

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes about research finding that include are (1) data of research finding, (2) data analysis, (3) hypothesis testing and (4) discussion.

A. Data of Research Finding

In this section, the writer presents the students' writing achievement before and after being taught by applying tourism brochure. As mentioned before, the researcher uses test as the instrument in collecting data. The test is administered to class VII-D students of MTs AL HUDA Bandung as a single-group. The question is instructing the students to write a descriptive text. The researcher presents and analyzes the data through two kinds of tests, they are pre-test and post-test. Those tests are conducted to the single-group, D class that consists of 31 students. The pre-test is given before being taught by applying tourism brochure and post-test is given after being taught by applying tourism brochure. The collected data are described in the form of table that includes the pre-test and post-test score in the single-group.

The students' writing achievement is scored using holistic scoring rubric. The elements of writing that are rated on the rubric are organization, idea, content of process, scale is defined into five categories: they are excellent, good, average, poor, and very poor.

Then, the presentation of the data is as follows:

1. Students' writing ability in descriptive text before being taught by using tourism brochures (pre-test score).

Table 4.1 The students' writing score before being taught by using tourism brochures:

No	Subject	Score	Predicate
1	A	80	Good
2	B	75	Average
3	C	75	Average
4	D	75	Average
5	E	74	Average
6	F	70	Poor
7	G	75	Average
8	H	75	Average
9	I	60	Poor
10	J	75	Average
11	K	75	Average
12	L	75	Average
13	M	83	Good
14	N	80	Good
15	O	73	Average
16	P	74	Average
17	Q	50	Very poor
18	R	50	Very poor
19	S	70	Poor
20	T	80	Good
21	U	80	Good
22	V	75	Average
23	W	75	Average
24	X	73	Average
25	Y	73	Average
26	Z	60	Very poor
27	A1	74	Poor
28	B1	68	Poor
29	C1	72	Average
30	D1	80	Good
31	E1	62	Poor

The pre test was followed by 31 students of the experimental group. The researcher allocated 40 minutes for conducting pre-test. The pre test was in the form of writing instruction that the students should make or write descriptive text, the topic was about "My lovely house". It was done before treatment process using

tourism brochure. This test was intended to know the basic competence of the students before the students got the treatment. The pre-test was administered at 9th of May 2014.

Based on the calculation, the results are as follows:

$$\begin{aligned} \text{a. Mean} &= \frac{\Sigma(\)}{n} \\ &= \frac{721.3}{10} \\ &= 72.13 \end{aligned}$$

$$\begin{aligned} \text{b. Median} &= \frac{n+1}{2} \\ &= \frac{10+1}{2} \\ &= 5.5 \end{aligned}$$

The median is the mean of the values of 16th. That is 74.

c. Mode is the most existing score that is 75.

d. Standard deviation

$$\begin{aligned} S &= \frac{\Sigma(x - \bar{x})^2}{n} \\ S_{xx} &= \Sigma x^2 - \frac{(\Sigma x)^2}{n} \\ &= 163206 - \frac{161280.51}{10} \\ &= 163206 - 161280.51 \\ &= 1925.49 \\ S &= \frac{1925.49}{10} \\ &= \sqrt{192.549} \\ &= \sqrt{64.18} \end{aligned}$$

$$= 8.01$$

From the calculation result of students score before taught using tourism brochure, the highest score achieved by students is 83 and the lowest one is 50. The range is 33, from the student's number (N) = 31. The number of class used is 4, and the class width (interval) used is 11. From the calculation result of statistics, the mean score (\bar{X}) achieved by students is 72.13, the mode score is 75, the median score is 74, and the standard deviation is 8.01.

