

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the results of the research to answer the problem and to test the hypothesis proposed in Chapter I. Before presenting the data, this part is initiated by presenting the teaching process applying the TBL (Task Based Learning) strategy in writing class. Although the description of the process of teaching employing TBL (Task Based Learning) strategy is not the data of the study, it is worth to be presented to give a short description on how the TBL (Task Based Learning) Strategy was implemented in the classroom.

A. The Process of Teaching Descriptive Text Applying TBL

In its practice the treatment of using TBL (Task Based Learning) to teach descriptive text in writing ability.

1. The teacher introduces the topic of nature tourism to students and was ask several questions as task.
2. The teacher asks students to carry out the task then improve their writing comprehension.
3. The teacher asks students to do a task in their exercise book.
4. The teacher asks students to plan their reports effectively about the task received.
5. The teacher asks students to describe their findings related to the task.
6. The teacher asks students to close the learning by giving information about the topic in detail.
7. The teacher asks students to give their ideas related to the topic.
8. The teacher asks students to practice writing skills in paragraph form then get the main ideas from the text that has been written.

During the learning activitis, the teacher acts as a moderator and if necessary can provide direction, guidance, and encouragement for the students.

B. Research Finding

Description of the Data

This part presents the obtained data taken from two tests of both experimental class and control class. The tests result from both of classes consisted of pre-test which was administered at the beginning of the research and post-test was administered after finishing treatment.

a. Data Results of Experimental Class

In the experimental class, the data of pre-test were resulted from 14 students with the mean score was 54,38, the highest score obtained was 75 and the lowest score was 31. Meanwhile, the mean taken from the post-test result was 79,14 with 88 as the highest score and 69 as the lowest score. Therefore, the data showed that the post-test result was higher than the pre-test with the difference of the gained-scores 24,76. The results can be seen in Table 4.1 below. The data presented in the Table 4.1 represented the score of individual score.

Table 4.1: Students' Scores of Experimental Class

Students ID	Experimental Class		Gained Score
	Pre-Test	Post-Test	
A1	56	81	25
A2	56	69	13
A3	44	81	37
A4	69	88	19
A5	50	81	31
A6	56	75	19
A7	50	81	31
A8	50	88	38
A9	44	69	25
A10	63	75	12
A11	63	88	25
A12	75	75	0
A13	31	69	38
A14	56	88	32
Σ	763	1108	345
Mean	54,38	79,14	24,76
Min Score	31	69	38
Max Score	75	88	13

b. Data Results of Control Class

Unlike in the experimental class, in the control class the obtained higher mean scores in pre-test was 53,30 from 13 students. The highest score was 69, and the lowest score was 31. Meanwhile, the mean score in the control class resulted from post-test result was 64,07 with the higher score was 75 and the lowest score was 56. The student's individual score of the control class are shown in the following table.

Table 4.2: Students' Score of Control Class

Students ID	Control Class		Gained Score
	Pre-Test	Post-Test	
A1	50	56	6
A2	62	69	7
A3	62	69	7
A4	44	69	25
A5	31	44	13
A6	50	56	6
A7	50	75	25
A8	50	63	13
A9	56	63	9
A10	69	75	6
A11	56	63	9
A12	69	75	6
A13	44	56	12
Σ	693	833	144
Mean	53,30	64,07	10,77
Min Score	31	56	25
Max Score	69	75	6

c. Overview of the Data Results

As the data results had been described in descriptive statistics, it was then compared to get the overview of the scores between the classes before and after being given the treatment and to see the progress achieved in each class. It can be seen in the following figures:

