

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes about research finding that have been collected during the research and discussion about the data of the research

A. Finding

In this section, the writer presented the results of the students writing achievement before and after taught by using diary in teaching recount text. The writer used gave pretest and posttest to the students to know the different achievement before and after taught by giving the treatment. To get the data, the writer done three steps: pre-test, treatment and post-test. Pre-test was conducted before doing treatment. It was designed to find out students' ability in writing recount text before applying diary strategy. It was conducted on Tuesday, April 12th 2016. The kind of pre-test was writing test. The students supposed to write their activity in last Sunday. Students' writing test was evaluated based on the rubric by Brown which covers content, vocabulary, generic structures and language features. There were 33 students as respondents or subjects of the research.

After gave the pre-test and got the score, the writer gave treatment to the students by implemented the diary strategy. The writer asked the students to write their holiday experience in the different theme in three meeting. When the treatment had finished, the writer gave the post test. Posttest was conducted on

May 04th 2016. Post-test was conducted to know the effectiveness of the treatment. It was designed to verify the significant difference after treatments.

The data of the students pre-test and post-test can be arranged in the form of frequency and percentage through scoring criteria, those are: Excellent, good, average, poor and very poor.

Table 4.1 Table of criteria students' score

No	Grade	Criteria	Range Score
1	A	Excellent	100-85
2	B	Good	84-70
3	C	Average	69-55
4	D	Poor	54-50
5	E	Very Poor	49-0

Then, the presentation of the data is as follows:

There were 33 students as subjects or respondents of the research. After they gave pretest, posttest and treatment, the writer calculated the score to get the data. The highest score of pre-test was 70 and the lowest score of pre-test was 45. While the highest post-test score was 85 and the lowest score of post-test was 70. The result of the students' writing achievement score in pre-test and post-test presented in appendix.

After got the pre-test and post-test score, the writer used IBM SPP 16.0.

To organized the frequency and the percentage of score. Table 4.2, table 4.3 and figure 4.1 represent the statistical result:

Table 4.2 Statistic data of pretest and posttest

Statistics

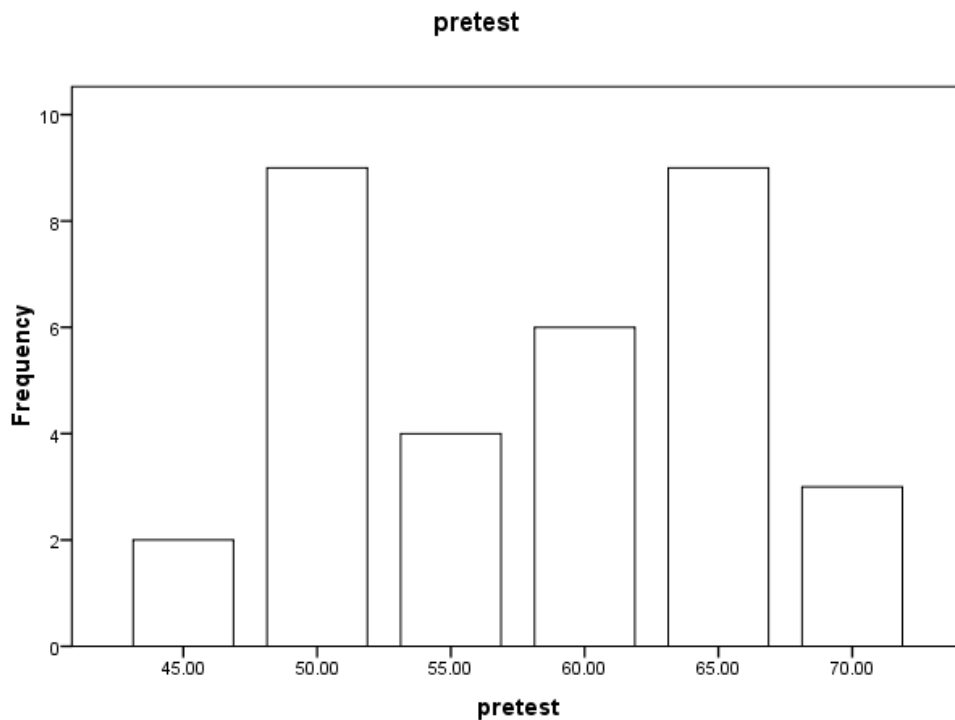
		pretest	Posttest
N	Valid	33	33
	Missing	0	0