Table 4.2 Table distribution of students' pre-test score:

Class limit	Class boundaries	Midpoint	Tally	Frequency	Percentage	(X.f)
		(X)		(f)		
50-59	49.5-59.5	54	II	2	6.45%	108
60-69	59.5-69.5	64	III	4	12.90%	256
70-79	69.5-79.5	74	IIII II IIII III	19	61.29%	1406
80-89	79.5-89.5	84	IIII I	6	19.35%	504
				31	100.00%	2274

2. Students' writing achievement after being taught by using tourism brochures (post-test score)

Table 4.3 The students' writing score after taught by using tourism brochures:

No	Subject	Score	Predicate
1	A	95	Excellent
2	B	87	Good
3	C	92	Excellent
4	D	88	Good
5	E	87	Good
6	F	87	Good
7	G	88	Good
8	H	87	Good
9	I	78	Average
10	J	85	Good
11	K	88	Good

12	L	87	Good
13	M	87	Good
14	N	85	Good
15	O	87	Good
16	P	87	Good
17	Q	70	Poor
18	R	70	Poor
19	S	87	Good
20	T	86	Good
21	U	95	Excellent
22	V	90	Excellent
23	W	87	Good
24	X	85	Good
25	Y	84	Good
26	Z	75	Average
27	A1	87	Good
28	B1	78	Average
29	C1	78	Average
30	D1	85	Good
31	E1	85	Good

The post-test was also followed by 31 students of the experimental group. The researcher allocated 40 minutes for conducting post-test. The post-test is same as pre-test that is in the form of writing instruction that the students should make or write descriptive text, the topic was “The Hotel Srinakarin”. It was done after treatment process using tourism brochure. This test was intended to know the result or the effect of treatment toward students writing ability. The post-test was administered at 23th of May 2014.

Based on the calculation, the results are as follows:

$$a. \text{ Mean} = \frac{\Sigma(\)}{n}$$

$$= \frac{2690}{31}$$

$$= 85.39$$

$$\begin{aligned}
 \text{b. Median} &= \frac{16}{2} \\
 &= 8 \\
 &= 16
 \end{aligned}$$

The median is the mean of the values of 16th. That is 87.

c. Mode is the most existing score that is 87.

d. Standard deviation

$$\begin{aligned}
 S &= \frac{\sum (X - \bar{X})^2}{n} \\
 S_{xx} &= \sum (X - \bar{X})^2 \\
 &= 226806 - \frac{(\sum X)^2}{n} \\
 &= 226806 - \frac{226019.64}{31} \\
 &= 786.35 \\
 S &= \sqrt{\frac{786.35}{31}} \\
 &= \sqrt{26.212} \\
 &= 5.13
 \end{aligned}$$

From the calculation result of students score before taught using tourism brochure, the highest score achieved by students is 95 and the lowest one is 75. The range is 20, from the student's number (N) = 31. The number of class used is 3, and the class width (interval) used is 10. From the calculation result of statistics, the mean score (X) achieved by students is 85.13, the mode score is 87, the median score is 87, and the standard deviation is 11.33.

Table 4.4 Table distribution of students' post-test score:

Class limit	Class boundaries	Midpoint	Tally	Frequency	Percentage	(X.f)
		(X)		(f)		
66-75	65.5-75.5	70	III	3	9.67%	210
76-85	76.5-85.5	80	IIII	5	16.12%	400
86-95	86.5-95.5	90	IIII IIII IIII IIII III	23	74.19%	2070
				31	100.00%	2680

B. Data Analysis

Data analysis was done to know the different score of the students' achievement in writing descriptive text before and after being taught using tourism brochure. Referring to the data in the form of students' score gained from pre and post test as stated above, the next step was analyzing those data by computing it by using T - test.

To find out whether there is different of students' achievements in writing descriptive text before and after being taught using tourism brochure, the researcher used percentage formula and divided the test result into five criteria; those are excellent, good, average, poor and very poor. It means that if the students can understand descriptive text well so they get excellent score, when the students still confused about descriptive text, they get good and average score, poor and very poor score is got by the students when they just understand little about writing descriptive test.

The result of data analysis is from students' score of pre-test and post-test as in the following table.

