

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter describes about research findings and discussion that include data of research findings, hypothesis testing and discussion.

#### **A. The Description of Data**

In this section, the researcher presented the data on the student's writing ability between students that taught writing without media and students that taught by using video as a media in teaching writing. The subjects of the research consist of two classes. The purpose of the researcher is to know the effectiveness of using video toward writing ability for first grade of SMAN 1 Tulungagung. The data were collected from students pre-test and post-test of both classes. The data were described into two tables. The table 4.1 showed the students' score and achievement in experiment class and the table 4.4 showed the students' score and achievement in control class. Each table has three columns; the first column showed the number of students, the second showed the name of students, the third column showed pre-test and the fourth showed post-test scores.

1. The Data of Control Class

**Table 4.1**  
**The Students' Scores of Control Class (Without Using Media)**

No.	Student (x)	pretest	Posttest
1	AD	56	70
2	AV	60	75
3	AG	60	74
4	BP	50	70
5	CF	60	70
6	CT	62	75
7	DM	50	75
8	DW	58	70
9	DA	60	70
10	DAC	65	70
11	DM	60	75
12	ED	60	70
13	FH	55	70
14	FS	63	75
15	IT	65	80
16	IW	66	74
17	LR	60	75
18	MK	65	80
19	MF	61	70
20	MG	55	65
21	NK	63	70
22	NF	65	70
23	NFR	66	78
24	NS	58	75
25	NSW	63	70
26	NA	50	74
27	RWI	65	75
28	RW	55	68
29	RR	58	76
30	RA	61	74
31	RE	60	75
32	TA	55	70
33	TP	55	65
34	WH	60	75
35	WR	55	70
36	AR	60	75
		<b>Σ X= 2140</b>	<b>Σ Y=261</b>

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Based on the table 4.1above, it shows that the lowest score in pre-test was 50 and the highest score was 68. Beside that, the highest score of post-test was 80 , the lowest score was 65. The result of post-test indicated

that only 15 students who passed the standard of minimum score of English Subject and the rest got fewer than 75.

**a. Pretest of Control Class**

**Table 4.2 Descriptive Statistic pretest**

Statistics		
Pretest		
N	Valid	36
	Missing	0
Mean		59.44
Median		60.00
Mode		60
Std. Deviation		4.462
Minimum		50
Maximum		66

Based on the table 4.2 above, shows *Mean* of pre-test score 59.44. It means the mean score is low.

**b. Posttest of Control Class**

**Table 4.3 Descriptive Statistic posttest**

Statistics		
Posttest		
N	Valid	36
	Missing	0
Mean		72.58
Median		74.00
Mode		70
Std. Deviation		3.597
Minimum		65
Maximum		80

Based on the table 4.3 above, shows *Mean* of posttest score 72.58. Then, it can be concluded the gain of mean score between pretest and posttest was 13.14.

2. The Data of Experimental Class

**Table 4.4**  
**The Students' Scores of Experiment Class (Using Media)**

No.	Student (x)	Pretest	Posttest
1	AM	65	88
2	AA	66	95
3	AAN	70	88
4	AE	50	90
5	CD	60	85
6	DW	66	87
7	DO	60	80
8	DP	56	85
9	EO	60	87
10	FY	65	86
11	FP	58	85
12	GB	60	80
13	HC	70	95
14	MC	60	90
15	MG	64	80
16	MW	50	80
17	MWM	68	95
18	NF	65	87
19	NA	55	87
20	NH	65	85
21	NS	65	90
22	NL	55	85
23	PA	60	78
24	PM	65	85
25	RJ	60	87
26	RW	65	90
27	RI	60	87
28	RS	60	87
29	SP	65	85
30	SA	60	88
31	TD	67	95
32	VD	70	90
33	WN	60	84
34	WA	65	95
35	ZN	60	85
		<b><math>\Sigma X = 2170</math></b>	<b><math>\Sigma Y = 2863</math></b>

According to the result of pre-test and post-test from the experiment class, it shows that the lowest score of pre-test was 50 and the highest score was 70. And after the writer gave the treatment by using

video in teaching narrative text, the writer gave the students post test. The data showed in the post test the lowest score was 78 and the highest score was 95.

**a. Pretest of Experimental Class**

**Table 4.5 Descriptive Statistic of Pretest**

Statistics		
Pretest		
N	Valid	35
	Missing	0
Mean		62.00
Median		60.00
Mode		60
Std. Deviation		5.018
Minimum		50
Maximum		70

Based on the table 4.5 above, shows *Mean* of pre-test score 62.00.