Table 4.3 Frequency of Score in Pre-test

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	2	6.1	6.1	6.1
	50	9	27.3	27.3	33.3
	55	4	12.1	12.1	45.5
	60	6	18.2	18.2	63.6
	65	9	27.3	27.3	90.9
	70	3	9.1	9.1	100.0
Total		33	100.0	100.0	

Figure 4.1 The Percentage of Score in Pre-test



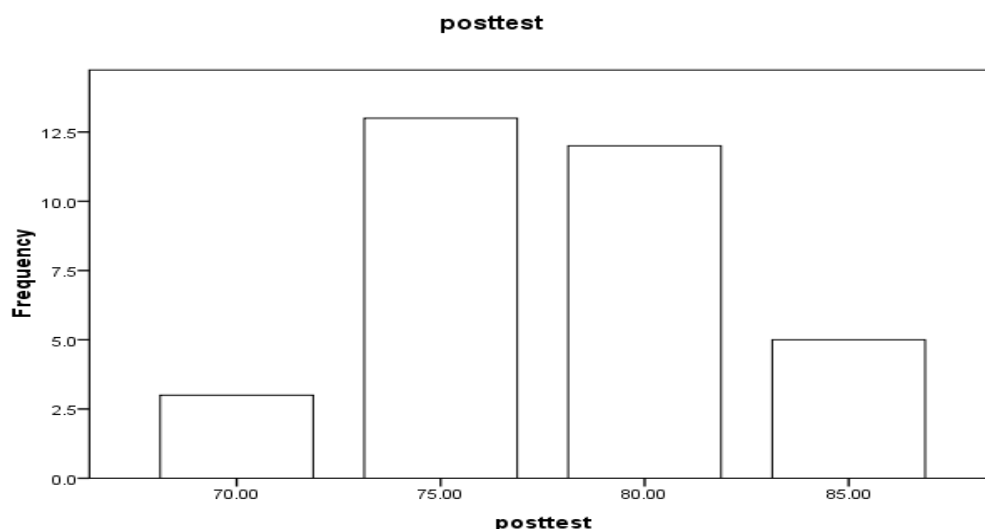
Based on table 4.3 and figure 4.1, it can be seen that there were 33 students followed the pre-test. The 33 students got the variance score. The two students got 45 score, it means that their writing ability was very poor. There were 9 students got 50 score, it means that their writing ability was poor. The students that got 55 score were 4 students, it means that their writing ability was average. Then, the students that got score 60 were 6 students, it means that their writing ability was also average. The students that got score 65 were 9 students with their writing ability was average. And, 4 students got 70 score with their writing ability good criteria. There was no students got excellent criteria this this pre-test.

Table 4.4 Frequency of Score in Post-test

Posttest

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	70	3	9.1	9.1	9.1
	75	13	39.4	39.4	48.5
	80	12	36.4	36.4	84.8
	85	5	15.2	15.2	100.0
	Total	33	100.0	100.0	

Figure 4.2 The Percentage of Score in Post-test



Based on the table 4.4 and figure 4.2, There were 3 students got 70 score, 13 students got 75 score and 12 students got 80 score, it means that their writing ability had good criteria. Then, there were 5 students got 85 score with their writing ability was excellent. Based on the explanation, it can be concluded that the students' score showed the improvement after getting the treatment.

