CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter delivers the important part of this research, they are the findings and discussion which consist of the description of data, the result of normality and homogenity testing, hypothesis testing and discussion.

A. The Description of Data

In this study, the data of experimental class who taught by using Short Cartoon Movie and those who taught by conventional method were displayed. The sample of this study were X MIPA-5 as experimental class and X MIPA-4 as control class. The purpose of this study was to know whether Short Cartoon Movie as media to improve students' writing narrative text toward online learning in the first grade of MA Ma'arif Udanawu. The data were collected from the students' score of pre-test and post-test in the two classes. Briefly, the more explaination of the research finding as follow;

1. The Data of Experimental Class

The data of experimental class was consist of two part, they were pre-test and post-test score. The data of both classes were explained as follow;

a. The data of pre-test

Before the experimental class had been given the treatment, the researcher conducted pre-test. The data of pre-test were used to know the background knowledge of writing narrative text and the equality of both class, experimental and control class. In the table 4.1 below was the result of pre-test;

Table 4.1 Students' Pre-test Score of Experimental Class

No	Name	Class	Score
1	**APL**	X MIPA-5	62
2	**AR**	X MIPA-5	46
3	**AN**	X MIPA-5	76
4	**AAS**	X MIPA-5	64
5	**DNR**	X MIPA-5	68
6	**EPA**	X MIPA-5	74
7	**EPS**	X MIPA-5	78
8	**ENA**	X MIPA-5	64
9	**FAA**	X MIPA-5	68
10	**FAA**	X MIPA-5	68
11	**FSI**	X MIPA-5	60
12	**HRJ**	X MIPA-5	72
13	**IFB**	X MIPA-5	62
14	**IPW**	X MIPA-5	76
15	**LK**	X MIPA-5	78
16	**LMS**	X MIPA-5	68
17	**MW**	X MIPA-5	62

Continued

Continuation **Table 4.1 Students' Pre-test Score of Experimental Class**

18	**MDA**	X MIPA-5	68
19	**MAD**	X MIPA-5	76
20	**MKS**	X MIPA-5	70
21	**MZJ**	X MIPA-5	77
22	**NZS**	X MIPA-5	68
23	**NNA**	X MIPA-5	56
24	**NSN**	X MIPA-5	78
25	**RH**	X MIPA-5	68
26	**SL**	X MIPA-5	78
27	**SRD**	X MIPA-5	62
28	**SLZ**	X MIPA-5	64
29	**SRA**	X MIPA-5	76
30	**SIA**	X MIPA-5	68
31	**SDA**	X MIPA-5	62
32	**TBU**	X MIPA-5	64
33	**TWA**	X MIPA-5	68
34	**UMN**	X MIPA-5	54
35	**VMA**	X MIPA-5	55
36	**YDP**	X MIPA-5	76

The scores were collected from students writing narrative text which was calculated by using analyctic scoring rubric (see data analysis method in the chapter III). Then the score of pre-test was calculated by using SPSS 16.0 for windows to know the minimum score, maximum score, mean, mode, median and standard deviation. The result of calculation can be seen in the table 4.2 below;

Table 4.2 The Descriptive Analysis of Pre-Test in Experimental Class

Statistics

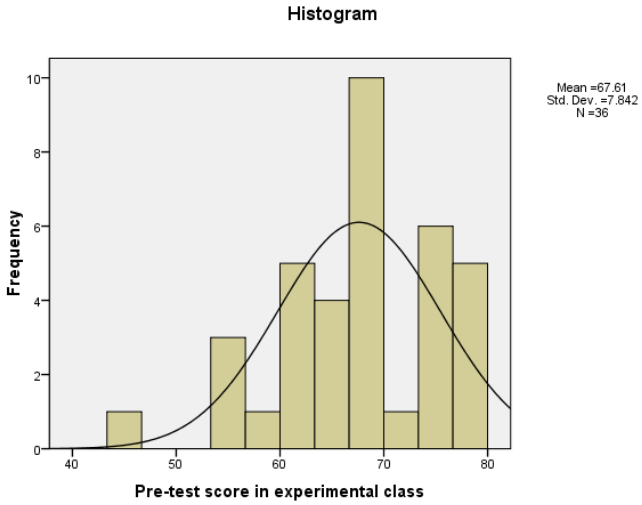
Pre-test score in experimental class

N	Valid	36
	Missing	0
Mean		67.61
Median		68.00
Mode		68
Std. Deviation		7.842
Variance		61.502
Range		32
Minimum		46
Maximum		78
Sum		2434

In the table 4.2 above, the descriptive analysis of pre-test showed that the minimum score was 46; the maximum score was 78; the mean was 67.61, the mode score was 68; the median score was 68 and standard deviation was 7,842. From the table above, it indicated that the mean score of pre-test which gained by experimental class was 67.61. And the students who got the score more than the mean score was higher than those who got the score lower than the mean. It can be known from the standart deviation that showed the value of 7,842.

