

## CHAPTER IV

### RESERCH FINDING AND DISCUSSION

In this chapter, the researcher presented description of the data which discussed the characteristics of each variable, the testing of hypothesis which explain the result of the static computation and also the discussion of this study.

#### **A. Research Finding**

This research finding presented the results of this study that were described by number of graph, charts and tables. The participant in this study were the students C class in the eight grades of SMPN 1 Ngantru which consist of 31 students. In this presentation, the researcher presented and analyzed the data which had been collected through two kind of tests, they are pretest and posttest. It was done in order to know the students ability in comprehending the test. It was conducted in C class in the eight grades of SMPN 1 Ngantru.

The number of question given by researcher was 1 question. It consist of writing narrative text. There were 31 students as subject in this research. The description of data discussed about the data of each variable and reports being computed using descriptive statistic like histogram, mean, standart deviation, etc. the result of statistic computation were as follows:

### **The description of students' writing achievement before and after being taught by using foursquare writing method**

In process of teaching writing, foursquare writing method was applied in C class in eight grade SMPN 1 Ngantru. The class consist of 31 students. In learning writing by using foursquare writing method, the students were anthusiasm and were able to follow the process well. The researcher explain about foursquare writing method clearly. The students could understand about this technique. So, the students can join in this class very well.

In this section, the researcher presented the result of pretest (before taught using foursquare writing method) and posttest (after taught by using fourquare writing method). The researcher administering pretest on April 14<sup>th</sup> 2016. The researcher given test for students to write Indonesian legend. The researcher given four title Indonesian legend. The students choose one title to write. They can choose the title that interest and they can write in four paragraph. The researcher give 80 minutes for doing the test. The numbers of students who took the pre-test there was 31 students.

The researcher administering posttest on 2<sup>nd</sup> May 2016. The researcher given four title Indonesian legend. The students choose one title to write. They can choose the title that interest. The students can write the brainstorming. After that, they put the into foursquare sheet, and they could write become a paragraph.

**Table 4.1 The Students' Score Before and After being Taught by Using Foursquare Writing Method**

No	Subject	Pretest Score	Posttest Score
1	ARBS	72	76
2	ARA	76	80
3	ANA	68	76
4	AR	72	80
5	ASN	64	76
6	AYB	60	64
7	DSP	72	76
8	DP	76	80
9	ESP	60	64
10	EL	72	76
11	EPR	60	72
12	FN	76	84
13	KAY	68	76
14	LAPS	80	84
15	MAD	72	76
16	MFR	84	84
17	MSN	72	80
18	NAD	76	84
19	PO	68	76
20	RAIF	76	80
21	SA	64	72
22	SAS	64	72
23	SA	68	76
24	TKY	80	84
25	TPW	72	76
26	VA	60	72
27	VYS	64	72
28	YW	80	84
29	YFS	72	76
30	YNA	88	88
31	ZA	64	72

The table above showed the result of writing test before and after taught by using foursquare writing method. The students consist of 31 students. Based on the result of students test, the minimum score in pretest was 60 and the maximum score was 88. In posttest the minimum score was 64 and the maximum score is 88. to know the students' achievement that is good or not, the researcher give criteria as follow:

**Table 4.2 The Categorization Score of Pretest and Posttest**

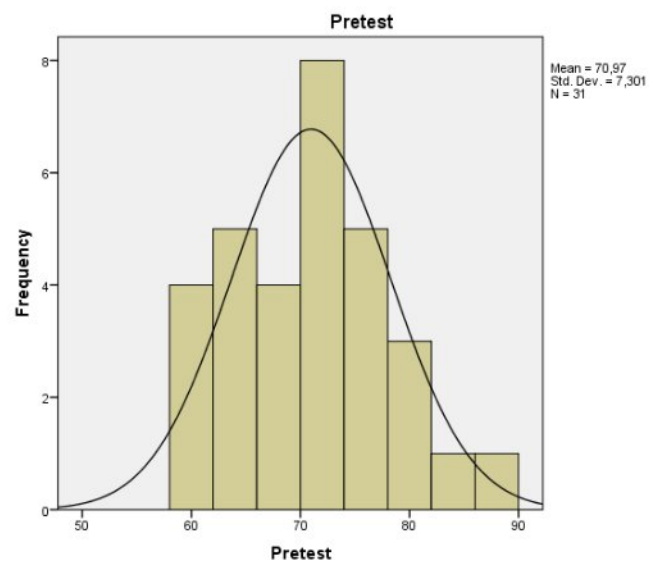
No.	Interval class	Criteria	Frequency of pretest	Frequency of posttest	Percentage of pretest	Percentage of posttest
1	86 – 100	Exelent	1	1	3,2 %	3,2 %
2	76 – 85	Very good	9	22	29,3 %	71 %
3	66 – 75	Good	12	6	38,6 %	19,4 %
4	56 – 65	Fair	9	2	29 %	6,4 %
5	0 – 55	Poor	0	0	0 %	0 %

