CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains three topics related to research finding and discussion. Those are the description of data, normality and homogeneity testing, data analysis, hypothesis testing and discussion.

A. The Description of Data

The purpose of this research is to find out the difference of teaching writing skill in recount text using Instagram application whether effective or not. The research was conducted at the eight grade students of SMP Negeri 1 Tulungagung in the academic year of 2019/2020. There were 14 classes at the eight grade. The total of the eight grade were 448 students. The sample of this research was 8A which consists of 37 students, 16 male and 21 female students. As mentioned before, the researcher used essay for the test as an instrument to collect the data. There were pre-test and post-test that the researcher used to analyze the data. The form of the pre-test and post test had the same form but different in the topic. The test was conducted before and after using instagram application as the treatment in teaching writing recount text.

In this research, the data was presented from pre-test and post-test. Here the researcher wanted to know the effectiveness of using instagram application in teaching writing recount text of the eight grade at SMP Negeri 1 Tulungagung. The effectiveness could be seen from the significant of students' score in writing recount text before and after being taught with instagram application.

In order to know the effectiveness of the treatment by investigate students' writing ability of recount text before and after being taught with instagram application, the researcher give pre-test and post-test in the same instruction but different in the topic. In the pre-test, the topic was about "My Unforgettable Holiday", while in post-test was about "My Unforgettable Experience at School". The score of the pre-test and post-test based on the five aspects in writing, there are : content, organization, grammar, vocabulary, and mechanics. In order to know the results of students' ability are good or not, the researcher gave the criteria on writing ability. The table criteria of scores can be seen as follows :

Table 4.1 The Score's Criteria

No.	Score	Criteria
1.	21 – 25	Excellent
2.	16 – 20	Good
3.	11 – 15	Average
4.	6 – 10	Poor
5.	0 – 5	Very Poor

The criteria of scores are needed for students' writing ability before and after being taught by using instagram apllication. By using the table above the researcher can be found the scores's criteria of pre-test and post-test.

1. The Data of Pre-Test

In this part of test, the researcher asked the students to write the story about "My Unforgettable Holiday". The students were given about 60 minutes to write the recount text. There were 37 students as the sample of this research. The

purpose of conducting pre-test was intended to measure the students' writing achievement before they were given the treatment. The result of pre-tes (table 4.2) the histogram chart of pre-test (table 4.3), the descriptive statistic of pre-test score consisted of mean (table 4.4) and the frequency distribution of pre-test (table 4.5), those can be seen as below :

Table 4.2 The Result of Students' Score in Pre-Test

No.	NAME	PRE-TEST
1	AZ	15
2	ANF	15
3	ANS	17
4	APW	13
5	AAM	15
6	AFK	17
7	ABF	13
8	AGW	15
9	AZZ	17
10	AY	15
11	ANH	15
12	BAN	17
13	BV	15
14	DMD	15
15	DRC	15
16	DHAS	17
17	DCS	17
18	ESW	13
19	FV	17
20	FAZ	8
21	FYK	13
22	IF	13

23	IZR	15
24	KN	11
25	MRA	13
26	MIK	15
27	MRR	13
28	NAA	17
29	NSM	17
30	SPK	13
31	SBP	12
32	SAN	13
33	SRC	13
34	SDN	13
35	TAZ	15
36	TMH	17
37	ZAS	13

Based on the table above, it could be seen the lowest and the highest score of eight grade students. The lowest score in pre-test was 8 and the highest in the pre-test was 17.

