

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents three topics related to research findings. These are the description of data, hypothesis testing, and discussion.

A. The Description of Data

In this research, the researcher wants to know the effectiveness of using diary towards student's writing achievement in recount text. The effectiveness can be seen from the significant difference scores of the student's writing achievement before and after being taught by using diary. The presentation of data is also to answer the research problems presented in chapter I.

To investigate the student's writing achievement in recount text before and after being taught by using diary, the researcher conducted pretest and posttest in a group of sample consisted of 32 students in VIIIA class. After getting the data, the researcher analyzed the data by using paired sample t-test through SPSS 16.0 to find out the significance difference scores of students' writing achievement before and after being taught by using diary. Mentioned below is the presentation of data in this research.

1. Students Writing Scores Before Being Taught by Using Diary

In this section, the researcher presents the students writing scores before being taught by using diary. That is called pretest score. The pretest was done before a treatment process that was teaching writing by using diary was being conducted. The pretest was given to students to know their basic competence and earlier knowledge before got the treatment. Table 4.1 shows the students' scores

resulted from the pretest. The students' names were identified based on the initial name of students.

Table 4.1 Students' Writing Scores Before Being Taught by Using Diary

No.	Students	Pretest Score
1.	AP	52
2.	ASP	69
3.	AH	62
4.	DY	70
5.	KQL	75
6.	LDA	68
7.	MAM	59
8.	MFa	44
9.	MFi	54
10.	MSS	48
11.	MZ	64
12.	NZ	63
13.	NAA	76
14.	RR	70
15.	SLA	70
16.	TKS	57
17.	VRM	69
18.	VO	68
19.	YV	68
20.	YSM	53
21.	Z	36
22.	ZL	68
23.	NA	60
24.	LM	70

25.	MF	65
26.	DG	60
27.	RK	60
28.	MN	65
29.	MB	74
30.	SS	60
31.	RA	70
32.	PA	62

Thus, tables are students' writing score before being taught by using diary. The pretest was followed by 32 students of VIIIA class that was taken sample. The researcher allocated 40 minutes for administered. The pretest contained 1 question in the form of an essay. It was administered on Thursday, April 21th 2016.

2. Students Writing Scores After Being Taught by Using Diary

In this section, the researcher presents the students writing scores after being taught by using diary. That is called posttest score. The posttest was done after a treatment process that was teaching writing by using diary was being conducted. The posttest was given to students to know their writing scores after getting the treatment.

Table 4.2 The students' scores resulted from the posttest

No.	Students	Pretest Score
1.	AP	70
2.	ASP	78
3.	AH	74
4.	DY	80
5.	KQL	88
6.	LDA	77
7.	MAM	70
8.	MFa	66
9.	MFi	76
10.	MSS	72
11.	MZ	86
12.	NZ	72
13.	NAA	88
14.	RR	80
15.	SLA	82
16.	TKS	72
17.	VRM	79
18.	VO	80
19.	YV	85
20.	YSM	77
21.	Z	60
22.	ZL	80
23.	NA	75
24.	LM	80
25.	MF	82
26.	DG	75
27.	RK	77
28.	MN	88
29.	MB	75

30.	SS	72
31.	RA	80
32.	PA	79

Thus, tables are students' writing score before after taught by using diary. The posttest was followed by 32 students of VIIIA class that was taken sample. The researcher allocated 40 minutes for administered. The posttest contained 1 question in the form of an essay. It was administered on Thursday, May 13th 2016.

1. The Significance Difference Scores Before and After Being Taught By Using Diary

After getting the data, the researcher need to find out the differences of pretest and posttest scores to know the effectiveness of using diary towards students grammar achievement. Then, the researcher analyzed the descriptive statistics of the scores by using SPSS 16.0. Table 4.3 shows the result of descriptive scores.

Table 4.3 The Descriptive Statistics of Students' Pretest and Posttest Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	36	76	62.78	9.097
Posttest	32	60	88	77.34	6.343
Valid N (listwise)	32				

From the table 4.3, it can be seen that the lowest score of pretest was 36 and the highest score was 76. Whereas, the lowest score of posttest was 60 and the highest score of posttest was 88. Besides, the mean of pretest score was 62.78 smaller than the mean of posttest score was 77.34 ($62.78 < 77.34$). It can be interpreted that there is an improvement of student's achievement in writing recount text score after being taught by using diary. But, the researcher can't conclude that diary is effective to teaching writing recount text. Because of it, the researcher needs to calculate the data by using paired sample t-test through SPSS 16.0 to find out the significant difference scores before and after being taught by using diary.

After getting the data in the form of scores in pretest and posttest, the researcher analyzed the data to test the effectiveness of the use of diary in teaching writing recount text by using paired sample t-test through SPSS 16.0. The table 4.4 and table 4.5 show outputs of analyzed paired sample t-test as follows.

Table 4.4 Paired Samples Statistics

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	62.78	32	9.097	1.608
posttest	77.34	32	6.343	1.121

The presentation of data in table 4.4 is the performance of students' achievement in writing recount text scores before and after being taught by using diary. The total number of the students (N) both in pretest and posttest is 32. The mean of pretest is 62.78 and the mean of posttest is 77.34.

