

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher presents research finding, hypothesis testing and discussion. The research finding discuss about the result of data analysis. The discussion section consists of discussion about the research finding.

A. Research Findings

The objective of this research is to know the ability of the eight grade students of SMPN 3 Kedungwaru in academic year 2016/2017 in writing descriptive text when they learnt writing without using collaborative writing method and when they learnt writing by using collaborative writing method. Besides the objective of this research is also used to find out whether there is any significant different ability of the eight grade students of SMPN 3 Kedungwaru in academic year 2016/2017 in writing descriptive text between the students who learnt writing by using collaborative writing method and those who learnt writing without using collaborative writing method. The data of this research consisted of pretest score and posttest score of control group and experimental group. The result of the research will be explained as follows.

1. Description Data of Control Group

The data of pretest-posttest are presented in table below:

No	Subject	Pretest Score (X)	Posttest Score (Y)
1	AZP	75	81
2	ASP	54	61
3	AA	55	72
4	ABV	71	82
5	ADL	75	73
6	BP	60	67
7	CLPP	67	70
8	DP	54	61
9	DN	54	64
10	FDL	61	70
11	FAKP	55	62
12	GPS	59	65
13	IW	55	61
14	IAP	74	80
15	LYM	54	69
16	MDS	79	80
17	MH	66	74
18	MGA	74	70
19	NY	50	69
20	NO	65	70
21	NAW	47	63
22	RAY	47	60
23	RAA	65	62
24	SA	66	70
25	SM	49	62
26	DV	55	75
27	MRH	81	80
28	TBP	75	81
29	VK	60	67
30	WPA	63	75
Mean		62.17	69.97

2. The Frequency Data of Control Group

To analyze the frequency of the data both pretest and posttest, the researcher uses SPSS version 16.0. The description of frequency is used to see how many times the score

of the students appear. The frequency of data both in pretest and posttest displays in the table below

Table 4.2 Frequency Pretest of Control Group

N	Valid	30
	Missing	0
Mean		62.17
Median		60.50
Mode		54 ^a
Minimum		47
Maximum		81

a. Multiple modes exist. The smallest value is shown

The result of pretest for the control group that used without collaborative writing method the lowest score is 47 and the highest score is 81. Data collection of pretest shows mean of pretest score is 62, and median pretest score is 60.

Table 4.3 Frequency Posttest of Control Group

N	Valid	30
	Missing	0
Mean		69.87
Median		70.00
Mode		70
Minimum		60
Maximum		82

The result of posttest for the control group that used without collaborative writing method the lowest score is 60 and the highest score is 82. Data collection of pretest shows mean of pretest score is 69, and median pretest score is 70.

Table 4.4 Descriptive Statistics of Data Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	47	81	62.17	9.886
Posttest	30	60	82	69.87	7.021
Valid N (listwise)	30				

The data above presents whether the minimum score of pretest is 47 meanwhile the maximum score is 81. Then, the mean is 62.17. The mean of the students includes in low score. After getting conventional teaching (traditional method), the result displays whether the minimum score of posttest is 60 meanwhile the maximum score is same, which is 82. The mean of the students' post-test is 69.87. Furthermore, the students have an improvement score in posttest than the score in pretest.

3. Description Data of Experiment Group

The data of pretest-posttest are presented in table below:

Table 4.5 Result Pretest Score and Posttest Score Experiment Group			
No	Subject	Pretest Score (X)	Posttest Score (Y)
1	ADM	50	65
2	AM	75	84
3	ANA	49	63
4	AWI	62	80
5	AVP	61	71
6	AFP	65	85
7	BF	61	62
8	BRB	62	72
9	DYN	61	71
10	DNP	55	70
11	EAZ	50	75
12	FK	53	80
13	FEPD	65	75
14	GP	52	75
15	II	78	80
16	KW	53	76
17	KEW	61	79
18	MAF	54	71
19	MMV	50	72
20	MS	64	78
21	MFJP	56	81
22	MFR	57	65
23	NNSS	51	84
24	NWA	61	82
25	RRY	53	75
26	RAY	55	76
27	RAS	56	72
28	SKN	75	82
29	TW	71	79
30	WPS	67	81
Mean		59.43	75.37

4. Frequency Data of Experiment Group

To analyze the frequency of the data both pretest and posttest, the researcher uses SPSS version 16.0. The description of frequency is used to see how many times the score

of the students appear. The frequency of data both in pretest and posttest displays in the table below:

Table 4.6 Frequency Pretest of Experiment Group

N	Valid	30
	Missing	0
Mean		59.43
Median		59.00
Mode		61
Minimum		49
Maximum		78

The result of pretest for the experiment group that used collaborative writing method the lowest score is 49 and the highest score is 78. Data collection of pretest shows mean of pretest score is 59.43, and median pretest score is 59.