The researcher used SPSS 16.0 to know the descriptive statistic and the percentage of students' score on pre-test. For easy to understand wheter the students; score, here the histogram chart below :

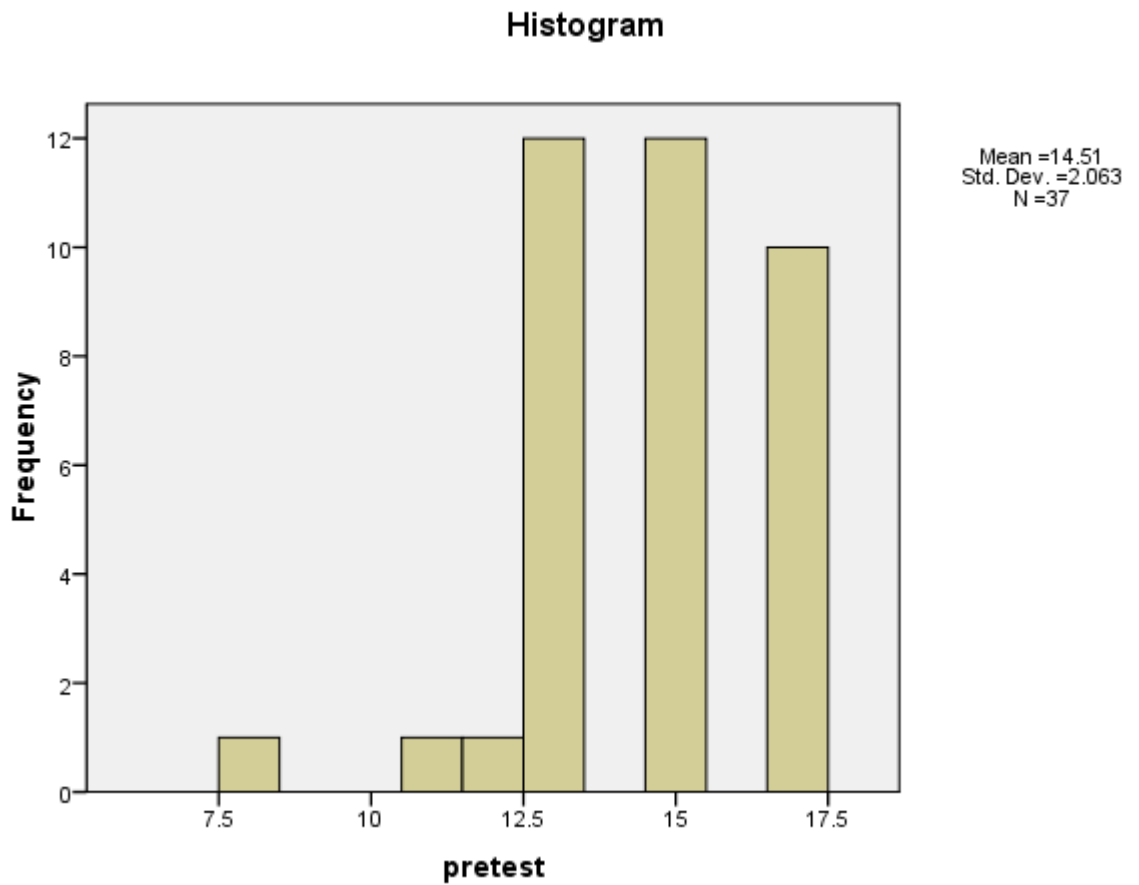**Table 4.3 The Histogram Chart of Pre-test**

Histogram

Mean =14.51
Std. Dev. =2.063
N =37

Table 4.4 The Descriptive Statistic of Pre-Test Sccores

Statistics

Pretest

N	Valid	37
	Missing	0
Mean		14.51
Median		15.00
Mode		13[a]
Std. Deviation		2.063
Variance		4.257
Range		9
Minimum		8
Maximum		17
Sum		537

a. Multiple modes exist. The smallest
value is shown

In this research, the groyp of eight grade students of SMP Negeri 1
Tulungagung. table 4.4 showed that total of the data were devided into number of
data which determined as mean score from pre-test. It was 14.51. the, the half
number of data sample which determined as median score from pre-test was
15.00. to know the most frequently appeared number, the data used mode score
and the most appeared number was 13. The standard deviation of pre-test is 2.063,
the minimum score was 8, the maximum score was 17. The sum of pre-test is
537.

