

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on presenting the basic result of the data analysis. Three main topics are discussed here. There are data presentation, data analysis, hypothesis testing and discussion.

A. The Description of Data

To investigate students' writing achievement in narrative text before and after being taught by scaffolding technique, the researcher conducted pretest and posttest. The test have same model but different topic in pre test and post test.

1. The score of Pre test and post test

In this research, the writer presents the students achievement before and after being taught by applying scaffolding technique. The researcher used test as an instrument in collecting the data. The test was held in class X TSM 2 of SMK Islam 2 Durenan as a single group. The instruction was the students to write a narrative text with their own word. The researcher present and analyze the data through two kinds of test that are pre test and post test. The test are conducted in the single group. X TSM 2 of SMK Islam 2 Durenan consist of 22 students. The pre test given before being taught by applying scaffolding technique and post test is given after being taught by applying scaffolding technique.

The students writing achievement is scored using analytical scoring rubric. The elements of writing that are on the rubric are content, organization, mechanic, grammar, and vocabulary.

Then, the presentation of the data as follows :

1. Students' writing ability in narrative text before being taught by using scaffolding technique (pre test)

Table 4.1 the students' writing ability before being taught by using scaffolding technique

No	Students' Code	Pre-Test Score
1	AKH	75
2	A	65
3	BK	50
4	BLS	50
5	BY	60
6	CC	65
7	CHK	65
8	DAS	65
9	DDR	60
10	DS	75
11	DT	65
12	DER	70
13	DP	70
14	EP	40
15	ESY	60
16	FFA	60
17	FEB	70
18	FYH	55
19	FA	60
20	RVRWS	60
21	RA	55
22	YDF	60
		Y= 1355

The pre test followed by 22 students of X TSM 2. The researcher allocated the time about 40 minutes for conducting pre test. The pre test was in the form of writing instruction that the students should make or write narrative text, they can choose the topic based on the researcher given. It was done before treatment process using scaffolding technique. The test was intended to know the basic competence of the students before the students get the treatment. The pre test was held at 7th of april 2017.

Table 4.2 Descriptive statistic of pre test

Statistics

PreTest

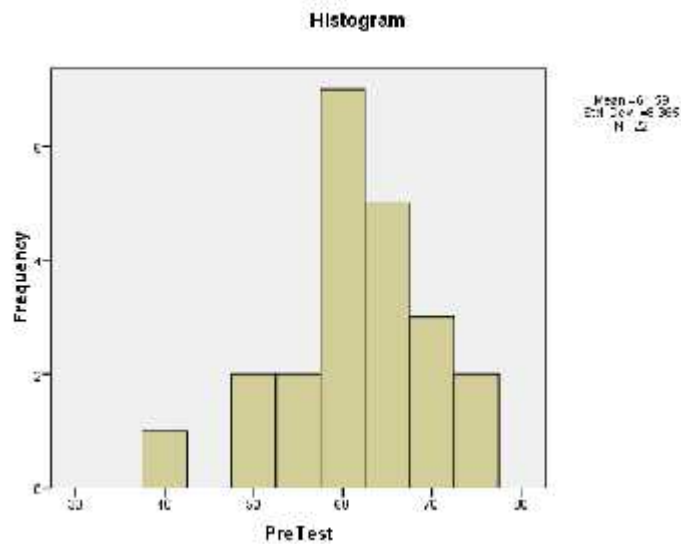
N	Valid	22
	Missing	0
Mean		61.59
Median		60.00
Mode		60

Table 4.3 frequency of pre test

PreTest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	4.5	4.5	4.5
50	2	9.1	9.1	13.6
55	2	9.1	9.1	22.7
60	7	31.8	31.8	54.5
65	5	22.7	22.7	77.3
70	3	13.6	13.6	90.9
75	2	9.1	9.1	100.0
Total	22	100.0	100.0	

Figure 4.1 histogram pre test



Based on the tables and histogram of pretest above, that consist of 22 students. It shows that the mean score is 61.59, the median score is 60.00 and the mode score is 60. The frequency of pre test after distributed there are 1 student (4.5%) getting score 40, 2 students' (9.1%) getting score 50, 2 students' (9.1%) getting score 55, 7 students' (31.8%) getting score 60, 5 students' (22.7%) getting score 65, 3 students' (13.6%) getting score 70, and 2 students' (9.1%) getting score 75.

2. Students' writing ability in narrative text before being taught by using scaffolding technique (post test)

Table 4.4 the students' writing ability after being taught by using scaffolding technique

No	Students' Code	Post-Test Score
1	AKH	85
2	A	75
3	BK	80
4	BLS	70
5	BY	80
6	CC	80
7	CHK	75
8	DAS	85
9	DDR	75
10	DS	75
11	DT	80
12	DER	80
13	DP	85
14	EP	70
15	ESY	75
16	FFA	85
17	FEB	70
18	FYH	70
19	FA	85
20	RVRWS	80
21	RA	75
22	YDF	80
		Y= 1635

Same with the pre test, the post test was held at X TSM 2 that have 22 students'. The post test given to the students by asking them to write a narrative text about the topic that researcher choose or. It was done after the treatment process by using scaffolding technique. This test was

intended to know the students writing achievement after student get the treatment process by using scaffolding technique. The test was intended to know the basic competence of the students after the students get the treatment. The post test was held at 28th of april 2017.