As stated earlier, the pretest was done to know the students' basic competence and earlier knowledge before treatment was being conducted, while the posttest was done after conducting the treatment process to know whether there are significant difference scores before and after getting the treatment. It means that there should be any improvement from pretest to the posttest. By looking at the mean of posttest was higher than the mean of pretest ($77.34 > 62.78$), it can conclude that there was a significant difference between the pretest and posttest. From the both means, table 4.5 shows the significant difference of both scores more clearly.

Table 4.5 Paired Samples of T – Test**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 pretest – posttest	-14.562	5.611	.992	-16.585	-12.540	-14.682	31	.000

From the presentation of data in table 4.5, the result of t – count is 14.682 with degree freedom (df) = 31 and significance value (Sig. 2-tailed) 0.000. Then, the df 31 was gained to t-table score in significance level 5% (0.05) and the result is 2.021. Based on the statistical analysis using t-test, it shows that t-table = 2.021 and t-count is 14.682, it means that t-count higher than t-table ($14.682 > 2.021$).

B. Hypothesis Testing

The hypothesis testing is concerned on the null hypothesis (H_0). It means that the treatment is effective if H_0 is rejected and it is not effective if H_0 is accepted. The hypotheses testing of this research is proved through the output of paired sample t-test calculated in SPSS 16.0. It is concerned both on the value of t-count and the significance (sig). Next, hypotheses testing are stated as follows:

1. If the value of t-count is higher than t-table ($14.682 > 2.021$) in $df = 31$ with significant level 0.05 and significance value lower than 0.05 (significance value < 0.05). The null hypothesis (H_0) is rejected. It means that there is any significant difference on the student's writing achievement in recount text before and after being taught by using diary at the eighth grade students of MTs AL Huda Bandung.
2. If the value of t-count is lower than t-table ($14.682 < 2.021$) in $df = 31$ with significant level 0.05 and significance value higher than 0.05 (significance value > 0.05). The null hypothesis (H_0) is accepted. It means that there is no any significant difference on the student's writing achievement in recount text before and after being taught by using diary at the eighth grade students of MTs AL Huda Bandung

C. Discussion

From the data analysis, the objective of this study is to know if there is an effect applying diary in teaching writing to the eighth grade students of MTs AL Huda Bandung in academic year 2015/ 2016. In order to gain the research problems are stated in Chapter I, the researcher conducted an experiment in a pretest and posttest design. The procedures done during teaching and learning process were divided into three steps. The first step was administering a pretest. It was conducted to know the students' basic competence and earlier knowledge before got the treatment. The next step was applying the treatment that as using diary in teaching writing. The writing chosen by researcher was recount text. The

treatment was done in four meetings. The last step was giving posttest. In the posttest, the students were given a test to know their writing scores after they were treated by using diary. After the steps were conducted, the researcher got data in the form of pretest and posttest scores. Next, the researcher analyzed them by using paired sample t-test through SPSS 16.0. In table 4.5, the researcher analyzed a descriptive statistics of both pretest and posttest scores and it shows the different mean of pretest and posttest scores. It shows that mean pretest score is lower than posttest score ($62.78 < 77.34$). From data above the researcher interpreted there is improve of students writing score from pretest to posttest. But, the researcher need to analyzed the inferential statistics of data with paired sample t-test to know the significance different both pretest and posttest scores.

Based on the results of the statistical computation using paired sample t-test, in the table 4.6 shows that t-count of data is 14.682. Then, the researcher compared score of t-count to the score of t-table with df 31 at the significance level of 5% (0.05). After compared to t-table, the researcher find t-table is 2.021. It is known that t-count is higher than t-table ($14.682 > 2.021$). Because that t-count is higher than t-table, so the alternative hypothesis is accepted and the null hypothesis is rejected. It means that there is difference writing score between before and after being taught by using diary of the eighth grade of MTs AL Huda Bandung. Based on explanation above, there is a significant effect of using diary towards students' achievement in writing recount text. Thus, it can conclude that the use of diary is effective towards students' writing achievement and it

suggested to be used in teaching writing, especially at the eighth grade of MTs AL Huda Bandung.

Regarding on the result of data analysis above, it is strongly related to some advantages served by diary. The result of the study indicated that the result of posttest seemed to be better than the pre-test ones. That is, the scores of post-test were significantly better than the scores of pre-test at the end of the study. Although the result of their post-test were not perfect, it seemed better than the result of pre-test. Unlike the result of pre-test, the result of post-test shows that students seemed more interested to use diary. They used variety of vocabularies, and the content was more interesting. They also used their personal expressions to make the readers feel like what they felt at the time. The students became more free to generate and share their ideas, something that could not be achieved when they composed a text without using any technique. This finding shows that the use of technique in writing such as diary can shape students' writing myriad was including in generating ideas, composing, revising, editing, formatting, and printing anything from a single word to a lengthy essay (Purcell et al, 2013: 215).

When students are writing recount text using diary, teachers can give the students quite time to understand the material, and then giving response. Diary is actually an individual work that can be given to the learner in order to make the learner be motivated to hold practice continually in his or her daily activity without any pressure. Retelling their experiences through diary can be a good practice to teach recount text, especially in grammatical points. All in all, the advantages above implied that the use of diary gives positive effects towards

students' writing achievement. It had been proven by the result of data analysis that show there is significant difference on the students' writing achievement in recount text before and after being taught by using diary. Thus, it can be concluded that the use of diary is effective towards students' writing achievement and it is suggested to be used in teaching writing.