Table 4.7 Frequency Posttest of Experiment Group

N	Valid	30
	Missing	0
Mean		75.37
Median		75.50
Mode		75
Minimum		62
Maximum		85

The result of posttest for the experiment group that used collaborative writing method the lowest score is 62 and the highest score is 85. Data collection of pretest shows mean of pretest score is 75.37, and median pretest score is 75.50

Table 4.8 Descriptive Statistics of Data Experiment Group

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	30	49	78	59.43	7.994
posttest	30	62	85	75.37	6.322
Valid N (listwise)	30				

The data above presents whether the minimum score of pretest is 49 meanwhile the maximum score is 81. Then, the mean is 59.43. The mean of the students includes in low score. After manipulating students by using collaborative writing method, the result displays whether the minimum score of posttest is 62 meanwhile the maximum score is 85. The mean of the students' posttest is 75.37. Furthermore, the students have an improvement score in posttest than the score in pretest.

B. Hypothesis Testing

The hypothesis testing of this study as follows:

1. If significance value < significance level, the Null Hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It means there is a significant difference of students' writing ability between students who are taught through collaborative writing method and students who are taught without collaborative writing method.
2. If significance value > significance level, the Null hypothesis (H_0) is accepted and alternative hypothesis (H_0) is rejected. It means there is no a significant difference of students' writing ability between students who are taught through collaborative writing skill and students who are taught without using collaborative writing method.

To know the significant level of control group and experimental group the researcher analyzed the data by using Independent Sample Test in SPSS statistics 16.0.

Table 4.9 Group Statistics

CLASS		N	Mean	Std. Deviation	Std. Error Mean
SCORE	EXPERIMENT CLASS	30	75.37	6.322	1.154
	CONTROL CLASS	30	69.87	7.021	1.282

Table 4.10 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	.342	.561	3.189	58	.002	5.500	1.725	2.047	8.953
			3.189	57.373	.002	5.500	1.725	2.046	8.954

Based on Table 4.11, the significance value is 0.02 which was lower than the significance level 0.05, it means that there is significance different between students' writing skill who are taught through collaborative writing method and students who are taught without collaborative writing method. Therefore, the Null Hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. So that, it means there is a significant difference of students' writing score between students who are taught through collaborative writing method and students who are taught without using collaborative writing method.

C. Discussion

Based on the research finding, it showed that the mean scores between pretest and posttest of control group and experimental group is different. The objectives of the study is to know the effectiveness using collaborative writing method in students' writing skill and to know the significance different between students who taught by using collaborative writing method and students who taught collaborative writing method of eighth grade students at SMPN 3 Kedungwaru in academic year 2016/2017. Based on the result of the statistical computation, showed that the result of experimental group after taught by using collaborative writing method, the significance value is 0.02 which was lower than the significance level 0.05, so null hypothesis (H_0) is rejected or alternative hypothesis (H_a) is accepted, it means there is a significance different between students who taught by using collaborative writing method and students who taught without collaborative writing method.

In the pretest of control group, the average score is 62.71, and the average score in posttest is 69.87 While the pretest of experimental group is 59.43 and the average score of posttest is 75.37. From the mean score of both groups look difference value, the result shows that the posttest of experimental group was better than posttest of control group. From the result above, the conclusion is the students get good achievement in students' writing skill after taught by using collaborative writing method. The students' writing skill improves significantly. So collaborative writing method proves that it is effective to improve students' writing.

By using collaborative writing method, the students felt enthusiastic, enjoy, and motivated in participating the teaching and learning process. It was known from the implementation of teaching by using collaborative writing method. The first is giving pretest

for all of the subjects (control group and experimental group), it means to know the students' writing skill before treatment. Second, giving treatment to the students, the treatment here was teaching writing by using collaborative writing method for experimental class, and teaching as usual for control class. The last step was giving posttest, the posttest was also given for both experimental group and control group to administer their writing skill after they were got treatment whether a treatment by collaborative writing method or just teaching learning process as usual.

It is relevant to Janes Bauwens and Jack J. Hourcade (1977:81) that state collaborative writing method offers an authentic learning environment where students do not only develop their writing skills but also critical thinking and decision making skills. As members of a group work together to write, they share ideas, debate with one another, and make decisions. An individual tries to process and understand information based on his/her existing knowledge, which helps determine how the topic or issue is approached. When students' ideas vary, disagreement may arise and explanation becomes very important. Besides Harmer (2007:328) said that in collaborative writing method, there are two or more students who work together in writing. The purpose of collaborative writing is the students can generate the ideas, review, and evaluate their writing together so that they can share their ideas in writing process. As a result, they brave to express their ideas in written form confidently.

From Regarding on the result of data analysis, it found that collaborative writing method is effective to teach writing. The previous researcher also had proved that collaborative writing method can be effective and improve in students' writing skill Such as the previous research which conducted in pre-experimental design by Purnomo (2014) shows

that collaborative writing is effective in descriptive text at eight grade, Astarina (2011) and Chu (2010) are using classroom action research that collaborative writing is effective and could improve students' writing skill, Suwantarathip (2013) used quasi experimental research that collaborative writing is effective method in experiment class.

From the previous studies above, the teacher can use this method as alternative way in teaching English. Hence, the class will more live because the students active to participate in the study so that they will not feel bored. So the teachers can use this method for their class based on some certain learning objective in Junior High School level.