From the table above showed that there were zero students who get score between 0 – 55 in pretest although posttest. There were 9 students who get score between 56 - 65 in pretest and 2 students in posttest. There were 12 students who get score between 66 – 75 in pretest and 6 students in posttest. There were 9 students who get score between 76 – 85 in pretest and 22 students in posttest. There were 1 students who get score between 86 – 100 in pretest although posttest. The results of pretest were presented below:

**Table 4.3 Frequency of Pretest Score**

<b>Pretest</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
60	4	12,9	12,9	12,9
64	5	16,1	16,1	29,0
68	4	12,9	12,9	41,9
72	8	25,8	25,8	67,7
Valid 76	5	16,1	16,1	83,9
80	3	9,7	9,7	93,5
84	1	3,2	3,2	96,8
88	1	3,2	3,2	100,0
Total	31	100,0	100,0	

The researcher also gave an elaboration of histogram to make the data clear. The histogram of the results of pretest score were presented in figure 4.1 below:

**Figure 4.1 Histogram of Pretest Score**

Based on table above showed that score minimum was 60 and score maximum was 88. Score 60 has 4 frequency, score 64 has 5 frequency, score 68 has 4 frequency, score 72 has 8 frequency, score 76 has 5 frequency, score 80 has 3 frequency, score 84 has 1 frequency, and score 88 has 1 frequency. Besides showing the frequency and the histogram of the result of pretest, the researcher also showed the maximum and minimum score, range, mean and standart deviation by using SPSS software 20.0 version:

**Table 4.4 The Calculation of Pretest Score**

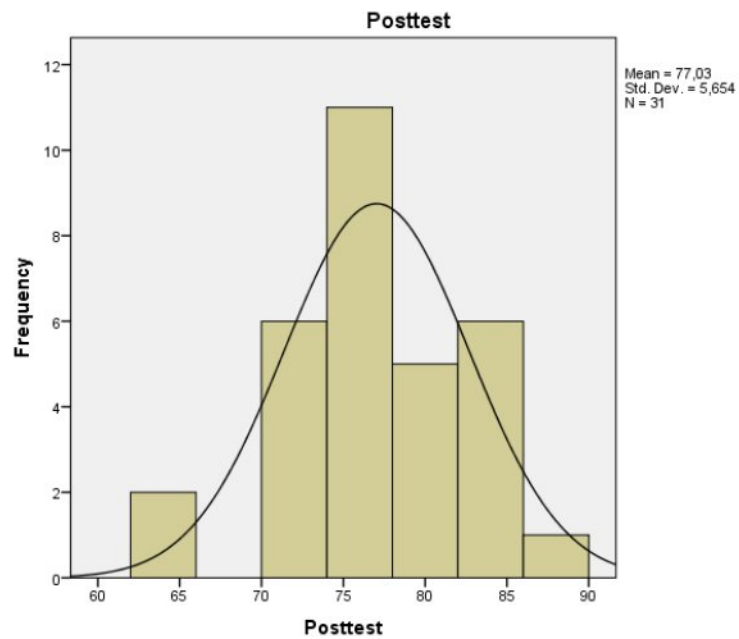
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	31	60	88	70,97	7,301
Valid (listwise)	N 31				

From the table above, the result of students score before taught by using foursquare writing method the lowest score was 60 and the highest score was 88 from 31 students. the mean score was 70,97, it means that the categorized score was Good. The standart deviation was 7,301. The standart deviation is a shore average of differences of all scores from the mean ( Brown a cited in Isnawati 2014 : 64 ). The results of posttest were presented below:

**Table 4.5 Frequency of Posttest Score**

Posttest				
	Frequency	Percent	Valid Percent	Cumulative Percent
64	2	6,5	6,5	6,5
72	6	19,4	19,4	25,8
76	11	35,5	35,5	61,3
Valid 80	5	16,1	16,1	77,4
84	6	19,4	19,4	96,8
88	1	3,2	3,2	100,0
Total	31	100,0	100,0	

The researcher also gave an elaboration of histogram to make the data clear. The histogram of the results of pretest score were presented in figure 4.1 below:

**Figure 4.2 Histogram of Posttest Score**

Based on table above showed that score minimum was 60 and score maximum was 88. Score 64 has 2 frequency, score 72 has 6 frequency, score 76 has 11 frequency, score 80 has 5 frequency, score 84 has 6 frequency, and score 88 has 1 frequency. Besides showing the frequency and the histogram of the result of pretest, the researcher also showed the maximum and minimum score, range, mean and standart deviation by using SPSS software 20.0 version:

**Table 4.6 The Calculation of Posttest Score**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Valid (listwise)	N 31	64	88	77,03	5,654

From the table above, the result of students score after taught by using foursquare writing method the lowest score was 64 and the highest score was 88 from 31 students. the mean score was 77,03, it means that the categorized score was Very Good. The standart deviation was 5,654.