**b. Posttest of Experimental Class**

**Table 4.6 Descriptive Statistic of Posttest**

**Statistics**

Posttest

N	Valid	35
	Missing	0
Mean		87.03
Median		87.00
Mode		85
Std. Deviation		4.495
Minimum		78
Maximum		95

Based on the table 4.6 above, shows *Mean* of post-test score 87.03.

Then, it can be concluded the gain of mean score between pretest and posttest was 25.03.

**B. Hypothesis Testing**

The hypothesis testing of this study as follow:

1. H1(alternative hypothesis): There is significant different in students writing ability between the students who are taught and the students who are no taught by using video.
2. Ho (null hypothesis): There is no significant different in students writing ability between the students who are taught and the students who are no taught by using video.

To know whether there are any significant different students writing ability between the students who are taught and the students who are no taught by using video, the calculating result should show whether Ho is rejected meanwhile H1 is accepted. To analyzed data the researcher by using SPSS 16 version, the result can be seen on table as below:

**Table 4.7Group Statistic**

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Score	Control class	36	72.58	3.597	.599
	Experimental class	35	87.03	4.495	.760

Based on table 4.7, it shows there are two class, it was experiment class and control class. First control class, shows cell there are 36, *Mean* of scorecontrol class (72.58),*Standard Deviation* for control class (3.697),

and *Standard Error Mean* for control (599). While, in experiment class, shows N cell there are 35, *Mean* of score experiment class (87.03), *Standard Deviation* for experiment class (4.495), and standard error mean for experiment class (760).

In addition, the result of t-test testing with the helped of SPSS program 16.0 version can be seen on table 4.8 as below:

**Table 4.8 Independent Sample 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
Score Equal variance assumed	.103	.749	-14.973	69	.000	-14.445	.965	-16.370	-12.521
Score Equal variance not assumed			-14.926	65.025	.000	-14.445	.968	-16.378	-12.512

Based on the table 4.8, the result of t-test on above it can be concluded, that P- value (sig) is 0.000, and it is lower than 0.05 (0.000<0.05). It was found that there is significant difference of students'

score between those who are taught by using video and those who are not.

It means that teaching writing in narrative text using video is effective.

### **C. Discussion**

From the reseach finding above, the data were analyzed with the helped of SPSS program 16.0 version. The student who are are taught by using video make significant improvement, as seen from the mean score of pretest was (62.00) and the mean score of posttest was (87.03). The students who are are taught without by using video did not make significant improvement, as seen from the mean score of pretest was (59.44) and the mean score of posttest was (72.58). The gain of the mean score of control class between pretest and posttest was 13.14. Meanwhile, gain of the mean score of experiment class between pretest and posttest was 25.03. Even though, the pretest score experiment class better of pretest score control class, but the gain of score experiment class is high.

Basedon the research at SMAN 1 Tulungagung, it can be inferenced that writing narrative text by using video is better than without by usingvideo. Furthermore, the students who learned writing narrative text through video and those who are not having such a significant difference that the students' writing scores who were taught by using video are higher than those who were not. It can also be concluded that using video can attarct students writing ability in language learning. (Harmer, 2001:282) states that video can be used in writing class and it makes lessons more fun, because if the process of teaching and

learning students felt fun, so the students' writing ability to be increase. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. Besides, according to Deakin (2014:5) audio and video material can be used to enhance learning resources by showing realistic scenario, explaining, concepts, observing social group, and acting. By using video as teaching media, teacher may allow students to practice writing a narrative text based on story in the video. Video is audio visual media because student can watch picture and hear sound. In addition, stated by Ashaver and Igyuve (2013:44) audio visual may present information through the sense of hearing as in audio resource, sight as in visual resource or through a combination of sense. Process teaching writing by using video for students will be given students much information and they more enthusiast. So, can concluded that media in teaching writing by using video can increase students writing score.

Briefly, the writing achievement in the experiment class has proven that video is effective toward student's ability in writing narrative text. The findings of the present research confirm the findings of precedings studies. The previous study written by Anggraeni (2012), which found out that You Tube video can improve students writing skill and class situation of English class. Purna (2014), found out that the use of video gives positive effect to the improvement of students in writing narrative text, one of positive effect is students writing ability in descriptive text can attract. Indrasari (2010), have found that using short video in teaching learning could improve toward writing in the writing

class situation during the teaching learning. Based on the finding and the previous studies, using video is an alternative media that can be applied in teaching and learning English. The students can easily to accept material that was conveying by them teacher in class and the students more enthusiast. So, teaching writing by using video can improve writing score.