Then, the number of score appeared in pre-test, the researcher presents frequency distribution as below :

Table 4.5 Frequency Distribution of Pre-Test

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	1	2.7	2.7	2.7
	11	1	2.7	2.7	5.4
	12	1	2.7	2.7	8.1
	13	12	32.4	32.4	40.5
	15	12	32.4	32.4	73.0
	17	10	27.0	27.0	100.0
	Total	37	100.0	100.0	

The table 4.5 showed the number that describe the categorizing based on frequency distribution by considering on qualification of the scoring rubric.

a. There is a student who got score between 6-10, it means that the students writing achievement was still very poor, it need much improvement.

b. There are 26 students who got score between 11 - 15, it means that the students writing achievement was in average, it also need improvement.

c. There are 10 students who got score between 16 – 20, it means that the students writing achievement was in good

After knowing the result of pre-test, the researcher gave the treatment of instagram application as a media in teaching writing recount text with the purpose probably the students writing achievement could be increased. Lastly, the

researcher gave post-test in order to measure the difference scores or achievement after conducting the treatment.

2. The Data of Post-Test

In post test, the researcher asked the students to write recount text with different topic that pre-test. The topic wa "My Unforgettable Experience at School". The allocation time was 60 minutes. There were 37 students as the sample of this research. The purpose of conducting post-test was intended to measure the students' writing achievement after they were given treatment.

The result of post-test (table 4.6). the histogram chart of post-test (table 4.7). the descriptive statistic of post-test score consisted of mean (table 4.8) and the frequency distribution of post-test (table 4.9), can be seen below :

Table 4.6 The Result of Students' Score in Post-Test

No.	NAME	POST-TEST
1	AZ	20
2	ANF	24
3	ANS	23
4	APW	18
5	AAM	21
6	AFK	24
7	ABF	18
8	AGW	24
9	AZZ	24
10	AY	21
11	ANH	22
12	BAN	24
13	BV	20

14	DMD	20
15	DRC	21
16	DHAS	23
17	DCS	23
18	ESW	18
19	FV	23
20	FAZ	20
21	FYK	24
22	IF	23
23	IZR	20
24	KN	24
25	MRA	20
26	MIK	21
27	MRR	24
28	NAA	21
29	NSM	24
30	SPK	23
31	SBP	18
32	SAN	21
33	SRC	20
34	SDN	20
35	TAZ	21
36	TMH	23
37	ZAS	20

Based on the table 4.6, it could be seen the lowest and the highest scores of eight A class. The lowest score in Post-test was 18 and the highest one was 24. The researcher used SPSS 16.0 to know the descriptive statistic percentage of students' score of post-test. For easy to understand wheter the students' score, here the histogram chart below :

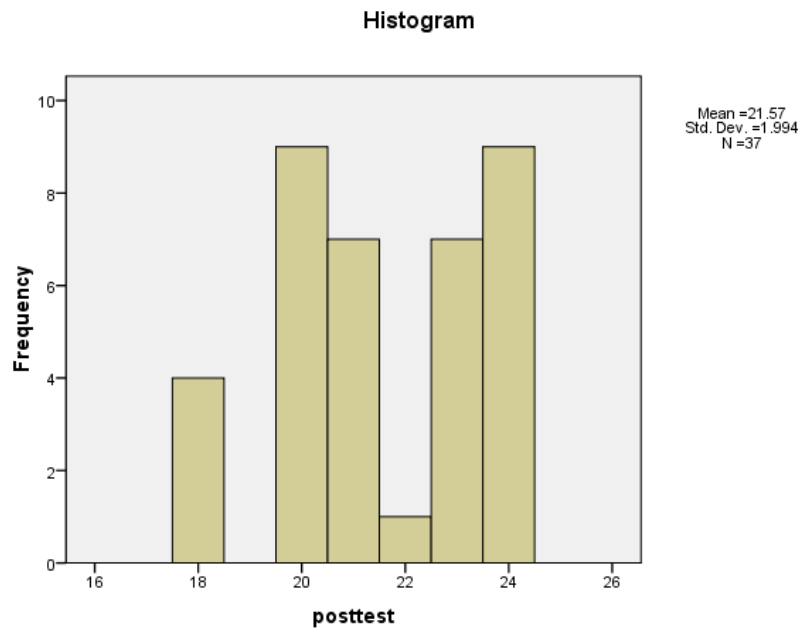**Table 4.7 The Histogram Chart of Post-Test**

