

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the result of the research study consisting of (1) Description of Data, (2) Hypothesis Testing and (3) Discussion.

A. The Description of Data

The research problem of this research is to know the ability of the tenth graders of MAN Trenggalek in academic year 2016/2017 in writing recount text when they were taught writing by using movie and when they were taught writing without using movie. Besides, the research problem is also used to find out whether there is a difference in achievement of tenth graders of MAN Trenggalek in academic year of 2016/2017 between students who were taught writing recount text by using movie and those who were taught writing without using movie. The data of this research are consisting of pretest score and posttest score of control group and experimental group. The result of the research will be explained as follows.

1. The Students' Ability in Writing Recount Text when They were Taught without Using Movie.

a. Pretest of Control Class

Control class is a class which was taught writing recount text without using movie. The learning activity in control class was conducted by using conventional method. Before the control class is taught writing recount text by using conventional method, a researcher administered a pretest for this group in the form of writing recount text. The subject of pretest in control group consisted of 32 students. Based on the result in pretest, the highest score is 85 and the lowest score is 60. For the details, the students' pretest score in control group can be seen in Appendix 1.

With the helped of SPSS program 16.0 version, it was known that the mean of students score in pretest is 72.97; the mode is 70; and the median is 70. The standard deviation is 7.498. The result of computation can be seen in table 4.1 as follows:

Table 4.1 The Output of Statistic Data of Control Class's Score in Pretest

Statistics		
pretest_scores_controlclass		
N	Valid	32
	Missing	0
Mean		72.97
Median		70.00
Mode		70
Std. Deviation		7.498
Minimum		60
Maximum		85

After getting the statistical data, the researcher constructs a group frequency distribution with the helped of SPSS program 16.0 version.

The frequency distribution of control class students' score in pretest can be seen in the table 4.2 as below:

Table 4.2 The Frequency Distribution of Control Class's Score in Pretest

pretest_scores_controlclass					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.2	6.2	6.2
	65	6	18.8	18.8	25.0
	70	9	28.1	28.1	53.1
	75	6	18.8	18.8	71.9
	80	4	12.5	12.5	84.4
	85	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

From the table 4.2 above, it shows that there are 2 students who got score of 60. There are 6 students who got score of 65. There are 9 students who got score of 70. There are 6 students who got score of 75. There are 4 students who got score of 80. The last, there are 5 students who got score of 85. From those data are known that the great frequency is in score of 70 which consisted of 9 students.

The researcher also gives a histogram based on the data of students' score in pretest which be achieved by control class to make the data are clear. The histogram of the result of pretest score are presented in figure 4.1 as below:

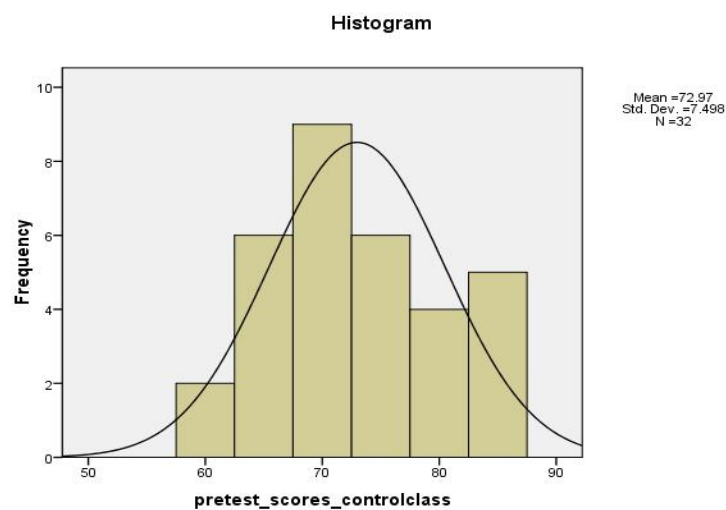


Figure 4.1 The Histogram of Control Class Students' Score in Pretest

Based on the control class students' score in pretest, the researcher qualified their ability into 5 categories; excellent, good, average, poor and very poor. The categorization can be seen in table 4.3 as below:

Table 4.3 The Control Group Students' Qualification in Pretest

No	Grade	Qualification	Range of scores	Frequency
1.	A	Excellent	85-100	5
2.	B	Good	84-70	19
3.	C	Average	69-55	8
4.	D	Poor	54-50	0
5.	E	Very Poor	49-0	0

Based on the table 4.3 above, the result of categorization shows that 8 students in average ability, 19 students in good ability and 5 students in excellent ability. The result above shows that the students have good ability in writing recount text, but some of them still in average ability. It

can be concluded that the students have to improve their ability in writing recount text.

b. Posttest of Control Class

A researcher administers a posttest in the form of writing recount text for control class. It was conducted to know the improvement of the students' ability in writing recount text although the learning activity was done without using movie, but by using conventional method. The subjects of the posttest in control group consist of 32 students. Based on the result of posttest, the highest score is 85 and the lower score is 65. For the details, the students' posttest score in control group can be seen in Appendix 2.

With the helped of SPSS program 16.0 version, it was known that the mean of students score in posttest is 75.94; the mode is 80; and the median is 75. The standard deviation is 6.652. The result of computation can be seen in table 4.4 as follows:

Table 4.4 The Output of Statistic Data of Control Class's Score in Posttest

Statistics		
posttest_scores_controlclass		
N	Valid	32
	Missing	0
Mean		75.94
Median		75.00
Mode		80
Std. Deviation		6.652
Minimum		65
Maximum		85

After got the statistical data, the researcher constructs a group frequency distribution with the helped of SPSS program 16.0 version. The frequency distribution of control class students' score in posttest can be seen in the table 4.4 as below:

Table 4.5 The Frequency Distribution of Control Class's Score in Posttest

posttest_scores_controlclass					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	4	12.5	12.5	12.5
	70	7	21.9	21.9	34.4
	75	6	18.8	18.8	53.1
	80	9	28.1	28.1	81.2
	85	6	18.8	18.8	100.0
Total		32	100.0	100.0	

From the table 4.5 above, it shows that there are 4 students who got score of 65. There are 7 students who got score of 70. There are 6 students who got score of 75. There are 9 students who got score of 80. The last, there are 6 students who got score of 85. From those data are known that the great frequency is in score of 80 which consisted of 9 students.

The researcher also gives a histogram based on the data of students' score in posttest which be achieved by control class to make the data are clear. The histogram of the result of posttest score are presented in figure 4.2 as below:

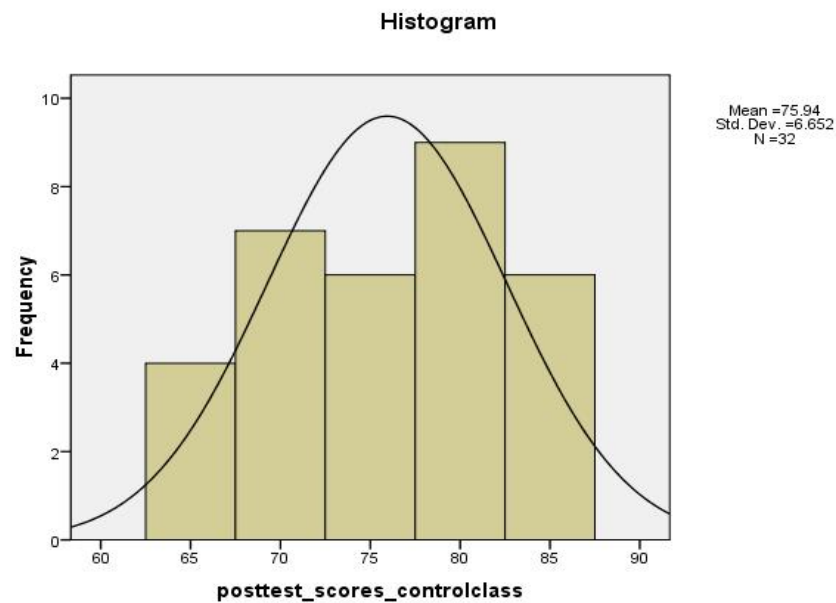


Figure 4.2 The Histogram of Control Class Students' Score in Posttest

Based on the experimental class students' score in posttest, the researcher qualified their ability into 5 categories; excellent, good, average, poor and very poor. The categorization can be seen in table 4.6 as below:

Table 4.6 The Control Group Students' Qualification in Posttest

No	Grade	Qualification	Range of scores	Frequency
1.	A	Excellent	85-100	6
2.	B	Good	84-70	22
3.	C	Average	69-55	4
4.	D	Poor	54-50	0
5.	E	Very Poor	49-0	0

Based on the table 4.6 above, the result of categorization shows that 6 students in average ability, 22 students in good ability and 4 students in excellent ability. It can be concluded that there is not improvement ability in excellent ability. The students' ability seen through posttest score is almost same with the pretest score in control class.

