

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the finding and the discussion of the study. Four main topics which being discussed in this part are research finding, normality and homogeneity testing, hypothesis testing, and discussion.

A. Research Finding

1. The Description of Data

In this research, the researcher wants to know the effectiveness of using diary towards student's achievement in recount text. The effectiveness can be seen from the significant difference scores of the student's writing achievement before and after being taught by using diary. The presentation of data is also to answer the research problems presented in chapter I.

This study was conducted at SMAN 1 Pakel Tulungagung with population were all of the 10th grade students of SMAN 1 Pakel Tulungagung. There were 4 classes at the tenth grade with the total number of students were 124 students. The sample of this research was X-MIPA 2 class which consisted of 31 students. This study used diary writing to teach the students' in writing recount text. This study was conducted on 18th February 2020 until 03rd March 2020.

The researcher used test to get data, those were pre-test and post-test.

In this study, the researcher presented the data of students' writing score as the result of pre-test and post-test. Therefore, the researcher administered pre-test and post-test before treatment, then applied treatment by using diary writing in teaching writing recount text, and administered post-test after treatment. After getting the data, the researcher analyzed the data by using paired sample t-test though SPSS 16.0 to find out the significance difference scores of students' writing achievement before and after being taught by using diary. In addition, the criteria of students' score of pre-test and post-test were categorized as in the table 4.1.

Table 4.1 The Score's Criteria

Criteria	Range Score
Excellent	86-100
Good	71-85
Average	56-70
Poor	41-55
Very Poor	25-40

a. Students Writing Scores Before Being Taught by Using Diary

In this section, the researcher presents the students writing scores before being taught by using diary. That is called pretest score. The pretest was done before a treatment process that was teaching writing by using diary was being conducted. The pretest was given to the students to know their basic competence and earlier knowledge before got the treatment. Table 4.2 shows the students' scores resulted from the pretest. The students' names were identified based on the initial name of students.

Table 4.2 Students' Writing Scores Before Being Taught by Using Diary

No	Students' Name	Pretest Score
1.	A.P	52
2.	A.T	56
3.	A.Y.S.O	76
4.	B.A.M	64
5.	D.B	76

6.	D.S	68
7.	E.J.R.A.P	48
8.	E.D.W	76
9.	F.Y.F	68
10.	F.S.N.R	76
11.	F.P.L	68
12.	G.W	64
13.	H.R.F	92
14.	H.E.P	52
15.	I.A.R	84
16.	I.O	84
17.	I.L	68
18.	M.A.A	84
19.	M.M.H	48
20.	M.R.O.A	48
21.	N.N.K	64
22.	N.F.P.I	68
23.	N.E	64
24.	P.S.A	48
25.	P.W	72

26.	R.D.P.S	64
27.	R.A.D.S	76
28.	R.K.S	72
29.	T.S.M	56
30.	W.P.A.P	44
31.	Y.S	72

Thus, tables are students' writing score before being taught by using diary. The pretest was followed by 31 students of X-MIPA 2 class that was taken sample. The researcher allocated 60 minutes for administered. The pretest contained 1 question in the form of an essay.

Moreover, the researcher used SPSS 16.0 version to know the descriptive statistics and the percentage of students' score of pre-test. The percentage was divided into five criteria include excellent, good, average, poor, and very poor that was demonstrated as in the table 4.1. Next, the result of students' score pre-test's computation was as follow:

Table 4.3 The descriptive statistics of pre-test**Statistics**

Pre-test

N	Valid	31
	Missing	0
Mean		66.19
Median		68.00
Mode		64 ^a
Std. Deviation		12.472
Minimum		44
Maximum		92

According to the table 4.3, it showed that the mean was 66,19, the median was 68,0, the mode was 64, the standard deviation was 12,472, the minimum score of pre-test was 44, and the maximum score of pre-test was 92.