After knowing the descriptive analysis of pre-test in the experimental class, the researcher continued to calculate the distribution of the pre-test score in experimental class. The calculation was calculated by using SPSS 16.0 for windows. The result of calculation can be seen in the table 4.3 below;

Table 4.3 Histogram Chart of Pre-Test Score in Experimental Class



From the histogram above, it can be known that the mean score was 67.61, the standard deviation was 7.842, and the N valid was 36. It indicated all score in the pre-test in the experimental class was valid and the data was distributed normally because the curve showed look like slope in the left side because some scores are close to mean and there are score far under the mean. For more detail of the score in the experimental class, can be seen in the table 4.4 below:

Table 4.4 Frequency and Percentage of Pre-Test in Experimental Class

Pre-test score in experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	1	2,8	2,8	2,8
	54	1	2,8	2,8	5,6
	55	1	2,8	2,8	8,3
	56	1	2,8	2,8	11,1
	60	1	2,8	2,8	13,9

Continued

Continuation **Table 4.4 Frequency and Percentage of Pre-Test in Experimental Class**

	62	5	13,8	13,8	27,8
	64	4	11,1	11,1	38,9
	68	9	25	25	63,9
	70	1	2,8	2,8	66,7
	72	1	2,8	2,8	69,4
	74	1	2,8	2,8	72,2
	76	5	13,8	13,8	86,1
	77	1	2,8	2,8	88,9
	78	4	11,1	11,1	100,0
	Total	36	100	100	

Based on the table 4.4 above, the students who received score 46 was only one (2,8%). The students who received score 54 was only one (2,8%). The students who received score 55 was only one (2,8%). The students who recieved the score 56 was only one (2,8%). The students who recieved the score 60 was only one (2,8%). The students who recieved the score 62 were five (13,9%). The students who recieved the score 64 were four (11,1 %). The students who recieved the score 68 were nine (25,0%). The students who recieved the score 70 was only one (2,8%). The students who recieved the score 72 was only one (2,8%). The students who recieved the score 74 was only one (2,8%). The students who recieved the score 76 were five (13,9%). The students who recieved the score 77 was only one (2,8%). The students who recieved the score 78 were four (11,1%). The frequency and the percentage of this calculation was to know the distribution of students' pre-test score along with their frequency from the overall.

b. The Data of Post Test

After giving treatment (Short Cartoon Movie) in the experimental class, the researcher conducted post-test. The post-test was given to know the result score of students after got the treatment. In the table 4.3 displayed the result of post-test of experimental class;

Table 4.5 Students' Post-test Score of Experimental Class

No	Name	Class	Score
1	**APL**	X MIPA-5	64
2	**AR**	X MIPA-5	68
3	**AN**	X MIPA-5	80
4	**AAS**	X MIPA-5	74
5	**DNR**	X MIPA-5	72
6	**EPA**	X MIPA-5	74
7	**EPS**	X MIPA-5	80
8	**ENA**	X MIPA-5	74
9	**FAA**	X MIPA-5	79
10	**FAA**	X MIPA-5	76
11	**FSI**	X MIPA-5	76
12	**HRJ**	X MIPA-5	82
13	**IFB**	X MIPA-5	82
14	**IPW**	X MIPA-5	80
15	**LK**	X MIPA-5	82
16	**LMS**	X MIPA-5	76
17	**MW**	X MIPA-5	78
18	**MDA**	X MIPA-5	79
19	**MAD**	X MIPA-5	85
20	**MKS**	X MIPA-5	87

Continued

Continuation **Table 4.5 Students' Post-test Score of Experimental Class**

21	**MZJ**	X MIPA-5	88
22	**NZS**	X MIPA-5	84
23	**NNA**	X MIPA-5	88
24	**NSN**	X MIPA-5	85
25	**RH**	X MIPA-5	78
26	**SL**	X MIPA-5	86
27	**SRD**	X MIPA-5	79
28	**SLZ**	X MIPA-5	78
29	**SRA**	X MIPA-5	80
30	**SIA**	X MIPA-5	82
31	**SDA**	X MIPA-5	75
32	**TBU**	X MIPA-5	72
33	**TWA**	X MIPA-5	78
34	**UMN**	X MIPA-5	80
35	**VMA**	X MIPA-5	82
36	**YDP**	X MIPA-5	88