2. The Students' Ability in Writing Recount Text when They Taught by Using Movie.

a. Pretest of Experimental Class

Experimental class is a class which was taught writing recount text by using movie. Before the experimental class is given a treatment by using movie, a researcher administered a pretest for this group in the form of writing recount text. The pretest that administered for experimental class is same with the pretest for control class. The subject of pretest in experimental class consisted of 32 students. Based on the result in pretest, the highest score is 85 and the lowest score is 60. For the details, the students' pretest score in experimental class can be seen in Appendix 3.

With the helped of SPSS program 16.0 version, it was known that the mean of students score in pretest is 73.28; the mode is 80; and the median is 75. The standard deviation is 8.945. The result of computation can be seen in table 4.7 as follows:

Table 4.7 The Output of Statistic Data of Experimental Class's Score in Pretest

Statistics		
pretest_scores_experimentalclass		
N	Valid	32
	Missing	0
Mean		73.28
Median		75.00
Mode		80
Std. Deviation		8.945
Minimum		60
Maximum		85

After got the statistical data, the researcher constructs a group frequency distribution with the helped of SPSS program 16.0 version. The frequency distribution of experimental class students' score in pretest can be seen in the table 4.8 as below:

Table 4.8 The Frequency Distribution of Experimental Class's Score in Pretest

pretest_scores_experimentalclass				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	5	15.6	15.6	15.6
65	6	18.8	18.8	34.4
70	3	9.4	9.4	43.8
75	5	15.6	15.6	59.4
80	7	21.9	21.9	81.2
85	6	18.8	18.8	100.0
Total	32	100.0	100.0	

From the table 4.8 above, it shows that there are 5 students who got score of 60. There are 6 students who got score of 65. There are 3 students who got score of 70. There are 5 students who got score of 75.

There are 7 students who got score of 80. The last, there are 6 students who got score of 85. From those data are known that the great frequency is in score of 80 which consisted of 7 students.

The researcher also gives a histogram based on the data of students' score in pretest which be achieved by experimental class to make the data are clear. The histogram of the result of pretest score are presented in figure 4.3 as below:

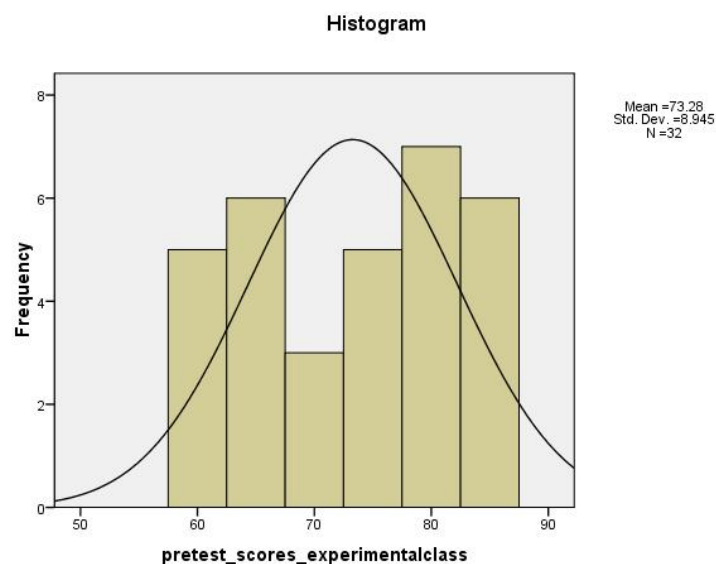


Figure 4.3 The Histogram of Experimental Class Students' Score in Pretest

Based on the experimental class students' score in pretest, the researcher qualified their ability into 5 categories; excellent, good, average, poor and very poor. The categorization can be seen in table 4.9 as below:

Table 4.9 The Experimental Group Students' Qualification in Pretest

No	Grade	Qualification	Range of scores	Frequency
1.	A	Excellent	85-100	6
2.	B	Good	84-70	15
3.	C	Average	69-55	11
4.	D	Poor	54-50	0
5.	E	Very Poor	49-0	0

Based on the table 4.9 above, the categorization shows that 11 students in average ability, 15 students in good ability and 6 students in excellent ability. It can be concluded that the students' ability in writing recount text from both experimental and control class is almost same in pretest.

b. Posttest of Experimental Class

A researcher administers a posttest in the form of writing recount text for experimental class. It was conducted to know the improvement of the students' ability in writing recount text after they were taught by using movie. The subjects of the posttest in experimental class consist of 32 students. Based on the result of posttest, the highest score is 90 and the lower score is 70. For the details, the students' posttest score in experimental class can be seen in Appendix 4.

With the helped of SPSS program 16.0 version, it was known that the mean of students score in posttest is 81.41; the mode is 80; and the median is 80. The standard deviation is 5.570. The result of computation can be seen in table 4.10 as follows:

Table 4.10 The Output of Statistic Data of Experimental Class's Score in Posttest

Statistics		
posttest_scores_experimentalclass		
N	Valid	32
	Missing	0
Mean		81.41
Median		80.00
Mode		80 ^a
Std. Deviation		5.570
Minimum		70
Maximum		90

a. Multiple modes exist. The smallest value is shown

After got the statistical data, the researcher constructs a group of frequency distribution with the helped of SPSS program 16.0 version. The frequency distribution of experimental class students' score in posttest can be seen in the table 4.11 as below:

Table 4.11 The Frequency Distribution of Experimental Class's Score in Posttest

posttest_scores_experimentalclass					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	3.1	3.1	3.1
	75	8	25.0	25.0	28.1
	80	9	28.1	28.1	56.2
	85	9	28.1	28.1	84.4
	90	5	15.6	15.6	100.0
Total		32	100.0	100.0	

From the table 4.11 above, it shows that there is 1 student who got score of 70. There are 8 students who got score of 75. There are 9 students who got score of 80. There are 9 students who got score of 85. The last, there are 5 students who got score of 90. From those data are known that the great frequency is in score of 80 and 85 which both consisted of 9 students.

The researcher also gives a histogram based on the data of students' score in posttest which be achieved by experimental class to make the data are clear. The histogram of the result of posttest score are presented in figure 4.4 as below:

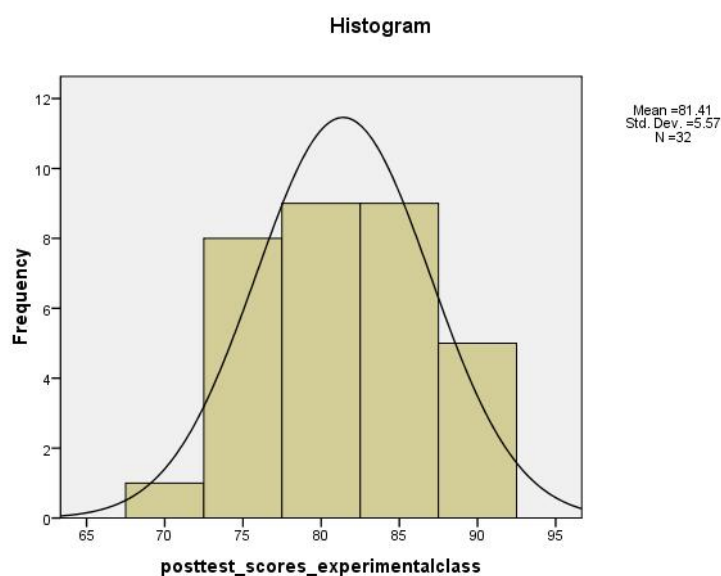


Figure 4.4 The Histogram of Experimental Class Students' Score in Posttest

While, the students qualification based on the experimental class students' score in posttest can be seen in Table 4.12 as below:

Table 4.12 The Experimental Group Students' Qualification in Posttest

No	Grade	Qualification	Range of scores	Frequency
1.	A	Excellent	85-100	14
2.	B	Good	84-70	18
3.	C	Average	69-55	0
4.	D	Poor	54-50	0
5.	E	Very Poor	49-0	0

Based on the table 4.12 and on figure 4.8, the students' qualification in writing recount text is showed that 18 students were categorized in good ability and 14 students were categorized in excellent ability. The result above shows that there is a significant difference of experimental group students' ability between pretest and posttest. There is the improvement of the low ability to average ability to good ability. Moreover, the excellent ability is increase.