Table 4.5 Descriptive statistic of post test Statistics

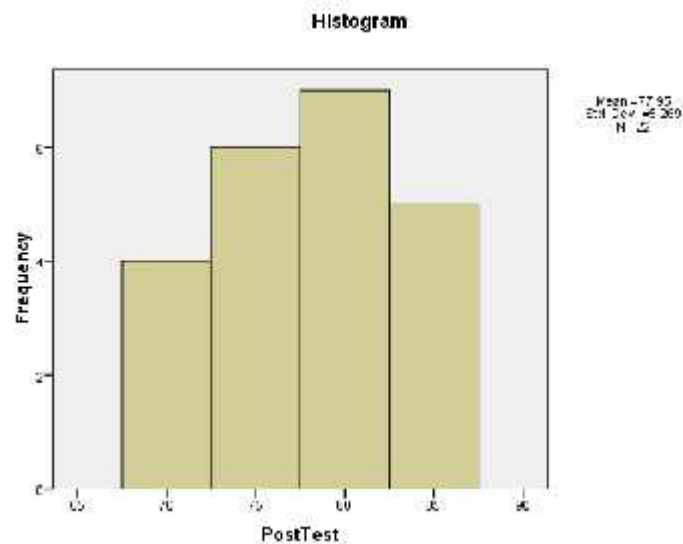
PostTest

N	Valid	22
	Missing	0
Mean		77.95
Median		80.00
Mode		80

Table 4.6 frequency of post test

PostTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	4	18.2	18.2	18.2
	75	6	27.3	27.3	45.5
	80	7	31.8	31.8	77.3
	85	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

Figure 4.2 histogram of post test

Based on the table and histogram above, that consist of 22 students'. It shows that the mean score is 77.95, the median score is 80.00 and the mode score is 80. The frequency of post test after distributed there are 4 students' (18.2%) got score 70, 5 students' (22.7%) got score 75, 6 students' (27.3%) got score 80, and 5 students' (22.7%) got score 85.

3. Normality testing

Normality testing is conducted to know whether the data is normal distribution or not. In gaining normality test, the researcher conducts test using SPSS 16.00. the test of normality is done toward students' English score in both pre test and post test. The data as follow :

Table 4.7 students' score in pre test and post test

No	Students' Code	Pre-Test Score (X)	Post-Test Score (Y)
1	AKH	75	85
2	A	65	75

3	BK	50	80
4	BLS	50	70
5	BY	60	80
6	CC	65	80
7	CHK	65	75
8	DAS	65	85
9	DDR	60	75
10	DS	75	75
11	DT	65	80
12	DER	70	80
13	DP	70	85
14	EP	40	70
15	ESY	60	75
16	FFA	60	85
17	FEB	70	70
18	FYH	55	70
19	FA	60	85
20	RVRWS	60	80
21	RA	55	75
22	YDF	60	80

The hypothesis for testing normality are :

- a. H_0 : data is in normal distribution
- b. H_a : data is not in normal distribution

It means H_0 is rejected when the significance value is lower than 0.05 (= 5%). The analysis as follows :

- a. Testing data from pre test

**Table 4.8 normality testing of pre test
One-Sample Kolmogorov-Smirnov Test**

		PreTest
N		22
Normal Parameters ^a	Mean	61.59
	Std. Deviation	8.365
Most Extreme Differences	Extreme Absolute	.197
	Positive	.121

	Negative	-.197
Kolmogorov-Smirnov Z		.925
Asymp. Sig. (2-tailed)		.359

a. Test distribution is Normal.

b. Testing data from post test

Table 4.9 normality testing of post test
One-Sample Kolmogorov-Smirnov Test

		PostTest
N		22
Normal Parameters ^a	Mean	77.95
	Std. Deviation	5.269
Most Extreme Differences	Absolute	.197
	Positive	.167
	Negative	-.197
Kolmogorov-Smirnov Z		.922
Asymp. Sig. (2-tailed)		.363

a. Test distribution is Normal.

Based on the result above is known that the significance value from pretest is 0.359 and from the post test is 0.363. both value from pretest and post test are bigger than 0.05. the value on pre test is 0.359 and it is bigger than 0.05 ($0.359 > 0.05$), it means that H_0 is accepted and H_a is rejected and the data distribution is normal. Then, for post test score is 0.363 the value is bigger than 0.05 ($0.359 > 0.05$), it also means that H_0 is accepted and H_a is rejected and the data is normal distribution. So, it can be interpreted that both of data are normal distribution.