The scores were collected from students writing narrative text which was calculated by using analyctic scoring rubric. Then the score of post-test was calculated by using SPSS 16.0 for windows to know the minimum score, maximum score, mean, mode, median and standard deviation. The result of calculation can be seen in the table 4.6 after;

Table 4.6 The Descriptive Analysis of Post-Test in Experimental Class

Statistics

Post-test score in experimental class

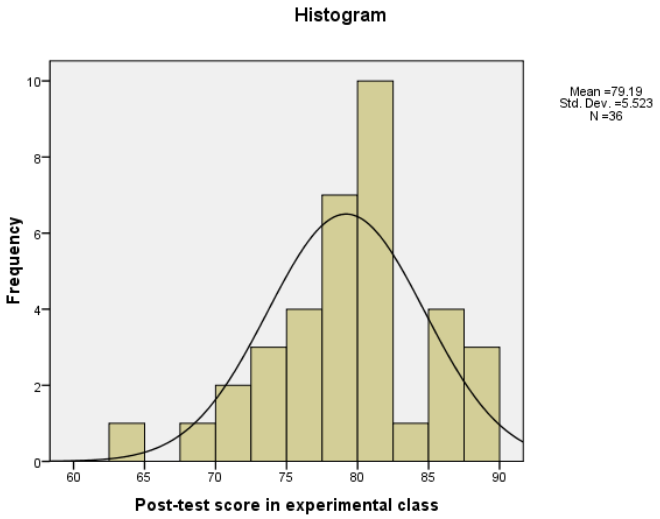
N	Valid	36
	Missing	0
Mean		79.19
Median		79.50
Mode		80[a]
Std. Deviation		5.523
Variance		30.504
Range		24
Minimum		64
Maximum		88
Sum		2851

a. Multiple modes exist. The smallest value is shown

In the table 4.6 above, the descriptive analysis of post-test showed that the minimum score was 64; the maximum score was 88; the mean was 79,19, the mode score was 80; the median score was 79,50 and standard deviation was 5,523. From the table above, it indicated that the mean score of post-test which gained by experimental class was 79,19. And the students who got the score more than the mean score was higher than those who got the score lower than the mean. It can be known from the standard deviation that showed the value of 5,523.

After knowing the descriptive analysis of post-test in the experimental class, the researcher continued to calculate the distribution of the post-test score in experimental class. The calculation was calculated by using SPSS 16.0 for windows. The result of calculation can be seen in the table 4.7 as follows;

Table 4.7 The Histogram Chart of Post-Test in Experimental Class



From the histogram above, it can be known that the mean score was 79.19, the standard deviation was 5.523, and the N valid was 36. It indicated all score in the post-test in the experimental class was valid and the data was distributed normally because the curve showed tapered or pointed upward because the score are relatively close to mean. For more detail of distribution score post-test in the experimental class, can be seen in the table 4.8 after:

Table 4.8 Frequency and Percentage of Post-Test in Experimental Class

Post-test score in experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	2,8	2,8	2,8
	68	1	2,8	2,8	5,6
	72	2	5,6	5,6	11,1
	74	3	8,3	8,3	19,4
	75	1	2,8	2,8	22,2
	76	3	8,3	8,3	30,6
	78	4	11,1	11,1	41,7
	79	3	8,3	8,3	50,0
	80	5	13,9	13,9	63,9
	82	5	13,9	13,9	77,8
	84	1	2,8	2,8	80,6
	85	2	5,6	5,6	86,1
	86	1	2,8	2,8	88,9
	87	1	2,8	2,8	91,7
	88	3	8,3	8,3	100,0
	Total	36	100	100	

According to the table 4.7 , the students who received score 64 was one (2,8%). The students who received score 68 was one (2,8%). The students who received score 72 were two (5,6%). The students who received score 74 were three (8,3%). The students who received score 75 was one (2,8%). The students who received score 76 were three (8,3%). The students who received score 74 were four (11,1%). The students who received score 79 were three (8,3%). The students who received score 80 were five (13,9%). The students who received score 82 were five (13,9%). The students who received score 84 was one (2,8%). The students who received score 85 were two (5,6%). The students who received score 86 was one (2,8%). The students who received score 87 was one (2,8%). And the students who received score

88 were three (8,3%). The frequency and the percentage of this calculation was to know the distribution of students' post-test score along with their frequency from the overall.