Table 4.4 The frequency of pre-test**Pre-test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.2	3.2	3.2
	48	4	12.9	12.9	16.1
	52	2	6.5	6.5	22.6
	56	2	6.5	6.5	29.0
	64	5	16.1	16.1	45.2
	68	5	16.1	16.1	61.3
	72	3	9.7	9.7	71.0
	76	5	16.1	16.1	87.1
	84	3	9.7	9.7	96.8
	92	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Table 4.4 showed the numbers that described about the division and percentages of frequency distribution. The frequency of pre-test after being distributed were showed on the score's criteria. Then, the data from the table could be elaborated as follows:

1. There were 7 students who got score 41-45 which meant that their scores in writing recount text were poor.
2. There were 12 students who got score 56-70 which meant that their score in writing recount text were average.
3. There were 11 students who got score 71-85 which meant that their score in writing recount text were good.
4. There were 1 students who got score 86-100 which meant that their score in writing recount text were excellent.

b. Students Writing Scores After Being Taught by Using Diary

In this section, the researcher presents the students writing scores after being taught by using diary. That is called posttest score. The posttest was done after a treatment process that was teaching writing by using diary was being conducted. The posttest was given to students to know their writing scores after getting the treatment. Table 4.5 shows the students' scores resulted from the post-test. The students' names were identified based on the initial name of students.

**Table 4.5 Students' Writing Scores After Being Taught by
Using Diary**

No	Students' Name	Pretest Score
1.	A.P	80
2.	A.T	80
3.	A.Y.S.O	80
4.	B.A.M	80
5.	D.B	84
6.	D.S	84
7.	E.J.R.A.P	64
8.	E.D.W	84
9.	F.Y.F	80
10.	F.S.N.R	92
11.	F.P.L	76
12.	G.W	68
13.	H.R.F	92
14.	H.E.P	76
15.	I.A.R	92
16.	I.O	88

17.	I.L	72
18.	M.A.A	88
19.	M.M.H	64
20.	M.R.O.A	56
21.	N.N.K	80
22.	N.F.P.I	88
23.	N.E	72
24.	P.S.A	56
25.	P.W	80
26.	R.D.P.S	72
27.	R.A.D.S	80
28.	R.K.S	80
29.	T.S.M	64
30.	W.P.A.P	56
31.	Y.S	80

Thus, tables are students' writing score after being taught by using diary. The posttest was followed by 31 students of X-MIPA 2 class that was taken sample. The researcher allocated 60

minutes for administered. The pretest contained 1 question in the form of an essay.

Moreover, the researcher used SPSS 16.0 version to know the descriptive statistics and the percentage of students' score of post-test. The percentage was divided into five criteria include excellent, good, average, poor, and very poor that was demonstrated as in the table 4.1. Next, the result of students' score pre-test's computation was as follow:

Table 4.6 The descriptive statistics of post-test

Statistics		
Post-test		
N	Valid	31
	Missing	0
Mean		77.03
Median		80.00
Mode		80
Std. Deviation		10.429
Minimum		56
Maximum		92

According to the table 4.6, it showed that the mean was 77,03, the median was 80,00, the mode was 80, the standard deviation was 10,429, the minimum score of pre-test was 56, and the maximum score of pre-test was 92.

Table 4.7 The frequency of post-test**Post-test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	3	9.7	9.7	9.7
	64	3	9.7	9.7	19.4
	68	1	3.2	3.2	22.6
	72	3	9.7	9.7	32.3
	76	2	6.5	6.5	38.7
	80	10	32.3	32.3	71.0
	84	3	9.7	9.7	80.6
	88	3	9.7	9.7	90.3
	92	3	9.7	9.7	100.0
	Total	31	100.0	100.0	

Table 4.7 showed the numbers that described about the division and percentages of frequency distribution. The frequency of post-test after being distributed were showed on the score's criteria. Then, the data from the table could be elaborated as follows:

1. There were 7 students who got score 56-70 which meant that their score in writing recount text were average.
2. There were 18 students who got score 71-85 which meant that their score in writing recount text were good.
3. There were 6 students who got score 86-100 which meant that their score in writing recount text were excellent.

B. Normality and Homogeneity Testing

Before deciding the appropriate statistical procedure which be used in order to test the hypothesis in this study, it was needed in testing and normality and homogeneity of data from pre-test and post-test.

