CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the finding of the research. This chapter consists of the description of data, hypotheses testing and discussion. The finding appropriate with data score of students' grammar mastery and writing descriptive test.

A. The Description of Data

The description of data was described by providing numbers and tables. The subject or sample of this research is the students of AK - 4 of first grade students at SMKN 1 BANDUNG Tulungagung which consists of 37 students. The researcher held grammar and writing descriptive text test. It was done in order to obtain the necessary data related to the two variables. After had done to collect the data which cover of grammar mastery score and writing descriptive text score then, the researcher then to present them. The presentation of the data the following results:

1. The Data of Students' Grammar Mastery

The following scores were obtained from 37 students which had been decided to take a part as the samples and to represent the population. The grammar test consists of 25 items. The next table showed the score of grammar mastery test (see table 4.1).

Table 4.1. The score of grammar

No.	Name	Score
1.	NDP	64
2.	NKA	56
3.	NTS	60
4.	NL	64
5.	NTM	44
6.	NAWI	88
7.	NNE	72
8.	ND	36
9.	PMH	64
10.	PY	56
11.	PI	60
12.	PDL	60
13.	PS	68
14.	PAN	48
15.	QH	72
16.	REP	68
17.	RS	68
18.	RYP	64
19.	RPS	64
20.	RNV	64
21.	RA	68
22.	RL	84
23.	R	52
24.	RHS	48
25.	RCNR	52
26.	RWK	64
27.	RA	48
28.	RA	40
29.	RE	40
30.	SN	60
31.	SDP	64
32.	SDA	64
33.	SKA	60
34.	SPE	44
35.	SAC	44
36.	SEA	60
37.	SA	72

The data were computed using SPSS 16.0 and the results were presented in the table of frequency students' grammar mastery test below:

Table 4.2 Percentage Frequency Students' Grammar Mastery Test

Statistics

Students' Grammar Mastery

N	Valid	37
	Missing	0

Students' Grammar Mastery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	2.7	2.7	2.7
	40	2	5.4	5.4	8.1
	44	3	8.1	8.1	16.2
	48	3	8.1	8.1	24.3
	52	2	5.4	5.4	29.7
	56	2	5.4	5.4	35.1
	60	6	16.2	16.2	51.4
	64	9	24.3	24.3	75.7
	68	4	10.8	10.8	86.5
	72	3	8.1	8.1	94.6
	84	1	2.7	2.7	97.3
	88	1	2.7	2.7	100.0
	Total	37	100.0	100.0	

The table 4.2, showed there was 1 student (2,7) got score 36, 2 students (5,4) got score 40, 3 students (8,1) got score 44, 3 (8,1) students got score 48, 2 students (5,4) got score 52, 2 students (5,4) got score 56, 6 students (16,2) got score 60, 9 students (24,3) got score 64, 4 students (10,8) got score 68, 3 students (8,1) got score 72, 1 student (2,7) got score 84, and 1 student (2,7) got score 88.

To know the mean score of the data students' grammar mastery. The researcher used SPSS 16.0 and the results were presented in the descriptive of administering test below:

Table 4.3 Descriptive Analysis of Administering Grammar Mastery

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Students' Grammar Mastery	37	36	88	59.57	11.692
Valid N (listwise)	37				

The table above showed that from 37 students following the administering test about students' grammar mastery is obtained the minimum score was 36, the maximum score was 88, the mean score was 59.57 and the standard deviation was 11.692. Standard deviation is to measure how much the variance of the sample.

2. The Data of Students' Writing in Descriptive Text

This part discussed the result of the calculation of writing descriptive text score (see table 4.4).

Table 4.4 The score of writing descriptive

No.	Name	Score
1.	NDP	60
2.	NKA	56
3.	NTS	64
4.	NL	60
5.	NTM	52
6.	NAWI	84
7.	NNE	64
8.	ND	56
9.	PMH	64
10.	PY	60
11.	PI	60
12.	PDL	60
13.	PS	68
14.	PAN	64
15.	QH	72
16.	REP	52
17.	RS	68
18.	RYP	68
19.	RPS	64
20.	RNV	68
21.	RA	68
22.	RL	84
23.	R	52
24.	RHS	52
25.	RCNR	56
26.	RWK	68
27.	RA	56
28.	RA	60
29.	RE	44
30.	SN	56
31.	SDP	68
32.	SDA	68
33.	SKA	60
34.	SPE	52
35.	SAC	52
36.	SEA	68
37.	SA	64

