CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the study findings and discussion that include data of study findings, hypothesis testing and discussion.

A. Research Findings

The present study is designed to find out the ability of the eight graders of MTs Darul Hikmah Tawangsari in academic year 2019/2020 in writing invitation card when they were taught writing by e-module, and when they were taught writing without using e-module. The subjects of the study consist of two classes. The data were described into two tables. The table 4.1 showed students‟ score and achievement in control class and the table 4.6 showed the students‟ score and achievement in experimental class.

The data of this study were the pretest scores and posttest scores of control class and experimental class. The scores are presented as follows.

1. The Data of Control Class

Table 4.1

The Students' Scores of Control Class

NO	NAMA	PRE-TEST	POST TEST
1	ARD	76	80
2	AVBF	70	74
3	AF	72	74
4	BAL	76	80
5	CNF	40	48
6	DEF	56	60
7	EWC	68	72
8	GKBA	52	56
9	ISM	52	60
10	KA	60	64
11	LFN	48	52
12	LFNU	44	48
13	NHP	48	52
14	NDS	54	58
15	NFAP	76	80
16	NMZ	72	76
17	NAKS	68	76
18	OHS	72	76
19	PSU	60	64
20	SNS	52	56
21	SAA	76	80
22	SCA	72	76
23	SRA	60	68
24	SNZ	48	56
25	SFU	52	60
26	THE	68	72
27	UJI	52	56
28	VRA	52	60
29	VAR	60	64
30	VDSTU	48	52

Control class is a class which was taught writing invitation card without using e-module. The subject of pretest in control group consisted of 30 students. Based on the result in pretest, the highest score is 76 and the lowest score is 40.

a. Pretest of Control Class

Table 4.2

The Output of Statistic Data of Control Class's Score in Pretest

Statistics

pretestcontrol

N	Valid	30
	Missing	0
Mean		60,13
Median		60,00
Mode		52
Std. Deviation		11,079
Variance		122,740
Range		36
Minimum		40
Maximum		76
Sum		1804

Based on the table 4.2 above, show mean of pretest score 60.13. It means the mean score is low

Table 4.3
The Frequency Students' Score of Pre-Test in Writing Invitation Card (Control Class)

Pretestcontrol

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3,3	3,3	3,3
	44	1	3,3	3,3	6,7
	48	4	13,3	13,3	20,0
	52	6	20,0	20,0	40,0
	54	1	3,3	3,3	43,3
	56	1	3,3	3,3	46,7
	60	4	13,3	13,3	60,0
	68	3	10,0	10,0	70,0
	70	1	3,3	3,3	73,3
	72	4	13,3	13,3	86,7
	76	4	13,3	13,3	100,0
	Total	30	100,0	100,0	

b. Posttest of Control Class

Table 4.4
The Output of Descriptive Statistic of Control Class's Score in Post-test

Statistics

posttestcontrol

N	Valid	30
	Missing	0
Mean		65,00
Median		64,00
Mode		56[a]
Std. Deviation		10,527
Variance		110,828
Range		32
Minimum		48
Maximum		80
Sum		1950

a. Multiple modes exist. The smallest value is shown

Based on the table 4.4 above, show Mean of post-test score 65,00. The gain of mean score between pretest and posttest was 5.13

Table 4.5
The Frequency Students' Score of Post-Test in WritingInvitation (Control Class)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	2	6,7	6,7	6,7
	52	3	10,0	10,0	16,7
	56	4	13,3	13,3	30,0
	58	1	3,3	3,3	33,3
	60	4	13,3	13,3	46,7
	64	3	10,0	10,0	56,7
	68	1	3,3	3,3	60,0
	72	2	6,7	6,7	66,7
	74	2	6,7	6,7	73,3
	76	4	13,3	13,3	86,7
	80	4	13,3	13,3	100,0
	Total	30	100,0	100,0	