2. The Data of Control Class

The data of control class was consist of two part also, they were pre-test and post-test score. The data of both classes were explained as follow;

a. The Data of Pre-test

Before the experimental class had been given the treatment, the researcher conducted pre-test. The data of pre-test were used to know the background knowledge of writing narrative text and the equality of both class, experimental and control class. In the table 4.9 below was the result of pre-test;

Table 4.9 Students' Pre-test Score of Control Class

No	Name	Class	Score
1	**APM**	X MIPA-4	56
2	**AFR**	X MIPA-4	65
3	**AAN**	X MIPA-4	72
4	**ACL**	X MIPA-4	72
5	**AHG**	X MIPA-4	74
6	**ASA**	X MIPA-4	74
7	**DR**	X MIPA-4	64
8	**DLN**	X MIPA-4	68
9	**DDN**	X MIPA-4	62
10	**DCP**	X MIPA-4	74

Continued

Continuation **Table 4.9 Students' Pre-test Score of Control Class**

11	**DAP**	X MIPA-4	64
12	**ENR**	X MIPA-4	74
13	**EPW**	X MIPA-4	76
14	**IRY**	X MIPA-4	72
15	**INM**	X MIPA-4	56
16	**INF**	X MIPA-4	70
17	**ISF**	X MIPA-4	78
18	**ISN**	X MIPA-4	54
19	**KL**	X MIPA-4	58
20	**LF**	X MIPA-4	76
21	**LM**	X MIPA-4	74
22	**MDR**	X MIPA-4	62
23	**MJ**	X MIPA-4	66
24	**ME**	X MIPA-4	68
25	**NAK**	X MIPA-4	68
26	**NNM**	X MIPA-4	69
27	**RAR**	X MIPA-4	56
28	**RHM**	X MIPA-4	77
29	**RZ**	X MIPA-4	68
30	**RA**	X MIPA-4	66
31	**SHA**	X MIPA-4	64
32	**S**	X MIPA-4	72
33	**SNM**	X MIPA-4	67
34	**YFF**	X MIPA-4	68
35	**ZA**	X MIPA-4	76
36	**ZS**	X MIPA-4	74

The scores were collected from students writing narrative text which were calculated by using analyctic scoring rubric (see data analysis method in the chapter III). Then the score of pre-test was calculated by using SPSS 16.0 for windows to know the minimum score, maximum score, mean, mode, median and standard deviation. The result of calculation can be seen in the table 4.10 as follows;

Table 4.10 The Descriptive Analysis of Pre-Test in Control Class

Statistics

Pre-test in Control Class

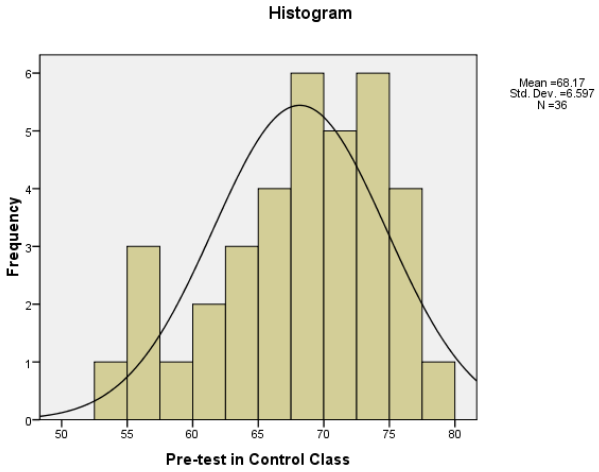
N	Valid	36
	Missing	0
Mean		68.17
Median		68.00
Mode		74
Std. Deviation		6.597
Minimum		54
Maximum		78
Sum		2454

According to the result of calculation descriptive analysis in the table 4.10 above, the minimum score was 54; the maximum score was 78; the mean was 68,17, the mode score was 74; the median score was 68,00 and standard deviation was 6,597. From the explaination before, it indicated that the mean score of pre-test which gained by control class was 68,17. And the students who got the score more than the mean score was higher than those who got the score lower than the mean. It can be known from the standart deviation that showed the value of 6,597.

From the explaination before, it indicated that the mean score of pre-test which gained by control class was 68,17. And the students who got the score more than the mean score was higher than those who got the score lower than the mean. It can be known from the standart deviation that showed the value of 6,597.