B. Hypothesis Testing

This research is conducted to know whether there is any significant difference ability of tenth students in MAN Trenggalek in academic year 2016/2017 in writing recount text between they who were taught writing by using movie and those who were taught writing without using movie. The description of data which be presented previously is not enough to prove it. So, a researcher analyzes the finding data using t-test formula with the helped of SPSS program 16.0 version.

In conducting the analysis of finding data, a researcher shows two kinds of hypothesis in this research. The first kind of hypothesis is used to testing the equal variance of standard deviation by using f-test. While, the second kind of hypothesis is used to know whether there is a significant different ability between the students who were taught by using movie and those who were taught without using movie.

The hypotheses which become basic decision in determining the equality of standard deviation or f-test are as follow:

1. $H_0 : \sigma_1^2 = \sigma_2^2$

There is no significant difference of variability (standard deviation) between the ability of tenth graders taught using movie and the one of those taught not using movie.

2. $H_1 : \sigma_1^2 \neq \sigma_2^2$

There is significant difference of variability (standard deviation) between the ability of tenth graders taught using movie and the one of those taught not using movie.

On the other hand, hypothesis which is examined in this research are as follows:

1. $H_0 : \mu_1 = \mu_2$ (The null hypothesis)

There is no significant difference between the ability of tenth graders taught using movie and the one of those taught not using movie.

2. $H_1 : \mu_1 \neq \mu_2$ (The alternative hypothesis)

There is significant difference between the ability of tenth graders taught using movie and the one of those taught not using movie.

After compute the data using t-test formula with the helped of SPSS program 16.0 version, the result of mean and standard deviation can be seen on table 4.13 as below:

Table 4.13. The Output of Group Statistics

Group Statistics				
class	N	Mean	Std. Deviation	Std. Error Mean
scores_posttest control class	32	75.94	6.652	1.176
experimental class	32	81.41	5.570	.985

Based on the table 4.13 above, it shows the subjects in control class are 32 and the subjects in experimental group are 32, too. The mean of control class is 75.94 and the mean in experimental class is 81.41. The standard deviation in experimental class is 6.652 and the standard deviation in experimental class is 5.570. Meanwhile, the standard error mean in control class is 1.176 and in experimental class is 0.985.

In addition, the result of f-test and t-test testing with the helped of SPSS program 16.0 version can be seen on table 4.14 as below:

Table 4.14. The Output of F-test and T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
posttest	Equal variances assumed	1.601	.210	-3.566	62	.001	-5.469	1.534	-8.535	-2.403
	Equal variances not assumed			-3.566	60.142	.001	-5.469	1.534	-8.537	-2.401

Based on table 4.14, the result of F-test shows that P-value (Sig) is 0.210, and it is bigger than 0.05 or 5% ($0.210 > 0.05$). In consequence, the null hypothesis of F-test is not rejected. As such, *equal variance assume* is used.

In addition, the table 4.14 above where exactly on the *equal variances assumed* line, shows that t value is 3.566, the number of df is 62 and P-value (Sig) is 0.001. The mean difference is 5.469 and the standard error difference is 1.534. The difference of lower score is 8.535 and the upper score is 2.403.

From the result of t-test above shows that P-value (Sig) is 0.001, and it is lower than 0.05 or 5% ($0.001 < 0.05$). It can be concluded that the null hypothesis that states there is no significant difference ability of the tenth

students in MAN Trenggalek in academic year 2016/2017 in writing recount text between they who were taught writing by using movie and those who were taught without using movie is rejected. In the other hand, the alternative hypothesis that states there is significant difference ability of the tenth students in MAN Trenggalek in academic year 2016/2017 in writing recount text between they who were taught writing by using movie and those who were taught without using movie is accepted. In addition, the finding verified that movie is effective to be used in improving the students' ability in writing recount text for the tenth students of MAN Trenggalek in academic year 2016/2017.