2. The Data of Experimental Class

Table 4.6

The Students' Scores of Experimental Class

NO	NAMA	PRE-TEST	POST-TEST
1	LM	72	80
2	SKR	80	88
3	ZAR	80	88
4	NA	90	94
5	APA	86	90
6	ISA	82	86
7	BF	78	82
8	DFS	78	86
9	SPH	82	86
10	AAM	78	82
11	YWM	52	58
12	NH	48	60
13	DSRW	72	80
14	HNA	82	90
15	SYN	84	94
16	HHA	72	76
17	AZA	76	84
18	NAS	70	70
19	DAM	54	58
20	NH	78	86
21	RSH	80	84
22	VRA	78	86
23	FAR	70	78
24	AH	74	78
25	NDL	68	72
26	AFK	72	76
27	YNH	68	72
28	NA	68	72
29	MAD	76	88
30	IDN	80	88

Based on the table 4.6 above, it shows that the lowest score in pretest was 48 and the highest score was 90. The highest score of post-test was 94, the lowest score was 58.

a. Pre-Test Experimental Group

Table 4.7

The Output of Descriptive Statistic of Experimental Class's Score in Pre-Test

Statistics

Pre-testExperimental

N	Valid	30
	Missing	0
Mean		74,27
Median		77,00
Mode		78
Std. Deviation		9,537
Variance		90,961
Range		42
Minimum		48
Maximum		90
Sum		2228

Based on the table 4.7 above, show mean of pretest score 74,27.

Table 4.8
The Frequency Students' Score of Pre-Test in Writing Invitation Card (Experimental Class)

Pretestteks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	1	3,3	3,3	3,3
	52	1	3,3	3,3	6,7
	54	1	3,3	3,3	10,0
	68	3	10,0	10,0	20,0
	70	2	6,7	6,7	26,7
	72	4	13,3	13,3	40,0
	74	1	3,3	3,3	43,3
	76	2	6,7	6,7	50,0
	78	5	16,7	16,7	66,7
	80	4	13,3	13,3	80,0
	82	3	10,0	10,0	90,0
	84	1	3,3	3,3	93,3
	86	1	3,3	3,3	96,7
	90	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

b. Posttest Experimental Class

Table 4.9

The Output of Descriptive Statistic of Experimental Class's Score in Post-Test

Statistics

posttest

N	Valid	30
	Missing	0
Mean		80,40
Median		83,00
Mode		86
Std. Deviation		9,761
Variance		95,283
Range		36
Minimum		58
Maximum		94
Sum		2412

Based on the table 4.9 above, show mean of post-test score 80,40.

Table 4.10
The Frequency Students' Score of Pre-Test in Writing Invitation Card (Experimental Class)

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	2	6,7	6,7	6,7
	60	1	3,3	3,3	10,0
	70	1	3,3	3,3	13,3
	72	3	10,0	10,0	23,3
	76	2	6,7	6,7	30,0
	78	2	6,7	6,7	36,7
	80	2	6,7	6,7	43,3
	82	2	6,7	6,7	50,0
	84	2	6,7	6,7	56,7
	86	5	16,7	16,7	73,3
	88	4	13,3	13,3	86,7
	90	2	6,7	6,7	93,3
	94	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

B. Data Analysis

As stated in the previous part, data analysis was done to analyze the data from the two groups to determine whether or not there was significant different score. The students' score of post-test of both groups (control and experimental) were analyzed using independent T-test at SPSS 16.0.The test results as follows in table 4.11:

Table 4.11

Group Statistics

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
students' score	Experiment	30	80,40	9,761	1,782
	Control	30	65,00	10,527	1,922

Based on table 4.11, it shows there are two class, it was experimental class and control class. First Control class, shows N cell there are 30, Mean of score control class (65,00), Standard Deviation for control class (10,527), and standard error mean for control class (1,922). While, in Experimental class, shows cell there are 30, Mean of score experimental class (80.40), Standard Deviation for experimental class (9,761), and Standard Error Mean for experimental (1,782). From the result above it can conclude, that there is significant different of students" score mean between those who are taught by using e-module and those who aren't