After knowing the descriptive analysis of pre-test in the control class, the researcher continued to calculate the distribution of pre-test score in control class. The calculation was calculated by using SPSS 16.0 for windows. The result of calculation can be seen in the table 4.11 as follows;

Table 4.11 Histogram Chart of Pre-Test in Control Class



From the histogram above, it can be known that the mean score was 68.17, the standard deviation was 6.597, and the N valid was 36. It indicated all score in the pre-test in the control class was valid and the data was distributed normally because the curve showed tapered or pointed upward because the score are relatively close to mean. For more detail of distribution pre-test score in the control class, can be seen in the table 4.12 below:

Table 4.12 Frequency and Percentage of Pre-Test Score in Control Class

Pre-test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	1	2,8	2,8	2,8
	56	3	8,3	8,3	11.1
	58	1	2,8	2,8	13,9
	62	2	5,6	5,6	19,4
	64	3	8,3	8,3	27,8
	65	1	2,8	2,8	30,6
	66	2	5,6	5,6	36,1
	67	1	2,8	2,8	38,9
	68	5	13,9	13,9	52,8
	69	1	2,8	2,8	55,6
	70	1	2,8	2,8	58,3
	72	4	11,1	11,1	69,4
	74	6	16,7	16,7	86,1
	76	3	8,3	8,3	94,4
	77	1	2,8	2,8	97,2
	78	1	2,8	2,8	100,0
	Total	36	100	100	

According to table 4.12 above, the students who recieved score 54 was one (2,8%). The students who recieved score 56 were three (8,3%). The students who recieved score 58 was one (2,8%). The students who recieved score 62 were two (5,6%). The students who recieved score 64 were three (8,3%). The students who recieved score 65 was one (2,8%). The students who recieved score 66 were two (5,6%). The students who recieved score 67 was one (2,8%). The students who recieved score 68 were 5 (13,9%). The students who recieved score 69 was one (2,8%). The students who recieved score 70 was one (2,8%). The students who recieved score 72 were four (11,1%). The students who recieved score 74 were 6 (16,7%). The students who recieved score 76 were three (8,3%). The students who

recieved score 77 was one (2,8%). The students who recieved score 78 was one (2,8%). The frequency and the percentage of this calculation was to know the distribution of students' pre-test score along with their frequency from the overall.

b. The Data of Post-test

After giving treatment (Short Cartoon Movie) in the experimental class, the researcher conducted post-test. The post-test was given to both class to know the result score of students after got the treatment. In the table 4.13 displayed the result of post-test of control class;

Table 4.13 Students' Post-test Score of Control Class

No	Name	Class	Score
1	**APM**	X MIPA-4	72
2	**AFR**	X MIPA-4	76
3	**AAN**	X MIPA-4	70
4	**ACL**	X MIPA-4	82
5	**AHG**	X MIPA-4	74
6	**ASA**	X MIPA-4	76
7	**DR**	X MIPA-4	66
8	**DLN**	X MIPA-4	76
9	**DDN**	X MIPA-4	68
10	**DCP**	X MIPA-4	76
11	**DAP**	X MIPA-4	74
12	**ENR**	X MIPA-4	64
13	**EPW**	X MIPA-4	76
14	**IRY**	X MIPA-4	68
15	**INM**	X MIPA-4	70
16	**INF**	X MIPA-4	80
17	**ISF**	X MIPA-4	82
18	**ISN**	X MIPA-4	77
19	**KL**	X MIPA-4	66
20	**LF**	X MIPA-4	75
21	**LM**	X MIPA-4	76

Continued

Continuation **Table 4.13 Students' Post-test Score of Control Class**

22	**MDR**	X MIPA-4	70
23	**MJ**	X MIPA-4	65
24	**ME**	X MIPA-4	68
25	**NAK**	X MIPA-4	83
26	**NNM**	X MIPA-4	84
27	**RAR**	X MIPA-4	79
28	**RHM**	X MIPA-4	82
29	**RZ**	X MIPA-4	72
30	**RA**	X MIPA-4	84
31	**SHA**	X MIPA-4	80
32	**S**	X MIPA-4	75
33	**SNM**	X MIPA-4	70
34	**YFF**	X MIPA-4	70
35	**ZA**	X MIPA-4	70
36	**ZS**	X MIPA-4	72

The scores were collected from students writing narrative text which was calculated by using analyctic scoring rubric. Then the score of post-test was calculated by using SPSS 16.0 for windows to know the minimum score, maximum score, mean, mode, median and standard deviation. The result of calculation can be seen in the table 4.14 below;

