

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and the discussion of the research. Four main topics will be discussed in this part description of data. Therefore, this chapter discusses data description, hypothesis testing, and discussion.

A. Data description

In this chapter the writer wants to have to know the effectiveness of using Crossover Learning as strategy on the students' writing skill in writing narrative text, the writer did the research by conducting the pre-test, treatment and post-test. It was given to 8.6 as experimental class consisted of 38 students and 8.8 as control class consisted of 37 students.

The test in this research consists of written narrative text. The pre-test conducted before giving treatment by crossover learning strategy in experimental class and giving treatment without crossover learning in control class. The result of pre-test showed that students writing skill. After getting the result of pre-test, the writer gave treatment for the students by crossover learning in experimental class and without crossover learning in controlled class. After doing the treatment, the researcher gave a post-test. To describe the data, the writer showed the criteria of the students test result table the criteria of the score as follow:

Table 4.1 Criteria of Writing Test (Cohen.1994)

No.	Grade	Qualification	Range of scores
1.	A	Excellent	100-85
2.	B	Good	84-70
3.	C	Fair	69-55
4.	D	Poor	54-50
5.	E	Very poor	49-0

The writer gave pre-test and post-test through the same test in narrative text are administered to student in experimental class were asked to write a narrative text with Crossover Learning strategy. Meanwhile, students in controlled class were asked to write narrative text without using hand puppet. The students score in both pre-test and post-test were presented in the follow:

1. The Students' Writing Skill by Using Crossover Learning Strategy in Teaching Narrative Text

a. Pretest of Experimental Class

Experimental class is a class which was given a treatment in writing narrative text by using Crossover Learning strategy. Before the researcher gave the treatment, the researcher administrated a pretest of writing narrative text. The subjects of pretest in experimental class consist of 37 students in 8.6 classes.

Table 4.2 Descriptive Statistic of Pretest

Statistics

Pre-test experimental

N	Valid	37
	Missing	0
Mean		73.03
Median		70.00
Mode		70
Std. Deviation		3.737

The highest score was 78 and the lowest score was 50. For the detailed student's pretest score in experimental class. By using SPSS 17.0 version, it was known that the mean of students' score in pretest was 73.03 the mode was 70 and the median was 70.00

Table 4.3 Frequency of Pretest

Pretest-experimental

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	18	54.5	54.5	54.5
75	11	30.3	30.3	84.8
80	8	15.2	15.2	100.0
Total	37	100.0	100.0	

Based on the table SPSS 17.0 above had written if the number of highest scores 80 has frequency 8, 75 score has frequency 11 and 70 score has frequency 18. And the total score of frequency is 37.

b. Posttest of Experimental Class

Administering a posttest in writing narrative text for experimental class was done to know the improvement of students writing skill on narrative text although the learning activity was by using crossover learning strategy.

Table 4.4 Descriptive Statistic of Posttest

Statistics		
Post-test experimental		
N	Valid	37
	Missing	0
Mean		85.00
Median		85.00
Mode		90
Std. Deviation		5.863

The highest score was 90 and the lowest score was 70. By using SPSS 17.0 version, it was known that the mean of students score in posttest was 85.00 the mode 90 and the median was 85.00.

Table 4.5 Frequency of Posttest

Post-test experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	3.0	3.0	3.0
	75	3	9.1	9.1	12.1
	80	9	21.2	21.2	33.3
	85	8	18.2	18.2	51.5
	90	16	48.5	48.5	100.0
	Total	37	100.0	100.0	

Based on the table SPSS 17.0 above had written if the number of highest scores 90 has frequency 16, 85 score has frequency 8, 80 score has frequency 9,

75 score has frequency 3 and 70 score has frequency 1. And the total score of frequency is 37.

2. The Students' Writing Skill without using Crossover Learning Strategy in Teaching Narrative Text

a. Pretest of Control Class

Control class is a class which was given a treatment in writing narrative text without using Crossover Learning as media. The teaching and learning activity was done by the researcher as teach narrative writing without crossover learning strategy. Before the researcher gave the treatment, the researcher administered a pretest for the control class. The subject of pretest in control class consisted of 38 student.

