CHAPTER IV

FINDINGS AND DISCUSSIONS

Most important in the research is research finding and discussion. This chapter presents data presentation, data analysis and the discussion.

A. Research Findings

The finding consist of description of data. After the data had been collected from the sample of the research, the data was going to be described. In describing the data, it involves analyzing of the data

1. The Description of Data

In order to collect the data, the researcher conducted a test. The test given was writing descriptive text. The score of the test consist of five aspects. The aspects measured are developing ideas, organizing idea, grammar, vocabulary, and mechanic.

After conducting the test the result in form of students' scores are tabulated as follows:

Table 4.1

Students' writing descriptive text score at five indicator

Students	Aspects					score
	Developing ideas	Organizing ideas	Grammar	Vocabulary	Mechanic	
An	4	9	11	2	16	62

Ar	6	10	6	3	16	60
Ah	3	6	7	2	9	40
Ak	3	6	5	2	9	37
Ab	4	9	7	4	11	51
Ap	3	7	6	2	11	43
Ai	4	10	8	3	11	53
Da	4	9	6	2	15	53
Di	4	10	8	2	13	54
Fr	7	12	8	3	18	71
Kr	4	10	6	3	14	54
Mm	6	10	12	2	17	69
Mi	4	9	5	2	14	50
Pa	3	8	4	2	10	40
Pt	6	12	8	3	18	69
Ps	5	10	9	2	14	59
Ra	4	9	6	2	6	40
Rv	7	12	8	4	13	65
Re	4	10	5	2	15	53
Ri	6	12	8	3	14	63
Rs	4	7	7	3	10	46
Sa	4	10	8	2	10	50

Se	6	11	12	4	18	75
Sn	6	12	8	3	20	72
Si	4	10	7	2	15	56
St	5	10	7	2	12	53
Sy	6	10	7	2	10	51
So	3	6	3	1	6	28
Ti	4	9	8	2	11	50
Tr	7	9	8	4	11	57
Wa	6	9	10	1	13	57
Ys	5	7	10	1	13	53
Yu	6	12	10	3	13	65
Za	4	9	8	3	13	54
An	3	8	8	2	10	46
Total						1899
Mean						54
Standard Deviation						10.48

From the table above can be calculated the descriptive statistcs as follows :

a. Mean = 54

b. Mode = 53

c. Median = 53.5

d. Standard deviation = 10.48

Next step the researcher analyzed the data in each aspects to find out which aspects are good and which aspects are weak. The result has been in form of mean score and for the detail calculation can be seen in appendix 2-6.

The analysis of each aspect distributed in form of table as follows :

Table 4.2

Developing Ideas

Total of real score	M e a n	M o d e	Median	S D	L e v e l
2092	60	50 & 75	50.5	23.27	Average

In terms of developing ideas, it was found that the mean score of writing skill of second year students at MTsN Bandung Tulungagung was 60, mode 50 & 75, median 50.5, standart deviation 23.27 and categorized as average level.

Table 4.3

Organizing idea

Total of real score	Mean score	M o d e	Median	S D	L e v e l
2 3 2 4	66	7 1	71.5	13.3	G o o d

Then, in terms of organization ideas, it was found that the mean score of writing skill of second year students at MTsN Bandung Tulungagung was 66 , mode 71, median 71.5, standart deviation 13.3 and categorized good level.

Table 4.4

Grammar

Total of real score	M e a n	M o d e	**Median**	S D	Level
1 8 9 9	5 4	5 7	57.5	14.16	Average

In addition of grammar, it was found that the mean score of writing skill of second year students at MTsN Bandung Tulungagung was 54, mode 57.5, median 57, standart deviation 14.16 and categorized as average level.

Table 4.5

Vocabulary

Total of real score	M e a n	M o d e	Median	S D	L e v e l
2 2 2 5	6 4	5 0	50.5	20.34	Good

The next, in vocabulary, it was found that the mean score of writing skill of second year students at MTsN Bandung Tulungagung was 64, mode 50, median 50.5, standart deviation 20.34 and categorized as good level.

Table 4.6

Mechanic

Total of real score	M e a n	M o d e	Median	SD	L e v e l
1600	4 6	4 6	46.5	11.92	Average

Furthermore, in terms of mechanics, it was found that the mean score of writing skill of second year students at MTsN Bandung Tulungagung was 46, mode 46, median 46.5, standart deviation 11.92 and categorized average level.

1. **Validity**

Based on the data calculated, the researcher measured the validity. Since there are some kinds of validity, in this research the researcher focuses on content validity. The objective of this research is to measure the students' writing descriptive text ability that has the generic structure identification, description and conclusion. Since the students wrote an organized paragraph, show logical development of ideas, and use correct grammar and mechanics, that means that the test meets the content validity.