Table 4.14 The Descriptive Analysis of Post-Test in Control Class

Statistics

Post Test in Control Class

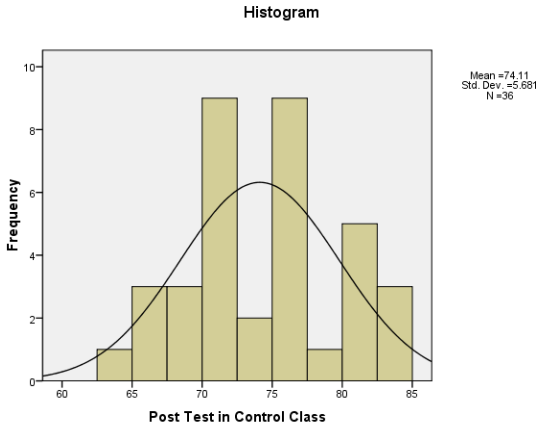
N	Valid	36
	Missing	0
Mean		74,1
Median		74,5
Mode		70
Std. Deviation		5,681
Minimum		64
Maximum		84
Sum		2668

a. Multiple modes exist. The smallest value is shown

In the table 4.6 before, the descriptive analysis of post-test presented that the minimum score was 64; the maximum score was 84; the mean was 74,11; the mode score was 70; the median score was 74,50 and standard deviation was 5,681. From the explaination before, it indicated that the mean score of post test which gained by control class was 74,11. And the students who got the score more than the mean score was higher than those who got the score lower than the mean. It can be known from the standart deviation that showed the value of 5,681.

After knowing the descriptive analysis of post-test in the control class, the researcher continued to calculate the distribution of the post-test score in control class. The calculation was calculated by using SPSS 16.0 for windows. The result of calculation can be seen in the histogram 4.15 as follows;

Table 4.15 Histogram Chart of Post-Test in Control Class



From the histogram above, it can be known that the mean score was 68.17, the standard deviation was 6.597, and the N valid was 36. It indicated all score in the pre-test in the control class was valid and the data was distributed normally

because the curve showed tapered or pointed upward because the score are relatively close to mean. For more detail of distribution score in the control class, can be seen in the table 4.16 below:

Table 4.16 Frequency and Percentage of Post-Test in Control Class

Post Test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	2,8	2,8	2,8
	65	1	2,8	2,8	5,6
	66	2	5,6	5,6	11,1
	68	3	8,3	8,3	19,4
	70	6	16,7	16,7	36,1
	72	3	8,3	8,3	44,4
	74	2	5,6	5,6	50,0
	75	2	5,6	5,6	55,6
	76	6	16,7	16,7	72,2
	77	1	2,8	2,8	75,0
	79	1	2,8	2,8	77,8
	80	2	5,6	5,6	83,3
	82	3	8,3	8,3	91,7
	83	1	2,8	2,8	94,4
	84	2	5,6	5,6	100,0
	Total	36	100	100	

According to table 4.16 above, the students who recieved score 64 was one (2,8%). The students who recieved score 65 was one (2,8%). The students who recieved score 66 was two (5,6%). The students who recieved score 68 was three (8,3%). The students who recieved score 70 was six (16,7%). The students who recieved score 72 was three (8,3%). The students who recieved score 74 was two (5,6%). The students who recieved score 75 was two (5,6%). The students who recieved score 76 was six (16,7%). The students who recieved score 77 was one

(2,8%). The students who recieved score 79 was one (2,8%). The students who recieved score 80 was two (5,6%). The students who recieved score 82 was three (8,3%). The students who recieved score 83 was one (2,8%). The students who recieved score 84 was two (5,6%). The frequency and the percentage of this calculation was to know the distribution of students' post-test along with their frequency from the overall.

B. The Result of Normality and Homogeneity Testing

After presenting all the data which have been collected throught pre-test and post-test, the researcher calculated the normality and homogeneity testing. The result of them presents as follows;

1. Normality Testing Result

Normality testing was used to determined whether the data obtained from pre-test and post-test was ditributed normally or not. The researcher used *Kolmogrov Smirnov* test in SPSS 16.0 by the significant value (α) = 0.05. The result of normality testing is presented in the table 4.17 as follows;

a. Normality Testing Result of Pre-Test

In this study the researcher calculated the data of pre-test to know the normality of the data of both class, experimental class and control class. The output of calculation by using SPSS is presented in the table 4.17 as follows;

Table 4.17 Normality Testing Result of Pre-Test

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score of Pre-test	Experimental Class	.135	36	.093	.932	36	.028
	Control Class	.136	36	.090	.936	36	.040

a. Lilliefors Significance Correction

H_0 : The data of pre-test were distributed normally

H_1 : The data of pre-test were not distributed normally

Based on the output of SPSS above it displayed that the sig/p-value of pre-test from group 1 (experimental class) was 0.093 and it was higher than 0.05 (0.093 > 0.05). while, the sig/p value of pre-test from group 2 (control class) was 0.090 and it was higher than 0.05 (0.090 > 0.05).