Table 4.5 The Statistical Result using T – Test:

No	Subject	Pretest	Posttest	Y-X	(Y-X) ²
		(X)	(Y)		
1	A	80	95	15	225
2	B	75	87	12	144
3	C	75	92	17	289
4	D	75	88	13	169
5	E	74	87	13	169
6	F	70	87	17	289
7	G	75	88	13	169
8	H	75	87	12	144
9	I	60	78	18	324
10	J	75	85	10	100
11	K	75	88	13	169
12	L	75	87	12	144
13	M	83	87	4	16
14	N	80	85	5	25
15	O	73	87	14	196
16	P	74	87	13	169
17	Q	50	75	25	625
18	R	50	75	25	625
19	S	70	87	17	289
20	T	80	86	6	36
21	U	80	95	15	225
22	V	75	90	15	225
23	W	75	87	12	144
24	X	73	85	12	144
25	Y	73	84	11	121
26	Z	60	75	15	225
27	A1	74	87	13	169
28	B1	68	78	10	100
29	C1	72	78	6	36
30	D1	80	85	5	25
31	E4	62	85	23	529
		$\Sigma X=2236$	$\Sigma Y=2629$	$\Sigma =411$	$\Sigma = 6259$

The steps to get the value of t-count are as follows:

- a. The researcher found the average of the difference of the score. The formula is as follows:

$$Md = \frac{\Sigma}{n} = \frac{1706.25}{130} = 13.25$$

- b. And then the researcher found the Σ by using formula:

$$\begin{aligned} \Sigma &= \Sigma - \frac{(\Sigma)}{n} \\ &= 6259 - \frac{(\quad)}{130} \\ &= 6259 - \frac{5449.06}{130} \\ &= 6259 - 41.9158 \\ &= 809.94 \end{aligned}$$

- c. After the researcher got the result of the Σ , the researcher can start to find the value of "t".

The formulation as follow:

$$\begin{aligned} t &= \frac{\Sigma}{\frac{(\quad)}{n}} \\ &= \frac{\Sigma}{\frac{(\quad)}{n}} \\ &= \frac{\Sigma}{\frac{(\quad)}{n}} \\ &= \frac{\Sigma}{\sqrt{\frac{(\quad)}{n}}} \\ &= \frac{\Sigma}{\sqrt{\frac{(\quad)}{n}}} \end{aligned}$$

$$= 14.207$$

So, the t- count = 14.207

d. Degree of Freedom

$$df = N - 1$$

$$= 31 - 1$$

$$= 30$$

The statistical result using Paired Sample T Test SPSS 16.0

Table 4.6 Paired Samples Statistics:

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	72.13	31	8.011	1.439
Posttest	85.39	31	5.130	.921

Based on the table 4.6 above *output paired samples statistics* shows *mean* pre-test (72.13) and *mean* of post-test (85.39), while N for cell there are 31. Meanwhile, standard deviation for pre-test (8.011) and for post-test (5.130). Mean standard error for pre-test (1.439), while for pos-test (0.921).

Table 4.7 Paired Samples Correlations:

	N	Correlation	Sig.
Pair 1 Pretest & posttest	31	.773	.012

Based on the table above, *output paired samples correlations* shows the large correlation between both samples, where can be seen numeral both correlation is (0.773) and numeral significance (0.012). For interpretation of decision based on the result of probability achievement, that is:

- a) If the probability >0.05 then the null hypothesis accepted
- b) If the probability <0.05 then the null hypothesis rejected

The large of numeral significance (0.012) bigger than (0.05), it means that the hypothesis clarify there is significant different score using Tourism Brochures toward students' writing ability in descriptive text in the seventh grade students of MTs AL HUDA Bandung.

Table 4.8 t-count value using SPSS 16.00:

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttest	-13.258	5.196	.933	-15.164	-11.352	-14.207	30	.000

Based on the table 4.8, *output paired samples test* shows the result of compare analysis with using test t. *Output shows mean* pre-test and post-test (-13.258), standard deviation (5.196), mean standard error (0.933). The lower different (15.164), while upper different (-11.352). The result test $t=(-14.207)$ with $df=30$ and significance (0.000).

C. Hypothesis Testing

The hypotheses of this research are as follows:

1. When the value of $T_{\text{score}} > T_{\text{table}}$ in $df = 30$ with the significant level 0.05. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is significant different score of writing ability to the seventh grade students before and after being taught using tourism brochures.
2. When the value of $T_{\text{score}} < T_{\text{table}}$ in $df = 30$ with the significant level 0.05. The null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no significant different score of writing ability to the seventh grade students before and after being taught using tourism brochures.