Then the data were computed using SPSS 16.0 and the results were presented in the table of frequency of writing descriptive test below:

Table 4.5 Percentage Frequency of Administering Writing Descriptive Test

Statistics

Writing_Descriptive

N	Valid	37
	Missing	0

Students' Achievement in Writing Descriptive Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	2.7	2.7	2.7
	52	6	16.2	16.2	18.9
	56	5	13.5	13.5	32.4
	60	7	18.9	18.9	51.4
	64	6	16.2	16.2	67.6
	68	9	24.3	24.3	91.9
	72	1	2.7	2.7	94.6
	84	2	5.4	5.4	100.0
	Total	37	100.0	100.0	

The table 4. 5, showed there was 1 student (2,7) got score 44, 6 students (16,2) got score 52, 5 students (13,5) got score 56, 7 students (18,9) got score 60, 6 students (16,2) got score 64, 9 students (24,3) got score 68, 1 student (2,7) got score 72, and 2 students (5,4) got score 84.

Table 4.6 Descriptive Analysis of Administering Writing Descriptive Text

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Writing_Descriptive	37	44	84	61.95	8.413
Valid N (listwise)	37				

The table above showed that from 37 students following administering test about students' achievement in writing descriptive text is obtained the minimum score was 44, the maximum score was 84, the mean score was 61.95 and the standard deviation was 8.130. Standard deviation is to measure how much the variance of the sample.

3. Correlational Testing

As the researcher said before, all analysis of this research mainly employed the computation process using SPSS 16.0 program. One of the roles of SPSS 16.0 was finding out the correlational significance using *Pearson Product Moment* analysis.

Table 4.7 The Correlation – Calculation by Pearson Product Moment

Correlations

		Grammar	Writing
Grammar	Pearson Correlation	1	.804**
	Sig. (2-tailed)		.000
	N	37	37
Writing	Pearson Correlation	.804**	1
	Sig. (2-tailed)	.000	
	N	37	37

**. Correlation is significant at the 0.01 level (2-tailed).

The table above showed the correlation coefficient equaled r = 0.804, which indicated that there was positive correlation between two variables. This research was positive correlation because the variables had same moderate score, if the subjects had low score in grammar, they also had score in writing descriptive. On the contrary, if they had high score in grammar they also had high score in writing descriptive text. From the r number (0.804) the researcher could use it to know the strength of correlation between two variables (see on interpretation correlation by Arikunto on table 3.4). The number of 0.804 indicates that the correlation between two variables is very strong. Whereas, for the number significance (Sig) = 0.000 will be used to know which hypothesis will be accepted or rejected. It will explain in the next part.

4. Normality Testing

Table 4.8 Normality Testing using One Sample Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test

		grammar	writing
N		37	37
Normal Parameters[a]	Mean	59.57	61.95
	Std. Deviation	11.692	8.413
Most Extreme Differences	Absolute	.163	.155
	Positive	.109	.155
	Negative	-.163	-.092
Kolmogorov-Smirnov Z		.994	.942
Asymp. Sig. (2-tailed)		.277	.338

a. Test distribution is Normal.

In this case the normality using *SPSS* (Statistical Product and Service Solutions) *16.0 for Windows*. Based on the table 4.8, normality test was done towards the two scores (grammar score and writing descriptive score) obtained from the students. The value of *Asymp. Sig. (2-tailed)* was 0,994 in grammar and was 0,942 in writing descriptive which were higher than 0,05 (0,994 > 0,05 and 0,942 > 0,05). As a result, the Null hypothesis (H_0) was accepted while the Alternative Hypothesis (H_1) was rejected. Accordingly, all data from the scores was in a normal distribution.

B. Hypotheses Testing

This research was done in collecting data and got the result of the correlation. To answer research problem, the researcher had to measure weather the hypothesis was rejected or not. To count the hypothesis the researcher used Pearson Product Moment formula. The researcher had two hypotheses in this research, those are:

1. H_0 (null hypothesis)

There is no correlation between students' grammar mastery and their achievement in writing descriptive text.

2. H_1 (alternative hypothesis)

There is a significant correlation between students' grammar mastery and their achievement in writing descriptive text.