Table 4.8 The Descriptive Statistic of Post-Test Sccores

Statistics

Posttest

N	Valid	37
	Missing	0
Mean		21.57
Median		21.00
Mode		20[a]
Std. Deviation		1.994
Variance		3.974
Range		6
Minimum		18
Maximum		24
Sum		798

a. Multiple modes exist. The smallest

value is shown

In this research, the group was intended to eight A class students of SMP Negeri 1 Tulungagung. based on the table 4.8 showed that the total data were devide with number of data which determined as mean score from pre-test, it was 21.57. then, the half number of data sample which determined as median score from post-test was 21. to know the most frequently appeared number, the data used mode score and the most appeared number was 20. The standard deviation of post-test is 1.994. The range of post-test is 6. In adddition, the minimum score was 18 and the maximum score was 24. the sum of the post-test is 798.

In order to know the number of score appeared in post-test, the researcher used frequency distribution as follow below :

Table 4.9 Frequency Distribution of Post-Test

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	4	10.8	10.8	10.8
	20	9	24.3	24.3	35.1
	21	7	18.9	18.9	54.1
	22	1	2.7	2.7	56.8
	23	7	18.9	18.9	75.7
	24	9	24.3	24.3	100.0
	Total	37	100.0	100.0	

The table 4.9 showed the number that describe about the division and percentages of frequency distribution. The frequency of post-test after being distributed showed based on the categorizing of scoring rubric below :

a. There are 13 students who got between 16 - 20, it means that the students' writing achievement was good.

b. There are 24 students who got betweet 21 - 25, it means that the studentsa' writing achievement was excellent.

B. Normality Testing

1. The result of normality testing

Normality testing is conducted to determine whether the data is normal distribution or not. The main reason of conductiong normality testing in a research in order ro know the population or the data involved in the research is in the normal distribution. The computation of normality testing in this research using *One-Sample Kolmogorov-Sminorv test* in SPSS 16.0 by significant value (α) is 0.05. basic decision making normality testing were as follows :

a. If the significance value > 0.05 , the data had normality distribution

b. If the significance value < 0.05, the data did not have normal distribution

Table 4.10 Normality Result

One-Sample Kolmogorov-Smirnov Test

		PRETEST	POSTTEST
N		37	37
Normal Parameters[a]	Mean	14.51	21.57
	Std. Deviation	2.063	1.994
Most Extreme Differences	Absolute	.188	.196
	Positive	.174	.153
	Negative	-.188	-.196
Kolmogorov-Smirnov Z		1.142	1.194
Asymp. Sig. (2-tailed)		.147	.116

a. Test distribution is Normal.

Based on the output from SPSS above, the table shows that the significant value of Pre-test is 0.147 and significant value of Post-test is 0.116. both of significant value of pre-test and post-test are higher than 0.05. the significant value of pre-test is 0.147 and its higher than 0.05 (0.147 > 0.05). it means that H_a is accepted and H_0 is rejected. It automatically the data distribution of pre-test is normal. Then, the value of post-test is 0.116 and it is higher than 0.05 (0.116 > 0.05). It means that H_a is accepted and H_0 is rejected. It automatically the data distribution of pre-test is normal. Therefor, it can be concluded that both of the data (pr-test and post-test) are normal distribution.