Table 4.6 Descriptive Statistic of Pretest

Statistics		
Pre-test control		
N	Valid	38
	Missing	0
Mean		75.70
Median		80.00
Mode		80
Std. Deviation		5.720

The highest score was 90 and the lowest score was 70. For the detailed students' pretest score in control class. By using SPSS program 17.0 version, it

was known that the mean of student's score pretest was 75.70, the mode was 80, and the median was 80.00.

Table 4.7 Frequency of Pretest

Pre-test control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	5	15.2	15.2	15.2
	75	15	45.5	45.5	72.7
	80	4	12.1	12.1	27.3
	85	8	18.2	18.2	90.9
	90	5	9.1	9.1	100.0
	Total	38	100.0	100.0	

Based on the table SPSS 17.0 above had written if the number of highest scores of pre-test is 90 has frequency 5, 85 score has frequency 8, 80 score has frequency 15, 75 score has frequency 4 and 70 score has frequency 5. And the total score of frequency is 38.

b. Posttest of Control Class

Administering a posttest in writing narrative text for control class was done to know the improvement of students writing skill on narrative text although the learning activity was taught without crossover learning strategy.

Table 4.8 Descriptive Statistic of Posttest

Statistics

Post-test control

N	Valid	38
	Missing	0
Mean		76.25
Median		80.00
Mode		80
Std. Deviation		4.682

The highest score was 90 and the lowest score was 70. For the detailed students' pretest score in control class. By using SPSS program 17.0 version, it was known that the mean of student's score pretest was 76.25, the mode was 80, and the median was 80.00.

Table 4.9 Frequency of Posttest

Post-test control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	7	21.2	21.2	21.2
75	18	54.5	54.5	97.0
80	7	21.2	21.2	42.4
90	6	3.0	3.0	100.0
Total	38	100.0	100.0	

Based on the table SPSS 17.0 above had written if the number of highest scores post-test is 90 that has frequency 5, 85 score has frequency 8, 80 score has frequency 15, 75 score has frequency 4 and 70 score has frequency 5. And the total score of frequency is 38.

3. The Difference of Statistical Data in Posttest of Control and Experimental Class

The researcher started to analyze the data after getting the students oral test. The researcher gave score based on five writing elements (content, organization, vocabulary, grammar, and mechanics) to the students' practice in writing test. The data obtained from the result of students' writing test are presented in table 4.10. The class consisted of 75 students were 37 students of experimental group and 38 students of control group.

Based on the result of students' pretest score of control and experimental class were normal and homogeneous so the researcher only compared the students' score of post-test. The researcher compared students' score of posttest of both classes 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 class from students' score in posttest to know whether the students' achievement was getting down, same or different. The result of difference of statistical data in posttest of control class and experimental class can be seen in the table below.

Table 4.10 Descriptive Statistic of Control and Experimental Group

		Statistics	
		Post-test experimental	Post-test control
N	Valid	38	37
	Missing	0	0
Mean		85.00	77.12
Median		85.00	80.00
Mode		90	80

Based on the table above, it can be seen the differences of the students' score in posttest of control and experimental class in writing narrative text. In

posttest of control class showed that the highest score was 80, the lowest score was 80 and the mean score was 77.12, while in posttest experimental class showed that the highest score was 90, the lowest score was 85.00 and the mean score was 85.00.