To know the answer, the researcher used SPSS hypothesis testing based on the N. Sig (number of significance). As the result of correlation on table 4.7, the researcher get r = 0.804, N. Sig = 0.000. Before the researcher conclude the answer these were the theories of hypothesis based on SPSS calculation:

a. H_0 can't be rejected if N. Sig > 0.05 (α = 5%)
b. H_1 is accepted if N. Sig < 0.05 (α = 5%)

Concerning the null hypothesis, this research reveals that the null hypothesis is rejected because the SPSS calculation shows that the Sig is 0.000. As already known, the null hypothesis is rejected if the significance is less than 0.05. The hypothesis testing conclude that N. Sig < 0.05, where H_0 can be

rejected. It means that both students' grammar mastery and their achievement in writing descriptive text are correlate.

Thus, it can be concluded that **"There is correlation between students' grammar mastery and their achievement in writing descriptive text"**, was accepted while H_0 was automatically rejected. It can be stated on the basis of data taken from the samples students' grammar mastery and their achievement in writing descriptive text in first grade students of Accounting at SMKN 1 BANDUNG.

C. Discussion

As the researcher wrote at the first chapter, this research purposed to find out the correlation between students' grammar mastery and their achievement in writing descriptive text at SMKN 1 Bandung, especially in first grade students of accounting. In learning English, it was important to write and organize our idea that we have. When the learners have problem on grammar such as grammar that used in descriptive text, it can be impact to their achievement in writing descriptive text.

In this discussion presented from the analysis of the findings. The analysis has been accomplished in order to answer the research problem. This part presented some points concerning in research design, collecting data method and analyzing data based on the result in findings.

In this research, the researcher had conducted the data collecting. The data was collected by using two instruments. The first was a grammar test that given to

all students as participants in this research. They asked to answer the question that given by the researcher. This test used to know the students' grammar mastery. The second instrument was writing descriptive text. This test was conducted after the grammar test.

In this discussion the researcher intended to present the result from the analysis of the findings. The analysis has been accomplished in order to answer the research problem. From the analysis, the researcher got the result as follow:

1. The number of participants or subjects used in this research was 37.
2. The most students (51%) in moderate level of grammar test.
3. The highest number of students (54%) in moderate level of writing descriptive text.
4. By the analyzing of the data, the researcher found the positive correlation between students' grammar mastery and their achievement in writing descriptive text.
5. The result of calculating correlation between students' grammar mastery and their achievement in writing descriptive text was r = 0.804. Based on Arikunto interpretation the strength of correlation is high correlation.
6. From SPSS calculation the researcher get N. Sig = 0.000, where significance < 0.05.
7. In this research the null hypothesis (H_0) was rejected.

By the result, it can be concluded that there was positive correlation both two variables in high correlation and the hypothesis testing showed there was correlation between two variables, because N. Sig < 5%, so it means H_0 rejected and H_1 accepted.

As the researcher explained before, if the students had high grammar mastery it be impact or influence in their writing especially on descriptive text. The students can be failed in writing when they have bad grammar mastery. The use of grammar in writing is very important. Recalling Frodesen and Eyring in Fatemi (2008) believe that a focus on form (grammar) in composition can help writers develop and enrich linguistic resources needed to express ideas effectively.

In another case, Viet (1989) says that knowledge of structure can also give us a tool for analyzing our writing. When students master in understanding grammar, so they also have a good in writing, because they know how to arrange the sentences became a good text that understandable and meaningful.

This factor implied that the students' activity and frequency in mastering the grammar give a useful contribution to enlarge their achievement in writing descriptive text. It means that if the students improve their mastery of grammar, especially grammar that used to write descriptive text, their achievement in writing descriptive text will improve as well. Whereas, when the students had bad mastery in grammar so they also bad in writing descriptive text.

If we back to the theories and previous study before that said there is correlation between students' grammar mastery and their achievement in writing,

it was same with the result of this research. There was a significant correlation between students' grammar mastery and their achievement in writing descriptive text. It could be interpreted that the higher students' grammar mastery was the higher their achievement in writing descriptive text also and the other way.

In this case, the teachers have to help their students in improving their grammar mastery since grammar lesson is not explicitly specified in the curriculum and in the teaching and learning process. It aimed to make the students become the master in grammar and also improve their achievement in writing descriptive text.