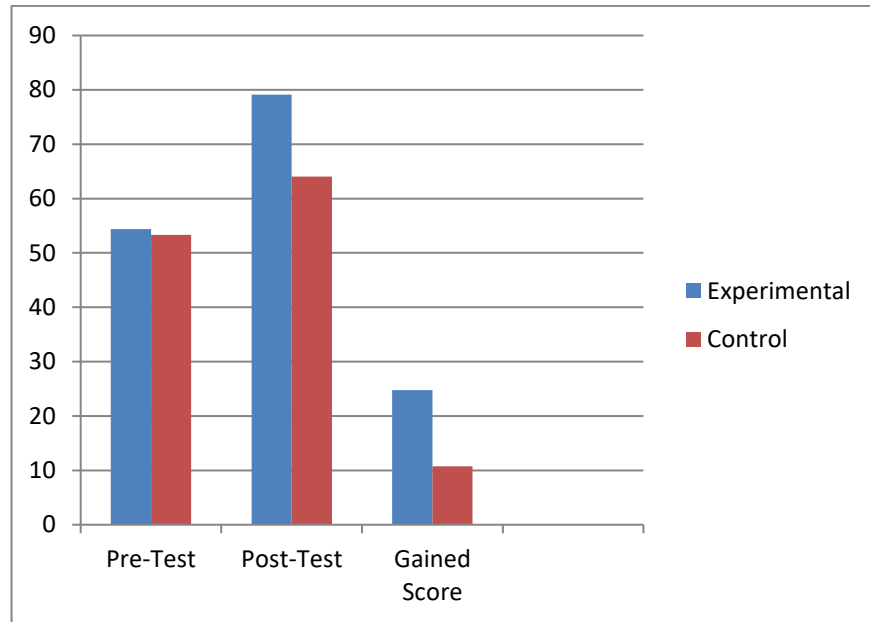


Figure 4.1 Overview of Both Classes Scores Comparison

Figure 4.1 above illustrates that in the experimental class pre-test the mean scores were 54.38 and 53.30 for the control class, which only showed a slight difference of 1.08 points. Meanwhile, the average post-test scores for the experimental class were 79.14 and 64.07 for the control class which had a difference of 15.07 points. Although it shows a slight difference between the two means, the results show that the post-test of the experimental class is better than the post-test of the control class.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	.000	.986	.283	25	.779	1.192	4.212	-7.483	9.868
	Equal variances not assumed			.284	24.969	.779	1.192	4.206	-7.470	9.854

Table 4.2 T-Test Result of Pre-test Score

In Table 4.2, it shows the result of T-test analysis of pre-test score in experimental and control group. The data shows the Sig. (2-tailed) is 0.779 more than 0.05, which means that H_0 is accepted and H_a is rejected. So there is no significant difference score between experimental and control group. Meanwhile, the figure also shows a chart of the post-test mean scores. Even both classes showed improvement in the post-test result, but the mean indicated that students of experimental class achieved higher scores in post-test compared to the control class. It is also illustrated by the gained-scores of experimental class indicating the difference of increasing point that was higher than the control class. The difference mean of the gained-scores in experimental class was 24,76 while in control class was 10,77 points.

d. Data Analysis

In the data analysis part, the collected scores of pre-test and post-test from the two classes are analyzed statistically by using T-test. the result of T-test is what is called the inferential statistics. However, prior to calculating the result by T-test, the writer had to determine whether the data collected are distributed normally or not and to determine if the research samples variances are homogeneous. Therefore normality test and homogeneity test are conducted before the data is further analyzed by T-test. All forms of data analyzing and calculation are done by using SPSS 16.0 for windows.

1) Normality Test

To calculate the normality test, the researcher used Kolmogorov-Smirnov as presented in table 4.3 for experimental class and table 4.4 for control class. In table 4.3, it shows that the normality significance of pre-test and post-test in the experimental class is 0.200. both of the significance results in pre-test and post-test proved that the data are normally distributed because the significance is above $\alpha = 0.05$ ($0.200 > 0.05$). The results are shown in the following table.

Table 4.3: Normality Test Result of Pre-Test and Post-Test in Experimental Class

Tests of Normality							
Experiment	al Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Pretest	.161	14	.200*	.969	14	.865
	Posttest	.178	14	.200*	.883	14	.064

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Meanwhile, Table 4.4 shows that the normality significance of pre-test and post-test in Control Class are 0.200. both of the significance results in pre-test and post-test proved that the data are normally distributed because the significance is above $\alpha = 0.05$ ($0.200 > 0.05$). The results are shown in the following table.

Table 4.4: Normality Test Result of Pre-Test and Post-Test in Control Class

Tests of Normality							
Control	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Result	Pretest	.160	13	.200*	.947	13	.548
	Posttest	.164	13	.200*	.913	13	.203

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

2) Homogeneity Test

To calculate the homogeneity test, the writer referred to Levene Statistic test. The homogeneity test result in post-test of both classes showed 0.496 as the significance of the data, which is higher than $\alpha = 0.05$ ($0.496 > 0.05$). Therefore, based on the post-test results, both of the classes have homogeneous variance. (see Table 4.5).