The result above showed that the experimental class who were taught writing in narrative text by using Crossover Learning as the strategy was higher than the control who were taught writing by using Crossover Learning. It showed that there was significant difference of the students' writing skill narrative text that were taught writing in narrative text by using Crossover Learning as the strategy. In other word, with using Crossover Learning as the strategy in teaching narrative text was effective to improve the students at eight of MTsN 01 Tulungagung on academic year 2018/2019

In this research, the researcher used statistical test using computation Independent Sample T Test by SPSS 17.0. It is used to know the effectiveness of using hand puppet as media in teaching writing narrative text. These subjects were refer red to as independent because they are independently from the different subject. The result as follow:

Table 4.11 Group Statistic of Two Groups

		Statistics	
		Posttest- experimental	Posttest- control
N	Valid	38	37
	Missing	0	0
Mean		85.00	77.12
Std. Error of Mean		1.021	.815
Std. Deviation		5.863	4.682

Based on the table 4.9, the data presented the performance scores of the members of two groups which the students who were taught writing narrative text without using Crossover Learning as the strategy and those were taught writing narrative text by using Crossover Learning as strategy. Output independent sample statistics shows that there are mean scores differences between the control class and the experimental class. The mean score of control class is 85.00. And the mean score of experimental class is 77.12. The member of students (N) in the control class is 33 and in the experimental class is 33. The standard deviation of control class is 4.682. And the error mean is 851. On the experimental class, the standard deviation is 5.863 and the error means is 1.021.

B. Hypothesis Testing

The hypotheses testing of this research are as follow:

1. If t_{count} is bigger than t_{table} , the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

It means that there is different score of students' achievement in writing narrative text who was taught without and using Crossover Learning as strategy. The different is significant.

2. If t_{count} is smaller than t_{table} the hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted.

It means that there is no different score of students' achievement in writing narrative text who was taught without and using Crossover Learning as strategy. The different is no significant.

To know whether the t_{count} is bigger or smaller than t_{table} , the researcher analyzed the data by using SPSS 17.0.

Table 4.12 The Result of Analyzing Independent Sample T Test

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
Hasil	Controlgroup	33	77.1212	4.68213	.81505
	Experimentalgroup	33	85.0000	5.86302	1.02062

Table 4.13 The Result of Analyzing Independent Sample T 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
Hasil	Equal variances assumed	1.752	.190	-6.032	64	.000	-7.87879	1.30613	-10.48809	-5.26949
	Equal variances not assumed			-6.032	61.015	.000	-7.87879	1.30613	-10.49055	-5.26703

Interpretation for the data can by connecting on the value of t_{count} and significant value (Sig). The researcher uses both of them to analyze the data and the test the hypothesis. In this case, t_{count} is compared to t_{table} whereas if –

$t_{\text{count}} < -t_{\text{table}}$ or $t_{\text{count}} > t_{\text{table}}$, so null hypothesis (H_0) is rejected and if $-t_{\text{table}} < t_{\text{count}} < t_{\text{table}}$, so null hypothesis (H_0) is accepted (Priyanto, 2008:77). In addition, in interpreting significance value, if it is higher than 0.05 ($\text{Sig} > 0.05$), H_0 is accepted while if it lower than 0.05 ($\text{Sig} < 0.05$) H_0 is rejected. In other words, H_0 is rejected if $\text{Sig} < 0.05$ and $t_{\text{count}} > t_{\text{table}}$.

On the table 4.13 shows the result of output independent sample T test. The number of t_{count} is -6.032 and t_{table} is . The result of computation is $-6.032 < -2.005$ ($6.032 > 2.005$) while the significance value < 0.05 ($0.004 < 0.05$), so H_0 is rejected and H_a is accepted. This means that H_a which states that there is significant different achievement of students' writing narrative text at the eighth grade of MTsN 01 Tulungagung in academic year 2018/2019 in writing narrative text who was taught without and with Crossover Learning as strategy and those are taught using crossover learning as strategy is accepted. Whereas H_0 which states that there is no significant different of students writing narrative skills at the eighth grade of MTsN 01 Tulungagung in academic year 2018/2019 in writing narrative text between who are taught writing without using crossover learning as strategy and those who are taught by using Crossover Learning as strategy is rejected.