2. **Reliability**

Reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. To ensure the reliability of scores and to avoid the subjectivity of the researcher, the researcher used inter-rater reliability. Inter-rater reliability is used when score on the test are independently estimated by two or more judges or raters. In this case, the first rater of the research was the researcher and she asked *Mrs. Tutik*, the English teacher of MTsN Bandung as the second rater. Before scoring the students' descriptive text writing, it is important to make sure that both raters used the same criteria

of scoring. Hereby, the first and the second rater used scoring criteria devised from Jacobs et al (1981: 90). To know how reliable the scoring was, the researcher used Spearman Rank Correlation with the formula:

$$r = 1 - \frac{6.\sum d^2}{N(N^2 - 1)}$$

Where   :

r   : Coefficient of rank correlation

d   : Difference of rank correlation

1 and 6   : Constant number

N : Number of students

(Sugiyono, 2006: 228)

In this case, the researcher then analyzes the coefficient of rank correlation with the standard of reliability below:

0.8 – 1.0   : very high reliability

0.6 – 0.8   : high reliability

0.4 – 0.6   : medium reliability

0.2 – 0.4   : low reliability

0 – 0.2   : very low reliability

(Arikunto, 1998: 260)

After calculating the result of the student's descriptive text writing, the researcher calculated the dat a by using the formula above (see Appendices 8) and the result of the reliability could be seen in the following tables:

Table 4.7 The Reliability

Reliability	Criteria
0.78	high reliability

B. Discussion

From the data presentation in general result found that the students' mean score in writing descriptive text is 54 and according to the score clasification theory by Harris (1969) categorized as average. The scores were analyzed acoording to the central tendency (mean, mode, and median) and standart deviation come from five aspects they are developing idea, organizing idea, grammar, vocabulary, and mechanic.

Beside the data was analyzed in general, each aspect was also being analyzed. First is from the aspect of developing ideas. There are two indicators in this aspect, they are paragraph unity and coherence. The paragraph unity itself has the sub indicators consists of topic, topic sentence, and concluding sentence. And the coherence sub indicators consists of sentence hold together. With the guide of indicators and sub indicators, the researcher can collect and analyze the data. The finding shows that the mean score in developing ideas aspect is 60, mode 50 & 75, median 50.5, standart deviation 23.27 and according to the score clasification theory categorized as average level.

The second aspect to be analyzed is Organizing idea. There are 3 indicators in this aspect, they are Coherence, Identification, Description. The coherence indicatorshas the sub indicators consists of repeat key from sentence to sentence, use pronoun for preceding key term, use demonstrative adjective, uses connecting words. Next identification indicator has the sub indicators consists of Identify the name of place and location, describe the complete features of the place. And the last description indicators has the sub indicators consists of part, qualities, and characteristic. With the guide of indicators and sub indicators, the researcher can collect and analyze the data. The finding shows that the mean score in organizing idea aspect is 66, mode 71, median 71.5, standart deviation 13.3 and according to the score clasification theory the categorized as good level. Compared with the previous aspect can be seen that the mean score of this aspect is higher than developing ideas aspect.

The third aspect to be analyzed is Grammar. There are two indicators in this aspect, they are simple present tense and adjective words. In Simple present tense indicatorshas the sub indicators consists of; to describe, actions or conditions that are usual, bhabitual or permanent, to state general /truth, for future action on schedule time, for future action in certain time,relational verbs used when classifying and describing appearances /qualities and parts/functions of phenomena (is, are, has, have). The next Adjective words indicators has the sub indicators consists of used to add extra information to noun sand may be technical, everyday or literally, depending on the text.In

this aspect of indicators and sub indicators, the researcher can collect and analyze the data. The finding shows that the mean score in grammar aspect is 54, mode 57, median 57.5, standart deviation 14.16 and according to the score clasification theory the categorized as average level compared with the previous aspect can be seen that the mean score of this aspect is lower than developing ideas and organizing idea aspects.

The next aspect is vocabulary. This aspect consist of two indicator they are word choices and In sub indicator of word choices is choose the appropriate and accurate words to express ideas.In sub indicator of word choices is choose the appropriate and accurate words to express ideas.Then in terms of of In sub indicator of word choices is 200 words.With the guide of indicators and sub indicators, the researcher can collect and analyze the data. the result of collect and analyze the data finding and to shows that the mean score in vocabulary aspect is 64, mode 50, median 50.5, standart deviation 20.34 and according to the score clasification theory the categorized as good level compared with the previous aspect can be seen that the mean score of this aspect is less than organizing ideas aspect but higher than grammar, and developing ideas aspect.

The last aspect is mechanic. There are three indicators in this aspect, they are punctuation, capitalization and spelling. The punctuation indicators has the sub indicators consists of; comma, period, the,colon, semicolon, apostrophe, quotation marks, the dash. The next capitalization indicators has the sub indicator as follows; the first word in sentence, capitalize pronoun I,

capitalize the titles of composition, capitalize the proper noun, capitalize name of detail, title, month, day, specific group or geographic areas, and specific structures. And then the last in terms of sub indicatoris spelling is avoid misspelling. With the guide of indicators and sub indicators, the researcher collect and analyze the data to shows that the mean score in mechanic aspect is 46, mode 46, median 46.5, standart deviation 11.92 and according to the score clasification theory the categorized as average level compared with the previous aspect can be seen that the mean score of this aspect is the lowest aspect.

From the students' mean score in each aspect, it could be seen that the students' weakness in writing descriptive text is in mechanic aspect with mean score 46 From the result we also can find that the students' strength in writing descriptive text is in organizing idea aspect with mean score 66. However the students' work still can be categorized as average level.