The mean of total writing test score of 31 students before being taught using tourism brochure is (72.13). After getting treatment, the means score of students' writing is (85.39). It means that the students' score is improved.

Based on the statistical calculation using t-test, the researcher gives interpretation to t_{count} . First, she considered the $d.f.$ with the $d.f.$ ($31-1=30$). She checked to the score of "t" at the significant level of 0,05. In fact, with the $d.f.$ of (30) and the critical value 0,05 significant t_{table} was (2.042).

By comparing the "t" that she got in calculation $t_{\text{count}} = (14.207)$ and the value of "t" on the $t_{\text{table}} = t_{0.05} = (2.042)$, it is known that t_{count} is bigger than $t_{\text{table}} = 14.207 > 2.042$.

Because the t_{count} is bigger than t_{table} the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is significant different

score of students' writing ability in descriptive text in the seventh grade students of MTs AL HUDA Bandung before and after being taught by Tourism Brochures.

D. Discussion

As stated previously, the objective of this research is to know if there is an effect applying tourism brochures in teaching writing to the seventh grade students of MTs AL HUDA Bandung in academic year 2013/2014.

In order to achieve the objectives of the research, the researcher did some steps to collect the data. The first step was administering pre-test to know students' writing ability before being taught using tourism brochures. Then, the second step given treatments to the students. The treatment here is teaching writing by using tourism brochures. In this treatment, the researcher invited students to make a description of the place from the tourism brochure which the researcher given. Actually tourism brochure is a piece of writing that is thin, boundless booklet and usually gives information about something such as forthcoming events, places, holidays sites, products etc.

The genre chosen by the researcher in this research is descriptive text. The researcher gave different tourism brochure in every task that can make students interested to write different topic that can also build their writing creativity. Every student's task is followed by feedback both written and orally that can improve students understanding and increase their motivation in writing. The last step was administered posttest. In the posttest, the students are given a test to know their ability after they are treated by applying tourism brochures.

After the-post test was administered, the researcher got the data in the form of pre-test and post-test score. Then the data analyzed by using T-test and SPSS 16.00. The score of students writing in pre-test is average. It shows from the mean of total score in pre-test from 31 students is 72.13. Besides, the score of post-test can be said good that showed by the mean of total score 31 students is 85.39. At a glance, the mean from pre-test and post-test can be seen that students' writing ability improved. Then, to know the significance different score between pre-test and post-test, the researcher analyzed that data using t-test, the result of t-count is (14.207).

The value of t-count has been found, and then the researcher considered the degrees of freedom or $d.f = N - 1$ so, the d.f is (30). The researcher consulted to t-table, at the significance level of 0.05. The researcher found the d.f (30) in t-table at significance level 0.05 that is (2.042).

To answer the hypothesis testing, the researcher compared the value of t-count and t-table. The value of t-count that is gotten by the researcher is (t-count= 14.207) and the value of t-table is ($t_{0,05}=2.042$). It is known that t-count is bigger than t-table. Since, the t-count is bigger than t-table, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected, the theory is verified. It means that there is different writing score of VII-D grade students of MTs AL HUDA Bandung between before and after taught using tourism brochures.

Regarding on the result of data analysis above, it is strongly related to some advantages served by tourism brochure. According to Cahyono (2011) stated that using tourism brochure can help teacher in explaining the material to the students

clearly, it can increase students' motivation in studying, to strengthen students' comprehension toward lesson expected.

The application of tourism brochure in teaching writing also benefited, as what Leksono (2009) stated that using tourism brochure can make the students are more enthusiastic and motivated to write, they also more enjoy when conducting writing. Students also got such kind of situations for they have good preparation before conducting writing process. Thus, the students do not inhibited about trying to say things in foreign language. In addition, they have enough confident to prove their vocabulary in teaching learning process.

All in all, the advantages above imply that the use of tourism brochure gives positive effect towards students' writing ability. It has been verified by the result of data analysis in that there is significant difference between students' writing ability before and after taught by using tourism brochures. Thus, it can be concluded that the use of tourism brochure is effective towards students' writing ability in descriptive text in the seventh grade students of MTs AL HUDA Bandung.