4. Homogeneity testing

Homogeneity testing is intended to know whether the variance of data is homogeneous variance or not. In this study, the researcher wants to

know the variance score in the class sample. To know the result of homogeneity testing the researcher used SPSS 16.00

Table 4.10 the result of homogeneity testing

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.917	6	15	.497

Based on the table above a significant value is 0.497 higher than 0.05 it means that H₀ is rejected and H_a is accepted. So it can be interpreted that the data is homogeny.

B. Data Analysis

To investigate whether scaffolding technique is effective or not on the writing of narrative text, the researcher measured the result of pre test and post test by using paired sample test in SPSS 16.00. The result of mean score from students' score of pre test and post test as follows :

Table 4.11 the result of paired sample test statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	61.59	22	8.365	1.783
	PostTest	77.95	22	5.269	1.123

Based on the table above, the mean score of pre test was 61.59 while the mean score of post test was 77.95. the number of students' in both of pre test and post test was 22. Based on the result of mean, it can be concluded that the mean score of pre test and post test was different. It can be concluded that the value of post test is higher than pre test

Table 4.12 the result of paired sample test T-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	-16.364	7.895	1.683	-19.864	-12.863	-9.721	21	.000

Based on the table above, the mean of pre test and post test is (16.364), standard deviation is (7.895), standard error mean is (1.683), the lower different is (19.864) while upper different (12.863). the result of t (9.721) with df = 21 and significance (0.000).

C. Hypothesis Testing

The hypothesis testing of this study are as follow :

- a. If the significance level is bigger than 0.05, the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means that there is significant of different score of writing narrative text

achievement to tenth grade of SMK Islam 2 Durenan before and after taught by using scaffolding technique.

- b. If the significance level is smaller than 0.05, the Null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is not different score writing narrative text achievement to tenth grade of SMK Islam 2 Durenan before and after taught by using scaffolding technique.

The mean of total writing test score of 22 students before being taught by using scaffolding technique is (61.59). after getting treatment, the means score of students' writing is (77.95). it means that the students' score improved.

It means that there is significance different score of students' writing ability in narrative text in the tenth grade of SMK Islam 2 Durenan before and after being taught by using Scaffolding technique.

D. Discussion

The research is conducted in three steps. The first step is pre test, pre test used to check the student's knowledge about narrative text before being taught by using scaffolding technique. The second step is treatment, in this treatment the researcher apply their technique in teaching narrative text. And the last step is post test, in this post test is the result of applying the scaffolding technique in teaching writing narrative text.

From data analysis, the objective of this study was to know if there was an effect of using scaffolding technique in teaching writing of SMK Islam 2 Durenan. Then the result of writing narrative text was significant different before and after taught by using scaffolding. This result show that the students more can write a good writing by using scaffolding technique.

Based on the result of post test that showed the score is higher than pre test. The score of pre test is 61.59 and the score of post test is 77.95. from this result it can answer the research ojective, that is, Is there any significant difference on the students achievement in narrative writing skill before and after being taught by scaffolding technique in tenth grade of SMK Islam 2 Durenan ?. It means that there is significant different on the student achivement in narrative writing skill before and after by using scaffolding technique because the value of post test more higher that pre test. Here the advantages of using scaffolding in writing. From students' the advantages are : 1. Challanging but reasonable tasks that stimulate thinking and motivate efforts to learn. 2. Meaningful instruction and feedback that helps drive further development at an appropriate pace. 3. A learning environment where they are valued as individuals, a collaborative group, and a class. 4. A learning environment where their creativity and thought processes are acknowledged and accepted. And from teacher are : 1. Identify and use areas of strength and weakness to tailor learning experiences at the individual and group level. 2. Engage students in social interactions to enable learning. 3. Better understand students as individual

learners, learners in a small group setting and learners in a larger social setting. 4. Discover unique thought processes that different students may use to solve problem

From the findings it can be stated that the scaffolding technique is effective in teaching writing. This statement was supported by Wood *et al* used the term scaffolding to refer to the instructionally supportive activities and social interactions that occur between the child and other individuals as they guide effective learning and development in the ZPD. So in teaching writing is necessary to use scaffolding as the technique to make easier the students write something.

If we back to the previous study, this research has the same result from the previous studies that stated scaffolding technique is effective in teaching writing. From the result, this research supported the previous study from Yulis Yasinta entitled the *effectiveness of using scaffolding technique toward students skill in writing descriptive text*, and from Kasmiani entitled *the implementation of scaffolding in improving student activeness in writing*.

Based on the explanation above that the use of scaffolding technique gives positive effect in student's writing ability. It has been verified by the result of data analysis in that there is significant difference between students writing ability before and after being taught by using scaffolding technique. It can be concluded that the used of scaffolding

technique is effective in teaching writing of narrative text in tenth grade of SMK Islam 2 Durenan.