C. The Result of T-test

Data analysis was done to know the difference of students' score in writing ability of recount text befor and after being taught by using Instagram application. The researcher is conducted Hypotesis Testing whether to know there is significant difference achievement of eight A class in SMP Negeri 1 Tulungagung

in academic year 2019/2020 in writing recount text before and after being taught by using instagram application. To analyze the finding data, the researcher uses *Paired Sample T-Test* by using SPSS 16.0. The researcher used T-test because the data distribution was normal. The result of can be seen in table 4.12 below :

Table 4.12 Descriptive Statistic for Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	14.51	37	2.063	.339
	POST TEST	21.57	37	1.994	.328

From the table 4.9, there were 37 students as sample of this research. The name of the students had been mentioned by initial name to keep the privacy of the students. The researcher administered the test before being taught by using instagram application. The test consisted of instructions about the way to write a recount text in essay form. According to the table 4.12 showed the descriptive statistic of pre-test and post-test. The previously mentioned that there are two hypothesis in this study, they are (1) H_0 stating that there is No. any significant difference on students writing ability of recount text before and after being taught by instagram application. (2) H_a stating that there is any significant difference on students writing ability of recount text before and after being taught by instagram application.

Table 4.13 Paired Sample Correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	37	.434	.007

The table above showed that there were any significant difference score between pre-test and post-test is 0.007. if the Sign > 0.05, it means that H_0 is accepted. If the Sign. < 0.05, it means that H_0 is rejected. It showed that Sign.is 0.007 is lower that 0.05 means that H_0 is rejected and H_a is accepted. So based on the table above, it can be concluded that using Instagram application in teaching writing recount text was effective on students' writing ability of recount text.

Table 4.14 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)
Pair1 PRE TEST – POST TEST	-7.054	2.160	.355	-7.774	-6.334	-19.869	36	.000

D. **Hypothesis Testing**

From the data analysis it could be identify that :

1. If Sign. < α , the null hypothesis (H_0) is rejected and the alternative (H_a) is accepted. It means that there is significant different students' achievement of students' writing ability in recount text at eight grade in SMP Negeri 1 Tulungagung before and after being taught by using instagram application, it means that it is effective.

2. If Sign. > α , the null hypothesis (H_0) is accepted and the alternative (H_a) is rejected. It means that there is no significant different students'

score of students' writing ability in recount text at eight grade in SMP Negeri 1 Tulungagung before and after being taught by using instagram application, it means that it is not effective.

Based on the testing using paired sample T-test on SPSS 16.00 get the score 0.000 it means that 0.000 < 0.005 and can be concluded that , the null hypothesis (H_0) is rejected and the alternative (H_a) is accepted. It means that there is significant different students' achievement of students' writing ability in recount text at eight grade in SMP Negeri 1 Tulungagung before and after being taught by using instagram application, it means that it is effective.

E. Discussion

In this research, the researcher conducted the research by using one sample of population. It is eight A students of SMP Negeri 1 Tulungagung. the number of students are 37, it has been chosen by purposive sampling technique in term suggestion by the English teacher in the school. In order to know the result of this research whether this media is effective or not, the researcher used pre-test and post-test then computed both of the tests into SPSS 16.0. the result of computation between pre-test and post-test shows that the use of instagram application is effective in teaching writing recount text by looking the students' score in the writing recount text ability.

The analysis data by using SPSS 16.0 that the mean of the pre-test was 14.51 and post-test improved into 21.57 after getting treatment. The mean of the pre-test is lower than the post-test (14.51 < 21.57), it means that the null hypothesis could be rejected, and it can concludes that using isntagram application

in teaching writing recount text was effective on students' writing ability of recount text.