Based on the findings, there was the different students' score before and after taught by using diary strategy in writing recount text. The score of post-test was higher than pre-test score. It means that, after giving the diary strategy when taught recount text the student's writing score significantly increased than before. So, based on the data, the diary strategy was better to taught writing recount text than taught without diary strategy.

After organizing the frequency and the percentage of pre-test and post-test score, the writer organized the rank, the minimum, the maximum, the sum, the mean, the standard deviation, and the variances of pre-test and post-test score

in students' writing ability recount text. The writer used IBM SPSS Statistics 16.0. Table 4.5 represents the result:

Table 4.5 Descriptive Statistics for Pre-test and Post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	33	25.00	45.00	70.00	58.0303	7.59722	57.718
Posttest	33	15.00	70.00	85.00	77.8788	4.33559	18.797
Valid N (listwise)	33						

Based on the table 4.5 it can be described that the number of subject or respondents of pre-test and post-test were 33 students. The minimum and maximum score of pretest were 45 and 70, while the minimum and maximum score of post-test were 70 and 85. The mean of pretest and post-test were 58.0303 and 77.8788. It means that the mean of post-test was higher than the mean of pre-test. And, the standard deviation of pre-test and post-test were 7.59722 and 77.8788. So, it could be concluded that the value increased after being treatment using diary strategy in writing recount text.

After organizing the standard deviation, the writer tested the result of pre-test and post-test of the students by using Paired Sample Test in IBM SPSS Statistics 16.0 to know the students writing ability test was effective or not. The

testing was done to know whether the null hypothesis could be rejected or not. Table 4.6 represented the result of the correlation and test.

Table 4.6 Paired Sample Correlation

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 pretest & posttest	33	.557	.001

Based on the table above, the numeral both correlation (0.557) and numeral of significance (0.001) showed the large correlation between samples. As previously mentioned, there were two hypothesis in this research: (1) Null hypothesis (H_0) stated that there is no any significant difference on students' writing ability in recount text before and after using Diary, (2) Alternative Hypothesis (H_a) stated that there is any significant difference on students' writing ability in recount text before and after using Diary. To make the decision whether the null hypothesis can be rejected or not, the writer interprets the result of probability as follows:

- a. If the probability > 0.050 , so the null hypothesis (H_0) accepted
- b. If the probability < 0.050 , so the null hypothesis (H_0) rejected

The numeral of significant was 0.001. It means that the probability was smaller from 0.050 ($0.001 < 0.050$). So, based on the data, the Null Hypothesis (H_0) was rejected. It means that there is any significant difference on students'

writing ability in recount text before and after using Diary at tenth grade of MAN Trenggalek. Table 4.7 showed the result of calculation of Paired Sample Test as follow:

Table 4.7 Paired Sample 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	-1.98485E1	6.31032	1.09848	-22.08603	-17.61094	-18.069	32	.000

Then, table 4.7 showed that the probability (Sig. 2-tailed) was smaller than the level of significance ($0.000 < 0.05$). So, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis was rejected. Besides that, the writer compare the t_{count} with t_{table} where the degree of freedom was 32. As can we seen, the t_{count} (18.069) was higher than t_{table} at the level significance to the line $df = 32$ (2.036). In other words, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis was rejected. So, there is any significant difference on students' writing ability in recount text before and after using Diary

1. Hypothesis Testing

The last step in analyzing the data was testing the hypothesis of research entitled “The effectiveness of using diary to improve the students’ ability in writing recount text”. From the analysis above, the criteria to test the hypothesis of this study which is use in SPSS 16.0 were:

- a. If the t_{count} larger than the t_{table} , the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected.
- b. If t_{count} smaller than the t_{table} , so the alternative hypothesis (H_a) is rejected, in other word, the null hypothesis (H_0) is accepted.