C. Discussion

In this research, a researcher conducted the research in two classes during the teaching and learning process. The subjects of the research consist of 64 students. The sample was gotten by using purposive sampling technique where the researcher did not consider the strata when choose the subject. The researcher decided X-2 class as experimental class which gets the treatment by using movie as the teaching media and X-3 as control class which does not get the treatment by using movie as teaching media. In this research, the researcher gave the test to the respondents twice, those are pretest and posttest.

After the data were collected, the data were analyzed with the helped of SPSS program 16.0 version. The students who were taught without using movie did not reveal significant improvement. It can be seen from the mean

score of pretest was 72.97 and the mean score of posttest was 75.94. In addition, there is a few of students who were in average ability based on the table of control group students' qualification. In the other hand, the students who were taught by using movie reveal significant improvement. It was proved by the mean score in posttest was higher than the mean score in pretest. The mean score of pretest was 73.28 and the mean score of posttest was 81.41. In addition, the table of experimental group students' qualification shows that many students were categorized into excellent ability and no one students who were in average ability after they were taught by using movie.

The data computation of f-test shows that P-value (Sig) is 0.210, and it is bigger than 0.05. It indicates that the null hypothesis of f-test is not rejected. Then, the result of t-test computation shows that P-value (Sig) is lower than 0.05 or 5% ($0.001 < 0.05$). It can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. It shows that there is significant difference ability of the tenth students in MAN Trenggalek in academic year 2016/2017 in writing recount text between they who were taught writing by using movie and those who were taught without using movie. It can be said that audiovisual media is effective to be used in teaching writing ability and suggested to be used.

The used of movie is really effective to be used in teaching writing ability. The movie can produce the sounds and movement images. The sounds from movie can be accepted by their audio sense, and the movement images can be accepted by their visual sense. According to Newby, Stepich, Lehman, and

Russell (2000:100), audiovisual media (movie) presents moving images that can be recorded on videotape, videodisk, DVD and computer disk. All these formats offer ways to save and display the moving images with sound. So, the information from movie can be catch easily by the students.

Harmer (2001:258-259) stated that writing processes can be developed through a genre approach. Before write, the students can be given many input about the certain genre. With the certain genre, the students can consider some factor, such as the topic, language style of the genre and the context. In this case, a researcher ask the students to can writing recount text. Then, a teacher gives the movie with adventure genre. Further, the students need to decide the topic about people's experiences in the past, used past tense and the events must be cronologically. In addition, students can understand the materials easier because the movies can present a certain genre to study. It can stimulate students to built their idea and developpe it into good text. So, the use of movie in teaching writing is effective.

The researcher reminded again about the previous study written by Tantiya (2010). The research method which be used was an experimental research, which be conducted in two classes; the experimental group (X-2) and control group (X-5). She conducted treatment twice and used two tests; pretest and posttest to gathering the data. After the data had been collected by using test, it was found that pretest average in experimental group was 60.11 and control group was 61.33. While the posttest average in experimental group was 77.22 and control group was 70.11. The t-test score was higher than t-table ($3.243 >$

1.67). It means that movie was effective media in improving students' recount writing. Meanwhile, in this research a researcher used quasi experimental design research in the form of nonrandomized control group, pretest-posttest design. A researcher conducted twice treatments. The instrument which be used is test; pretest and posttest. The result of the students' ability who were taught by using movie is better than those who were taught without using movie. The mean score of pretest in control class was 72.97 and the mean score of posttest was 75.94. While, the mean score in experimental class of pretest was 73.28 and the mean score of posttest was 81.41. So, a researcher concluded that movie can improve students' ability in writing recount text.

Over all, the result above imply that the use of movie gives positive effect to the students' in writing recount text during teaching and learning process. It has been verified by the result of data analysis that there is significant difference ability of the tenth students in MAN Trenggalek in academic year 2016/2017 in writing recount text between they who were taught writing by using movie and those who were taught without using movie. Thus, it can be conclude that the use of movie is effective to teach the writing ability of recount text at the students in MAN Trenggalek in academic year 2016/2017.