1. Normality Testing

To measure the normality testing in knowing whether the data normally distributed or not, the researcher computed the scores of pre-test and post-test by using One-Sample Kolmogorov-Smimov test in SPSS 16.0 by significant level 0.05. Then, the result of normality testing in this study can be seen as in the table 4.8.

Table 4.8 The result of normality testing

One-Sample Kolmogorov-Smirnov Test			
		pretest	posttest
N		31	31
Normal Parameters ^a	Mean	66.19	77.03
	Std. Deviation	12.472	10.429
Most Extreme Differences	Absolute	.140	.225
	Positive	.098	.098
	Negative	-.140	-.225
Kolmogorov-Smirnov Z		.779	1.252
Asymp. Sig. (2-tailed)		.579	.087
a. Test distribution is Normal.			

According to the result of normality testing, it showed that the value of Asymp. Sig (2 tailed) in pre-test was 0.579 and pot-test was 0.087. It was higher than $\alpha = 0.05$. So, it can be interpreted that the data had normal distribution.

2. Homogeneity Testing

In knowing whether the group that was used as the sample in the study had the same variance or not, the researcher decided do test the homogeneity of students' pre-test and post-test score. In measuring the homogeneity of the data, the researcher used SPSS 16.0 with the result could be seen as in the table 4.9.

Table 4.9 The result of homogeneity testing**Test of Homogeneity of Variances**

Result

Levene Statistic	df1	df2	Sig.
1.680	7	22	.166

From the table 4.9, it showed that the significance was 0.166 and it was higher than 0.05. It can be concluded that the data distribution was homogeneous. Hence, it was qualified to be analyzed.

C. Hypothesis Testing

This study is conducted to know whether there is significant difference score of 10th grade students at SMAN 1 Pakel Tulungagung in academic year 2019/2020 on writing recount text before and after being taught by using diary writing. The data of this study are normally distributed and the data will be analyzed by using t test or parametric test. Moreover, the kind of t test that be used by researcher is Paired Sample Test because this study just involve one group of pre-test and post-test was called as correlated sample. It meant that there are two

data in each individual result of test. Hence, in this case Paired Sample Test was appropriate to be used in analyzing the data.

The hypothesis was stated as follows:

1. $H_0 = \mu_1 \leq \mu_2$ or the mean of the students' score in the pre-test is smaller than or equal to the mean of their score in the post-test. The students' writing quality of recount text after being taught by using diary is less than or equal to their writing quality before being taught by using diary.
2. $H_1 = \mu_1 > \mu_2$ or the mean of the students' score in the pre-test is greater than the mean of their score in the post-test. The students' writing quality of recount text after being taught by using diary is greater their writing quality before being taught by using diary.

The result of hypothesis testing could be seen in table 4.8.

Table 4.10 The result of paired sample t test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	66.19	31	12.472	2.240
	Post-test	77.03	31	10.429	1.873

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	31	.839	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	-10.839	6.788	1.219	-13.328	-8.349	-8.891	30	.000

Based on the table 4.10, the t was -8.891, with df = 30, and the p-value (two tailed) is 0.000. Given that the current test was one-tailed test, so the p-value 0.000 be divided by 2 = 0.000. The significance level was 0.05. For interpretation of decision based on the result of probability, it was:

1. If $P\text{-value} \leq \alpha$, the null hypothesis (H_0) is rejected and the alternative (H_a) is accepted. It means that the use of diary is effective for teaching writing recount text it Senior High School.

2. If $P\text{-value} > \alpha$, the null hypothesis (H_0) is accepted and the alternative (H_a) is rejected. It means that the use of diary is not effective for teaching writing recount text at Senior High School.

Since 0 is smaller than the $\alpha = 0.05$, the null hypothesis is rejected and alternative hypothesis is accepted. Automatically, the mean after treatment is greater or bigger than the mean before treatment. So, the use of diary is effective for teaching writing of recount text in Senior High School.

D. Discussion

From the data analysis, the objective of this study is to know if there is an effect applying diary in teaching writing to the tenth grade students of SMAN 1 Pakel Tulungagung in academic year 2019/ 2020. In order to gain the research problems are stated in Chapter I, the researcher conducted an experiment in a pre-test and post-test design. The procedures done during teaching and learning process were divided into three steps. The first step was administering a pre-test. It was conducted to know the students' basic competence and earlier knowledge before got the treatment. The next step was applying the treatment that as using diary in teaching writing. The writing chosen by researcher was recount text. The treatment was done in three meetings.