Table 4.12
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
students' score	Equal variances assumed	1,342	,251	5,875	58	,000	15,400	2,621	10,153	20,647
	Equal variances not assumed			5,875	57,672	,000	15,400	2,621	10,153	20,647

From the result of t-test on above it can conclude, that significant level (sig) is 0.000, and it is lower than 0.05 (0.000<0.05). It was found that there is significant difference of students‟ achievement before and after those who are taught by using e-module and those who are not. It means that teaching writing in invitation card using e-module is effective. The null hypothesis stated there is no significant differenced who are taught by using e-module and who are not taught by using e-module. Alternative hypothesis stated is accepted in other word there is an effective of using e-module for teaching writing invitation card text.

C. Hypothesis Testing

The hypothesis of this study are:

1. **Null Hypothesis (Ho)**

"There is no significant difference on the students‟ writing achievement who were taught before e-module and after using e-module"

2. Alternative Hypothesis (Ha)

"There is significant difference on the students‟ writing achievement who were taught before using e-module and after using e-module".

To know whether there are any significant different students writing achievement between the students who are taught and the students who are no taught by using e-module, the calculating result should show whether Ho is rejected meanwhile H1 is accepted. To analyze the data the writer by using SPSS 16 version, the result can be seen on table as below.

D. Discussion

The gain of the mean score of control group between pretest to posttest was 5.13 and gain of the mean score of experimental group between pretest and posttest was 6.13. Although the pretest score experiment class was better of pretest score control class, but the gain score experimental class was high.

From the research finding above the data were analyzed with the helped of SPSS program 16.0 version. The students who are taught without by using e-module did not make significant improvement, as seen from the mean score of pretest was 60.13, as seen from the mean score of posttest was 65.00. The students who are taught by using e-module make significant improvement, as seen from the mean score of pretest was 74.27, and the mean score of posttest was 80.40. So, the gain of the mean pretest score experimental class better of pretest score control class, but the gain of score experimental class is high. The calculation of the achievement using t-test show that there is significant difference of students‟ achievement before and after those who are taught by using e-module and those who are not. It means that teaching writing in invitation card using e-module is effective. The null hypothesis stated there is no significant differenced those who are taught by using e-module and those who are not is rejected.

The use of e-module in teaching writing ability was effective. It can help students to express their ideas in writing invitation card not only based on their imagination, can also attract their attention, and can make the class run conductive and make them in relax condition. Those are the reasons of the improvement of the students‟ ability in writing invitation card which have been taught by using e-module. From the research finding, it can be concluded that using e-module can improve students writing ability in language learning. According to Wright (1989:17) pictures contribute to improve the students‟ interest and motivation in the teaching learning process. Furthermore, he explains that pictures have a sense

of the context of the language and it can be a specific reference point or stimulus to the students. Joklova (2009:19) states “The picture is used in a more meaningful and „real-life-communicative‟ way than being just displayed for students to say what they can actually see.” Furthermore, e-module also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefit is it is simple, does not costly, and relatively easy to get. Those benefits are also supported by Smaldino et al. (2005:9) who suggests that the use of e-module will make the students interested in writing English. According to Smaldino (2005:9) there are some advantages of by using e-module will make the students interested in writing English because e-module is one of the visual teaching media, E-module will stimulate the students to develop and use their imagination so that they will be able to write well. Then, it will also help students in expressing their ideas and also e-module will improve students’ motivation in writing.

It can be said, that the writing achievement in the experiment class has proven that e-module can be good method in developing writing invitation card. Beside that by using e-module it can be considered successful and the research findings also indicated that the students‟ mean scores in writing skill increased. The last, using e-module is an alternative media that can be applied in teaching and learning English especially writing skill. The students can easily to accept material that was conveying by them teacher in class and the students more enthusiast.