From the result of computation, it was gained that the $t_{count} = 18.069$, while the level of significance (0.05) to the line $df = 32$ was gained the $t_{table} = 2.036$. Based on the calculation, it showed that the t_{count} is higher than t_{table} . It means that there was a significant difference between pre-test (the students’ score before applying treatment by using diary strategy) and post-test (the students’ score after applying treatment by using diary strategy). So the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. In other words, the usage of diary strategy influenced the students’ ability in writing recount text.

Based on the explanation above, the research hypothesis stated that the students who had been taught by using Diary obtain better achievement than before taught by using diary. It can be concluded that by using Diary strategy in teaching writing recount text in tenth grade of MAN Trenggalek was effective.

B. Discussion

The aim of this research was to find out whether the diary strategy influences students' ability in writing recount text. To prove it, in this study the writer used writing test as the instruments. The writer used 3 steps to get the data; pre-test, treatment, and post-test. Before implemented it, the writer done the pilot test to test the instrument.

The result of pilot test showed that the instrument was valid and reliable to use in the treatments. There were three kinds of validity in this study namely, face validity, construct validity and content validity. From the result, the instrument had face validity which is the test item contained understandable and clear enough instruction, and none of the students was confused with the instruction. While content validity was maintained as the majority of the students in the pilot test had performed the particular language skills and areas expected in the test.

The first step was pre-test. The pre-test was given to the students before applied the treatment. Pre-test was conducted on April 11th, 2016. The form of test was written test that supposed the students to write their last Sunday activity. There were 33 students as respondents in this pre-test. The second step was treatment. The writer implemented diary strategy in teaching recount text. The treatment conducted in 3 meeting. The meeting was conducted on April 13th, 20th, and 27th 2016. The last step was post-test. Post-test was given to the students to know the students' achievement after giving the treatment. The form of the test also written test. The students supposed to write their nicest holiday.

The post-test was conducted on May 04th 2016. As the pre-test, the 33 students also be the respondents in this post-test.

After collected the data, the data analyzed by using SPSS version 16.0. Based on the data analysis by using SPSS version 16.0 showed that there was the significant differences of students' achievement before and after giving the treatment. The mean of pre-test was 58.0303 than the mean of post-test was 77.8788. After computing the T-test, it was found that the difference mean of pre-test and post-test was 1.98485.

The result of the T-test showed that the numeral of t_{count} was 10.069. The result of statistical computing using t-test showed that t_{count} was higher than t_{table} ($10.069 > 2.036$), so the Alternative hypothesis (H_a) accepted and the Null Hypothesis was rejected. It means that there is a significant different of students' achievement in writing recount text before and after taught by using diary in tenth grade student at MAN Trenggalek.

Based on the research findings, using diary as a type of writing class performance surely showed the real effectiveness, because it could help the students to improve their writing ability also motivated the students to write the story. By using diary, the students didn't feel confused what to write, because they were just wrote based on their experience. Besides that, the students felt more enjoyable and enthusiastic when taught by using diary. It was suitable with the benefit of using diary stated by Harmer (2007: 128) that there are some benefits of diary writing. The first is the value of reflection. A diary provides an opportunity for students to think about what they are learning and also how they are learning. The second is freedom of expression. Diary writing allows students

to express feelings more freely. For example, in their writing they can write about their daily life, love story, or anything they want to write to. The next is developing writing skills. Diary writing contributes to the students' general improvement such as their writing fluency. Their writing fluency will improve since they write regularly and become more familiar with.

Moreover, based on the calculation the result of pre-test and post-test showed that this strategy positively influence students' ability in writing recount text after the treatment. It can be said that the use of diary strategy was significantly successful increased the students' achievement in writing recount text. So, it means that the result of this research was verified the theory by Langan (2008:16) stated that keeping a diary is one of excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper. It can be summarized that diary writing can help the students to improve their writing skills and motivation towards writing. So, it can be concluded that the use of diary was effective to increase the students' writing ability in recount text of the tenth grade of MAN Trenggalek.