The last step was giving post-test. In the posttest, the students were given a test to know their writing scores after they were treat by using diary. After the steps were conducted, the researcher got data in the form of pre-test and post-test scores. Next, the researcher analyzed them by using paired sample t-test through SPSS 16.0.

In table 4.3, the researcher analyzed a descriptive statistics of pre-test scores and in table 4.6, the researcher analyzed a descriptive statistics of post-test scores. It shows the different mean of pre-test and post-test scores. The mean of pre-test score is lower than post-test score ($66.19 < 77.03$). From data above the researcher interpreted there is improve of students writing score from pre-test to post-test. So, the researcher concluded that diary was very useful to make students more understand in writing recount text.

As the requirement of hypothesis, if the *p-value* was smaller than or equal to the α (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 the student's quality in writing recount text after being taught by using diary is higher than the student's writing quality in writing recount text before being taught by using diary. In fact, based on the table of paired sample t-test, the result showed that the number of significance value is

0.000 divided by 2 is 0 and it is smaller than the $\alpha = 0.05$. It means that there was significant difference score before and after being taught by using diary.

Based on the research findings, using diary as a type of writing class performance surely showed the real effectiveness, because it could help the students to improve their writing ability also motivated the students to write the story. By using diary, the students didn't feel confused what to write, because they were just wrote based on their experience. Besides that, the students felt more enjoyable and enthusiastic when taught by using diary. It was suitable with the benefit of using diary stated by Harmer (2007: 128) that there are some benefits of diary writing. The first is the value of reflection. A diary provides an opportunity for students to think about what they are learning and also how they are learning. The second is freedom of expression. Diary writing allows students to express feelings more freely. For example, in their writing they can write about their daily life, love story, or anything they want to write to. The next is developing writing skills. Diary writing contributes to the students' general improvement such as their writing fluency. Their writing

fluency will improve since they write regularly and become more familiar with.

Moreover, based on the calculation the result of pre-test and post-test showed that this strategy positively influence students' ability in writing recount text after the treatment. It can be said that the use of diary strategy was significantly successful increased the students' achievement in writing recount text. So, it means that the result of this research was verified the theory by Langan (2008:16) stated that keeping a diary is one of excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper.

Regarding the result of the data analysis above, it is also strongly with previous study as stating that diary is effective to improve students' writing recount text. Nofi Yulianti (2014) entitled "Improving the Writer Skills Through Diary Writing of The Tenth Grade Students of SMAN 1 Ngemplak". This research was aimed at implementing diary writing as a medium to improve the writing skills of the tenth grade students of SMA N 1 Ngemplak. This research used two types of data, namely qualitative data and quantitative data. The qualitative data were obtained through an interview with the English teacher and the students and observations during the teaching and learning process.

Meanwhile, the quantitative data were in the form of the results of the students' writing before the implementation of the actions (pre-test) and after the implementation of the actions (post-test). The result of the research showed that there were improvements on the students' writing skills in the five aspects, namely the content, organization, vocabulary, language use, and mechanics. So, implementing diary in teaching writing recount text can improve the students' writing recount text at the tenth grade students of Senior High School.

Furthermore, the result of this study was also supported with the study which was written by Icha Chairunnisa (2017) entitled "The Effectiveness of Writing Diary Activities in Improving the Student's Ability in Teaching Recount Text at Eight Grade MTs Al-Jam'iyatul Wasliyah Medan". This research was aimed to find out the effectiveness of writing diary activities in improving the students' ability in teaching recount text. This research used a classroom action research. The research involved the students of Junior High School as the sample. Moreover, based on the finding, the research improved students' skill in writing recount text by writing diary activities and get better score.

Based on the explanation above, it can be concluded that diary was effective to be used to enhance the students' achievement in writing recount text. The result of this study is the use of diary was effective to increase the students' writing ability in recount text of the tenth grade of SMAN 1 Pakel Tulungagung.