Although, some of students' score of pre-test and post-test were not perfect but it showed post-test were significant that pre-test. On the output of paired sample test after calculated the data, it showed t value (Sign. 2-tailed) was 0.007. from comparing with the standard level of significance (0.05). $(0.007 < 0.05)$, it means that the alternative hypothesis (H_a) was accapted and null hypothesis (H_0) was rejected. It could be concluded tht there was significant difference of studets' score before and after being taught instagram application in teaching writing recount text. Thus, it can be interpreted that writing ability of the students had been improved after getting the treatment by using instagram application in teaching writing recount text.

Finding the result by using instagram application in teaching writing recount text can increase students achievements in writing recount text at Junior High School especially at 8A students of SMP Negeri 1 Tulungagung. based on the mean of pre-test 14.51 becomes 21.57 in post-test. The increasing score above related with the benefit of using instagram application in teaching writing recount text.

Regarding on the result of the data analysis above, it is also strongly with previous study as stating that the use of instagram is effective for teaching writing. Listiani (2016), this research was an experimental study to find out whether there is any learning achievement of students who are taught writing recount text using instagram application as media which is significantly different from those who are taught without instagram application. The subject of the study were the eight

grade students of SMP Kesatrian 1 Semarang. In order to achieve the objective, the reseracher conducted an experimental research. There were two groups involved in this research, the experimental and control group. The experimental group was taught using instagram application and the control group was taught without using instagram application. After both groups were given the treatment, the result of the srudy shows that the mean post-test score of experimental group was 73 and the control group was 67.15. it means that the score of the experimental group was higher that the score of the cotrol group. Based of the result of the study, it is concluded the application of instagram application can improve students' writing ability in writing recount text. It was effective and recommended for English teacher as one of reference in teaching and learning process. In this case, the result of the mean score of the experimental group from previous study above was 73 and from this research is 86. Its mean that the mean of this research is higher that this previous study.

Lisa Heni (2019), this study was conducted by using experimental research especially quasi experimental research with consists of 2 classes with 84 students. Those students were devided into experimental and control group. The experimental group was taught writing recount text by using instagram application as a teaching media, whereas the control group was taught by using teacher centered writing. The result indicated that the final average score of experimental group was 79.25. meanwhile, the control group got a lower average score with 71.53. thus, the higher achievement of experimental group indicated that the use of instagram application promoted a better understanding for students with high and low motivation which improved the quality of their writing. In this case, the

result of the mean score of the experimental group from previous study above was 79.25 and from this research is 86. It means that the mean of this research is higher that this previous study.

In the other previous study of Advances in Social Science, Education and Humanities Research of Internasional Conference on English Lnguage and Teaching (ICOELT 2018) entitled Enhancing Accounting Students' writing Skill Through Instagram stated that there is a significant difference of the students' result in writing skill by Fenny Thresia (2018), from the mean score pretest is 57,46 increase into 74,20. The researcher stated that the use of the Instagram Application in teaching writing recount text is considerably effective for enhancing students' ability in writing a recount text.

Stated on Proceedings of the Fourth Internasional Seminar on English Language and Teaching (ISELT-4) by Fitri H (2016) entitled Instagram as a Teaching tool, based on the research of the researcher, the researcher stated that Instagram as one of web-site application that allows users to communicate, collaborate and share resources with othe people. Both being easy to access and easy to use make socil media become a very effective tool to communicate and exchange ideas. Students may use social media to keep up with their friends, to stay up-to-date with news and current events. Through instagram application the students can post photos or videos that can be commented by their followers. By using instagram application the teacher are offered great opportunity to develop classroom activity creatively. Based on the statement of the researcher, in can prove that instagra application have the other use, it can be a media of teaching

writing to be more effective, creative and increase a new idea to make a product of writing.

Overall it can be said that instagram application as media in teaching writing recount text is also suitable in writing essay, recount text or just writing assignment. Furthermore, teaching writing recount text by using instagram application is effective to increase students' achievement in the level of eight grade students of SMP Negeri 1 Tulungagung in academic year 2019/2020.