C. Discussion

In this part, the researcher presents the discussion about the data analysis on the research that has been presented in the previous sub chapter. In this case the writer divides discussion about data analysis, which is intended to find out

the effectiveness of using Crossover Learning as media on the students' achievement in writing narrative text, it can be identified through the result of pre-test and post-test experiment class and control class.

From the research finding above, the data were analyzed with SPSS 17.0 for windows. The students' who were taught by using Crossover Learning strategy made significant improvement, as seen from the mean score pre-test was 73.03 and the mean score post-test was 85.03. The gained of the mean score of experimental class between pre-test and post-test was 11.97. Meanwhile, the students' who were taught without Crossover Learning did not make significant improvement, as seen from the mean score of pre-test was 75.70, and the mean score of post-test was 76.25. The gained of the mean score of control class between pre-test and post-test was 0.55. Based on the gained score between experimental class and control class, there are significance difference. The gained score of experimental class 11.97 and the gained score of control class was 0.55. It can be concluded that the gained score of experimental class was higher than control class.

From the explanation above, experimental class has better writing achievement than control class on post-test. Since the research used homogeneous selection to control extraneous variable and the result of homogeneity testing on students' pretest on previous study showed that the students' have homogeneous ability on students' narrative writing skill. It can be concluded that Crossover Learning was effective and not affected by extraneous variable.

Based on the research at MTsN 01 Tulungagung, it can be inference that teaching writing narrative text by using Crossover Learning strategy was better than teaching writing narrative text without Crossover Learning. Furthermore, the students' who learned writing narrative text through Crossover Learning strategy and who taught without using Crossover Learning having such a significant difference that the students' writing skill scores who were taught by using Crossover Learning was higher than those who were not. It can also be concluded that using Crossover Learning was effective to teaching writing narrative text.

Writing in academic is very important because there are few benefit from writing that make a better writer, strengthen the skill as a reader and listener, and make a stronger thinker (Langan, 2005;12). Writing as skill of students can make better students to be a good writer later. The use of Crossover Learning in teaching and learning writing process has good implication such as create differences of atmosphere, reduce learning stress level, and connect students' to contents topics. Then, by using Crossover Learning to learning and writing process the students' will be more practical to used and enjoy because they can learned in the formal learning and enjoyable in informal learning. Moreover, according to Brown (2001) writing is a thinking process of ideas, experiences and feeling in the written form. It means that through writing you can express anything in your mind to others with organized some words, sentences to communicative. Writing also deliver message in writing by the written to the reader it have a purpose to communicate with the reader. Therefore, the use of

Crossover Learning showed some ideas and get news information and experiences in informal learning such as in museums. By using the application, the students' would be easy to learned.

Briefly, the writing skill in the experimental class has some strength that Crossover Learning more effective to use in learning and teaching writing process. Therefore, the teaching and learning writing process is effective. It is refer to the previous studies focuses on using crossover learning. The previous study was written by Nash J Robert (2009) found that Crossover innovating pedagogy in narrative writing describes his cross-pedagogical approach to co-teaching with student affair colleagues. Based on the previous study that has done by the researcher Nash J Robert by using crossover learning is effectively to learning especially in writing narrative text for university. That is why, the researcher is sure that the strategy of Crossover Learning will be effective to use in Junior High School at eight grade student especially in writing narrative text learning.

From explanation above, it is very appropriate with the result that in teaching and learning process using Crossover Learning is effective, especially in teaching writing narrative text. Based on research finding in this research that there are any significant different in writing narrative of students before and after being taught using Crossover Learning. Thus, it can be concluded that the effectiveness using crossover learning as strategy on students' writing skills on narrative text is effective in teaching or learning process on the eighth grade of MTsN 01 Tulungagung in Academic Year of 2018/2019. However, in

inference to the findings and previous study above, the use of Crossover Learning was successful to improve the writing student skill. The activities on real class of experimental group was increased the students' motivation and create relax atmosphere, so the students' did not get bored. Therefore, Crossover Learning strategy is effective to writing learning. The English teacher is suggested to be used as one of alternative strategy to teaching and writing learning process.