.86 and the mean of post test is 72.05, Post-test score is higher than pre-test

score. It means that the students' score is increase after being taught teacher's indirect corrective feedback technique in writing achievment. The number of each responden are 22 students. The standart deviation of pre-test is 17.379 and post-test is 13.047. The standart error mean of pre-test is 3.705 and post-tets is 2.782. Because of the mean score of pre-test is large than post-test. It means, the use of teacher's indirect corrective feedback has caused the improvement of studets scores.

Table 4.9 Paired Sample T-test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-12.182	7.346	1.566	-15.439	-8.925	-7.778	21	.000

Based on the table 4.9 above, the data presented are the performance scores of the one group students who were taught before and after using Teacher's Indirect Corrective Feedback technique towards students skill in writing descriptive text. The output of paired sample statistics shows that there are mean scores differences between pretest and posttest. The mean score of pretest was -12.182. The standart deviation is 7.346. The standart error mean is 1.566. The lower difference is -15.439

while the upper difference id -8925. The result of t is -.778, the df is 21 and the Sig. Is 0.000.

D. Hypothesis Testing

The hypothesis Testing of this study were as follow:

1. If the significance value is smaller than the significance level (<0.05), the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is significant difference score on the students' writing achievement before and after being taught by using Teacher's Indirect Corrective Feedback.

2. If the significance value is bigger than the significance level (>0.05), the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no significant difference score on the students' writing achievement before and after being taught by using Teacher's Indirect Corrective Feedback.

Based on the table 4.11 above, the significant value(the Sig. (2-tailed) or the p value (two tailed)) of this research is 0.000, standard significant level is 0.050. Beacause significance value is smaller than the significance level ($0.000<0.05$). It means the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In other word, It can be concluded that by using Teacher's Indirect Corrective Feedback on the students' writing ability at Tenth Grade of MA Al Ma'arif Tulungagung is effective. According to the evidence, it can

answer the reasearch problem that there is any significance difference on students' descriptive text achievment before and after taught by using Teacher's Indirect Corrective Feedback at Tenth Grade of MA Al Ma'arif Tulungagung.

E. Discussion

The objective of this research is to find whether there is any significance different scores of students' achievment in writing descriptive text or not. In this research, the researcher conducted the research by using one sample of population. It is tenth grade a students of MA Al Ma'Arif Tulungagung. The number of students are 22, it has been chosen by purposive sampling technique in term suggestion by some eligible people in the school. In this research method, teaching and learning processed was divided into three steps. First step, to know the basic of students writing ability the researcher administering pre-test without using the Teacher's Indirect Corrective Feedback technique. The second was given treatment to the students, the treatment used in this research is Teacher's Indirect Corrective Feedback. The third, the researcher give the post-test to know the students achievment after being taught Teacher's Indirect Corrective Feedback.

The data were anaylzed with helped of SPSS program 16.0 version. From the result of the calculation above, the mean of pre-test is 59.86 and the mean of post test is 72.05, It means that the score of writing

achievment before taught using Teacher's Indirect Corrective Feedback technique is less than after taught using Teacher's Indirect Corrective Feedback technique. It was improved, with the t-test analysis that use by researcher, the result of t_{count} is -7.778. So, the researcher concluded that this strategy is better to improve students' writing ability than taught without this technique.

As the requirement of hypothesis, if the significant value is smaller than significant level (0.05), it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can be said that there is a significant difference score on the students' writing achievement before and after being taught by using Teacher's Indirect Corrective Feedback. In fact based on the table of paired sample t-test, the result shows that the number of the significant value is 0.000 at significant level is 0.05. It means that there is a significant difference between pre-test and post-test.

Based on the result of data analyisis above, Teacher's Indirect Corrective Feedback strategy believe to be effective to improve the students' writing ability, it's also strongly with previous study as stating that Teacher's Indirect Corrective Feedback is considered as an effective for the students writing ability. Kusumawardhani (2015) state that the use of indirect feedback can reduces the number of grammatical errors made by students in writing. In line with Saputra (2016) the result shows that it is effective used to supplement and enhance the students writing skills. Sri

Nurhayati (2017) adds the finding shows that after given Teacher's Indirect Corrective Feedback, the students got better score in writing.

From the explanation above, it is concluded that Teacher's Indirect Corrective Feedback give positive effect in students' writing ability because it can help to in improving their writing ability, especially in writing descriptive text. It has been verified by the result of the data analysis. It can be said that Teacher's Indirect Corrective Feedback technique is effective in students' writing ability at tenth grade of MA Al Ma'arif Tulungagung.