**Table 4.7 Paired Sample Tes****Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pret est - Post test	-6,065	3,076	,552	-7,193	-4,936	-10,977	30	,000

The table clearly showed that mean of the score was -6,065. Meanwhile the standart deviation was 3,076. The standart error was 0,552. 95% confidence interval of the difference lower is -7,193 and upper is -4,936, the t-count is -10,977, while df is 30 and the significance (2-tailed) is 0,000. To know the degree of freedom, it is found the result from the formula below:

$$df = N - 1$$

Notes:

df : degree of freedom

N : total students

$$df = N - 1$$

$$= 31 - 1$$

$$= 30$$

So, the df is 30.

From the calculation using SPSS above, it can be seen that the mean is -6,065. The standart deviation was 3,076, the standaart error was 0,552, the difference lower is 7,193 and upper is 4,936, the significance (2-tailed) is 0,000.

From the table of t test above can be seen that the number of  $t_{\text{count}}$  is 10,977. It is higher than  $t_{\text{table}}$  5% significant level. In df 30 the significant level at 5% is 2,042, it showed that  $10,977 > 2,042$ . It means that  $H_0$  is rejected, so there were significant different score before and after taught by using foursquare writing method.

## **B. Hypothesis Testing**

The hypothesis of this research was as follow:

1. If t-count score is bigger than t-table, null hypothesis ( $H_0$ ) is rejected. It means that there is any difference score in writing narrative text before using foursquare writing method and after using foursquare writing method. The difference is significant.
2. If t-count score is smaller than t-table, null hypothesis ( $H_0$ ) is accepted. It means that there is any difference score in writing narrative text before using foursquare writing method and after using foursquare writing method. The difference is not significant.

The hypothesis was tested by using t-test throught SPSS 20.0 version. In this research,  $t_{\text{table}}$  is 2,042 and  $t_{\text{count}}$  is 10,977, it means that,  $H_0$  was rejected. It means that, foursquare writing method was effective toward students achievement in writing narrative text at eight grade of SMP N 1 Ngantru in academic year 2015/2016.

### C. Discussion

As stated on research method in chapter III, in this research the researcher conducted research in the class that is through teaching and learning process. Based on Ary *et al* (2010; 303), the teaching and learning process in this case was divided into three steps. First step, the researcher measure the students writing achievement before taught by using foursquare writing method, it was conducted by administering test called pretest. The second step was giving treatment was conducted in class VIII C by applying foursquare writing method to teach writing narrative text. in this section, the researcher explained the material and the rule of foursquare writing method. The third step was the researcher measure the students writing achievement after taught by using foursquare writing method, it was conducted by administering test called posttest. The analysis of posttest score, the students score better than pretest score. After the data collected, the researcher analyzed the data by using SPSS 20.0 version.

It is showed from the score of pretest. The lowest score was 60 and the highest score was 88. The standart deviation was 7,301. In posttest, the lowest score was 64 and the highest score was 88. The standart deviation was 5,654. The researcher computed the data using descriptive statistic that is t-test. The result of t-test showed that the number of students is 31, the t-value is 10,977. The degree of freedom 30, the t-value is 2,042. From the data analysis above, there were significant different score before and after taught by using foursquare writing method.

By the result of computation that showed  $t_{count}$  is 10,977. It is higher than  $t_{table}$  5% significant level. In df 30 the significant level at 5% is 2,042, it showed

that  $10,977 > 2,042$ . It means that  $H_0$  is rejected, so there were significant different score before and after taught by using foursquare writing method. The mean score of pretest was 70,97. The mean score of posttest was 77,03. It means that the mean score of posttest better than pretest score ( $77,03 > 70,09$ ).

From the data, it can be seen that the students writing ability on posttest is much better than pretest. It means that students writing ability had increase after the students getting the treatment. It can be concluded that the foursquare writing method was effective toward students achievement in writing narrative text at eight grade of SMP N 1 Ngantru in academic year 2015/2016.

The finding support the result of some previous study (Arum Puspita Dewi : 3013) revealing that foursquare writing method is effective to teach writing in narrative text. By the result that, the teachers can using foursquare writing method because foursquare writing method has been proved an effective for finishing that problem.