Table 4.5: Homogeneity Test Results of Post-Test

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.	
Result	Based on Mean	.478	1	25	.496
	Based on Median	.510	1	25	.482
	Based on Median and with adjusted df	.510	1	23.840	.482
	Based on trimmed mean	.520	1	25	.477

So, based on the two tables above, it shows that the data is homogeneity and normality. It is said to be homogeneity because the data comes from a population that is not much different in diversity / variant, so that it can proceed to the normality test which shows that the data is taken from a normal population. because the data is homogeneous and normal, the requirements for using parametric testing have been met and because of that too, the t-test is used to analyze the data on the post test. Statistical Hypothesis Testing

3) As the collected data have been proved its normality and homogeneity, the data were further analyzed to examine the research hypothesis by using T-test. After examining the hypothesis, the result of the T-Test gave answer to the research question on whether or not Task Based Learning was effective in this research. In performing the T-test calculation, the scores of post-test both experimental class and control class were being compared. The results are presented in the following table:

Table 4.6 T-Test Result of post-test Score

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	.478	.496	4.715	25	.000	15.066	3.195	8.485	21.647
	Equal variances not assumed			4.672	22.762	.000	15.066	3.225	8.391	21.741

In Table 4.6, it shows the result of T-test analysis of post-test score in experimental and control group after the experimental group was given treatment with Task Based Learning strategy and the control group with lecturing and group discussion. The equal variance assumed is used to read the result and refer to a significance level of $\text{sig } \alpha = 0.05$ (5%). Based on the table, the independent sample test result p-value or $\text{sig}(2\text{-tailed}) = 0.000$ (0 %) From the result, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted because the p-value (0.000) is less than $\text{sig } \alpha = 0.05$ (5%). The data shows the Sig. (2-tailed) is 0.00 less than 0.05, which means that H_0 is rejected and H_a is accepted. So there is significant difference score both experimental class and control class.

C. Discussion

In the experimental class pre-test the mean scores were 54.38 and 53.30 for the control class, which only showed a slight difference of 1.08 points. Meanwhile, the average post-test scores for the experimental class were 79.14 and 64.07 for the control class which had a difference of 15.07 points. Although it shows a slight difference between the two means, the results show that the post-test of the experimental class is better than the post-test of the control class.

The result of research finding, showed that Task Based Learning (TBL) was effective used in teaching writing skill in idea for the student, because there was significant different result between teaching writing skill by using Task Based Learning (TBL) and using Conventional learning method. Nunan (1989: 45) states that TBL aims to find solutions in teaching and learning. This means that using the TBL approach was help overcome their problems in the teaching and learning process by doing assignments. Then, Wasis (1996: 13) advocates the use of assignments as the main focus of language classes, claiming that assignments create support in learning. The research finding was also consistent with the previous studies done by Yuhardi (2015: 57), Nasution (2014: 64), Sariannur (2017: 55), and Siska (2017: 51). That revealed Task Based Learning (TBL) method as one of writing method that is effective in improving students writing ability. Based on data analysis, the researcher know that the independent sample test result p-value is less than sig α ($0.00 < 0.05$). It means that the alternative hyphotesis (H_a) is accepted and null hyphotesis (H_o) is rejected. Thus, the finding mean that taught by Task Based Learning (TBL) given significant effect to improve students writing skill.

Based on the research method, the teaching learning process was divided into three steps. First steps is giving pre-test for the both of class in experimental class and control class to know on the students writing skill before taught by Task Based Learning (TBL) method. Second step is giving treatment in experimental class by applying Task Based Learning (TBL) in writing desvriptive text. The third step is giving post-test for the both of class (experimental and control) to know on the students writing skill after they got treatment.

Then, supporting factors that increase student learning is group work. Group work can help students develop a host of skills (Caruso & Woolley, 2008: 245; Mannix & Neale, 2005: 31). Before the students discuss about descriptive text, the researcher divided the students into group consists of 2-3 students. This is done so that the teaching and learning process becomes more effective. Group work can make their assignment easily because they can discuss and exchange ideas with each other. Ideas from several thoughts are then poured into writing skills. Before the students starting to write, the students can discuss, makes reports and compared to other groups.

From the explanation above, it can be conclude that in this research Task Based Learning (TBL) method is effective to improve students writing skill at MAN 1 Trenggalek.