Furthermore, it can be concluded that H_0 is accepted and H_1 is rejected. It means that the data of pre-test from both classes, experimental and control class were distributed normally.

b. Normality Testing Result of Post-Test

After getting the score of post test, the researcher calculated the data to know the normality of both class, experimental class and control class. The output of calculation by using SPSS is presented in the table 4.18 below;

Table 4.18 Normality Testing Result of Post-Test

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Writing Score in Post Test	Experimental Class	.109	36	.200*	.965	36	.301
	Control Class	.126	36	.156	.958	36	.193

a. Lilliefors Significance Correction

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

H_0 : The data of post-test were distributed normally

H_1 : The data of post-test were not distributed normally

Based on the output of SPSS above it displayed that the sig/p-value of pre-test from group 1 (experimental class) was 0.200 and it was higher than 0.05 (0.200 > 0.05). While, the sig/p value of pre-test from group 2 (control class) was 0.156 and it was higher than 0.05 (0.156 > 0.05). From here, it can be concluded that both of class are normally distributed because the sig/p-value were higher than 0.05.

2. Homogeneity Testing Result

The Homogeneity test was used to decide whether the data were collecctd have a homogeneous varience. In this study, the researcher used *Test of Homogeneity of Varience* with SPSS 16.0 for windows with significant value (α) = 0.05. The result is displayed in the table 4.19 and 4.20 as follows;

Table 4.19 Homogeneity Testing Result of Pre-Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score Pre-test	Based on Mean	.603	1	70	.440
	Based on Median	.475	1	70	.493
	Based on Median and with adjusted df	.475	1	65.994	.493
	Based on trimmed mean	.464	1	70	.498

H_0 **:** The data of pre-test were homogeny

H_1 **:** The data of pre-test were not homogeny

Table 4.20 Homogeneity Testing Result of Post-Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Writing Score in Post Test	Based on Mean	.461	1	70	.499
	Based on Median	.456	1	70	.502
	Based on Median and with adjusted df	.456	1	68.712	.502
	Based on trimmed mean	.460	1	70	.500

H_0 **:** The data of post-test were homogeny

H_1 **:** The data of post-test were not homogeny

The standard significant of education is 0.05 ($\alpha = 5\%$). The test can be called homogeny if the significant value based on mean is higher than 0.05. According to

both the table above, it can be seen that the significant score based on mean of pre-test was 0.440, it means higher than 0.05 (0.440 > 0.05). While, the significant score based on mean of post-test was 0.499, it means higher than 0.05 (0.499 > 0.05). It can be interpreted that H_0 was accepted and H_1 was rejected. So that, the conclution was those class having homogeneous varience.

C. Hypothesis Testing

In hypothesis testing, the researcher compared the score of post-test. In this research, the hypothesis can be seen as follows;

1. H_0 (null hypothesis): There is no significant different score in writing narrative text of the students taught by using Short Cartoon Movie and those who been taught by using conventional method at the 10^{th} grade of MA Ma'arif Bakung in academic year 2020/2021.
2. H_1 (alternative hypothesis): There is significant different score in writing narrative text achievement of the students; taught by using Short Cartoon Movie and those who been taught by using conventional method at the 10^{th} grade of MA Ma'arif Bakung in academic year 2020/2021.

While, the hypothesis testing of this research were;

1. If the significant score of t-test is lower than 0.05, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted.
2. If the significant score of t-test is higher than 0.05, the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected.

In this research, the researcher had two groups of classes and both of groups are normally. Automatically, the researcher also had two mean score from the groups. It

means to test the hypothesis could be calculated by using *Independent Sample T-Test* through SPSS 16.0 version. The result of the calculation can be seen as follows;

Table 4.21 Descriptive Statistic of Post-Test Score

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Writing Score of Post Test	Experimental Class	36	79.19	5.523	.921
	Control Class	36	74.11	5.681	.947

Based on the table above, the subject of this research there were two classes, they were experimental and control class. The experimental class which consisting of 36 students had value of the mean was 79,19 and the *Standard Deviation* was 5.523. While the control class which consisting of 36 students had value of the mean was 74.11 and *Standard Deviation* was 5.681.

Furthermore, to see the effectiveness of Short Cartoon Movie in writing narrative text achievement, the researcher also used *Independent Sample T-test*. The result of calculation can be seen in the table 4.22 below;

Table 4.22 Independent Sample T-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
Writing Score of Post Test	Equal variances assumed	.461	.499	3.849	70	.000	5.083	1.321	2.450	7.717
	Equal variances not assumed			3.849	69.944	.000	5.083	1.321	2.450	7.717

The table above showed that the significant score (sig- 2 tailed) was 0.000. Based on the hypothesis testing rules, if the significant score of t-test is lower than 0.05, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. Meanwhile, if the significant score of t-test is higher than 0.05, the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected.

On the table 4.22 above, it can be seen that the significant score (sig- 2 tailed) was 0.000 and it was lower than 0.05 (0.000 < 0.05). It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. From here, it can be interpreted that there was significant different score in writing narrative text of the students whom taught by using Short Cartoon Movie and those taught by using conventional method. In conclusion, Short Cartoon Movie improved the students' writing narrative text ability.

D. Discussion

The design of this research is quasi-experimental design which is done by pre-test and post-test. Before giving treatment to experimental class, both of classes was given pre-test. The pre-test had been done to know that two classes having same equality. After knowing that the classes were equal, the researcher gave the treatment to experimental class. It was conducted three times. Besides, the researcher also taught the control class by using conventional method. It was also conducted three times. In the end of meeting, each class were given the evaluation of writing narrative text with urban legend theme.

According to the research finding that has been presented, the mean score of pre-test in the experimental class was 67,61. While, in the control class, they got 68,17

as their mean score of pre-test. After being taught by using Short Cartoon Movie in the experimental class and conducting post-test to both classes, the students of X MIPA-5 as experimental class showed significant different score of writing narrative text than students of X MIPA-4 as control class. The mean score of post-test which obtained by experimental class was 79,19. While, in control class whom taught by using conventional method only obtained 74, 11 as their mean of post-test score. The experimental class got an increase in the mean score from 67,61 up to 79,19 (11,58). Wheareas, in the control class they got the mean score increase from 68,17 up to 74,11 (5,94). From here, it can be known that the increasing of mean score in the experimental class was bigger than the mean score of control one.

By using Independent Sample T-test, the researcher analyzed the score of post-test from both of class to reject or accept H_0. Based on the result of calculation that is presented in table 4.22 above, sig (2-tailed) is 0.000. The significance level that used in education is 0.05 ($\alpha = 5\%$). From the result of the calculation, it could be compared that sig. 2-tailed ($0.000 < \alpha$ ($5\% = 0.05$), thus H_0 that stated there is no significant different score in writing narrative text of the students taught by using Short Cartoon Movie and those who been taught by using conventional method is rejected. Meanwhile the H_1 stated there is significant different score in writing narrative text of the students taught by using Short Cartoon Movie and those who been taught by using conventional method is accepted. In the other word, it can be concluded that Short Cartoon Movie is contributed to be effective for improving writing ability in Narrative Text.

The use of Short Cartoon Movie as media in teaching writing achievement was effective. It can help the students to explore their ideas in narrative because there are many slide of the movie which motivated and make them enjoy. The students can write

some sentences and paragraph easily, because they can get new vocabularies, explore the ideas and develop the story after watching the movie.

This research confirmed that Short Cartoon Movie was effecive used as media in teaching writing narrative text ability. The result of this research supported the finding of previous research. The previous research conducted by Dyah Setya Astiti (2012) explained that the use of movies can make the students more interested and enthusiastic in their learning process. The result of this research showed that the use of movie is able to improve students' writing skill of narrative text in terms of ideas, organization and grammatical features. Moreover, the result of this study completed the result of previous study which found that the movie was effectively used to improve other language skills. A research written by Fitrona, et al (2016) found that the Short cartoon Movie can improve the students' speaking skill well. Again, the research done by Rahayu Sapitri (2018) found the result that English Movie gave positive influence in students' listening comprehention. Furthermore, the reseach completed by Uswatun Hasanah (2016) had the result that English Cartoon Movie was effective to improve the students' vocabulary mastery.

According to the finding and previous researches above, Short Cartoon Movie successfully improved the students' writing narrative text. It provided a relaxed atmosphere in which the students can be motivated to see and hear the situation from the movie that had been watched. So, the implementation of Short Cartoon Movie was suggested to english teacher as alternative media for teaching english language.