

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

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

#### **A. Research Finding**

In this study, the purposes of the researcher are firstly to investigate the students' writing achievement berfore being taught using animation film as a media, secondly to investigate the students' writing achievement after being taught using animation film as a media, and thirdly to investigate the significant media for teaching writing in second grade students of MTs Aswaja Tunggangri Tulungagung in academic year 2016/2017.

To obtain the data, the test as instrument was given to the students of MTs Aswaja Tunggangri especially B class that consist of 26 students as sample. The researcher used three steps in doing the study. Those were pre-test was used to know students' writing achievement, treatment that was the researcher taught by using animation film as teaching media, and post-test that was administered to know students' writing achievement after treatment.

Pre-test was done before the treatment process. The test was writing achievement test that were in the form of narrative text. The students were

given 60 minutes to do the pre-test. This test was intended to know the students' achievement before getting the treatment.

The table below showed the student's score of pre-test in writing narrative text. The pre-test was administered for 26 students in VIII B class taken as sample. The students are coded in to initial name. The data are presented in the table 4.1 as follow :

Table 4.1 The Students' Writing Score before They Were Taught  
by Animation Film (Pre-Test Score)

No	Subject	Content	Organization	Language Use	Mechanics	Score
1	B-1	22	13	12	2	61
2	B-2	24	17	21	5	84
3	B-3	22	17	22	4	81
4	B-4	17	10	18	4	61
5	B-5	24	13	18	5	75
6	B-6	17	10	11	3	51
7	B-7	24	17	23	5	86
8	B-8	24	18	18	3	79
9	B-9	17	10	11	3	51
10	B-10	23	17	18	4	78
11	B-11	24	17	22	4	84
12	B-12	22	16	21	5	80
13	B-13	22	14	21	5	78
14	B-14	21	14	17	3	69
15	B-15	22	14	18	4	73
16	B-16	22	15	22	4	79
17	B-17	26	17	19	5	84
18	B-18	23	15	20	4	78
19	B-19	21	13	17	4	69
20	B-20	19	12	22	5	73
21	B-21	21	14	19	5	74
22	B-22	21	12	15	3	64
23	B-23	22	13	19	4	73
24	B-24	22	15	17	3	71
25	B-25	25	18	22	3	85
26	B-26	26	18	23	5	90
Total						1931
Mean						74.27

From the data score of students' pre-test, the researcher arranged the frequency and the percentage of the students' score that can be seen as follows :

Table 4.2 The Frequency and Percentage of the Students' Pre-test Score

No	Class of Score	Frequency	Percentage
1	Excellent (90-100)	1	3.85%
2	Good (80-89)	7	26.92%
3	Enough/Fair (70-79)	11	42.31%
4	Less (46-69)	7	26.92%
5	Bad/Low (0-45)	-	-
Total		26	100%

From the data table 4.2 showed that no one student got score in range 0-45. There were 7 students got score in range 46-69 and in percentage 26.92%. There were 11 students got score in range 70-79 and in percentage 42.31%. There were 7 students got score in range 80-89 in percentage 26.92%. And there was 1 student got score in range 90-100 in percentage 3.85%.

While, the post-test was done after the treatment process. It was administered for 26 students in VIII B class taken as sample. The students are coded in to initial name. The scores based on the five aspects in writing, there are: content, organization, vocabulary, grammar and mechanic. The data are presented in the table 4.3 as follow:

Table 4.3 The Students' Writing Score after They Were Taught  
by Animation Film (Post-Test Score)

No	Subject	Content	Organization	Language Use	Mechanics	Score
1	B-1	24	17	21	4	83
2	B-2	26	19	21	5	89
3	B-3	22	20	22	4	85
4	B-4	22	13	19	3	71
5	B-5	27	18	22	5	90
6	B-6	19	10	15	3	59
7	B-7	24	20	24	5	91
8	B-8	25	20	24	5	93
9	B-9	22	13	18	3	70
10	B-10	23	20	21	4	85
11	B-11	27	18	25	5	94
12	B-12	27	19	21	5	90
13	B-13	24	17	20	4	81
14	B-14	27	19	21	5	90
15	B-15	25	18	18	4	81
16	B-16	25	20	21	4	88
17	B-17	28	19	23	5	94
18	B-18	25	18	21	2	83
19	B-19	26	15	21	3	81
20	B-20	26	16	21	4	84
21	B-21	25	18	21	2	83
22	B-22	27	17	20	3	84
23	B-23	25	18	21	3	84
24	B-24	22	16	19	3	75
25	B-25	24	18	22	4	85
26	B-26	27	18	23	5	91
Total						2184
Mean						84.00

From the data score of students' post-test, the researcher arranged the frequency and the percentage of the students' score that can be seen as follows :

Table 4.4 The Frequency and Percentage of the Students' Post-test Score

No	Class of Score	Frequency	Percentage
1	Excellent (90-100)	8	30.77%
2	Good (80-89)	14	53.85%
3	Enough/Fair (70-79)	3	11.54%
4	Less (46-69)	1	3.85%
5	Bad/Low (0-45)	-	-
Total		26	100%

From the data table 4.4 showed that no one student got score in range 0-45. There was 1 students got score in range 46-69 and in percentage 3.85%. There were 3 students got score in range 70-79 and in percentage 11.54%. There were 14 students got score in range 80-89 in percentage 53.85%. And there were 8 students got score in range 90-100 in percentage 30.77%.

In order to present the percentages difference of the pre-test and post-test achievement, the percentages was presented again on the following table:

Table 4.5. The Comparison of Pre-test and Post-test Percentage

No	Class of Score	Pre-test (%)	Post-test (%)
1	Excellent (90-100)	3.85%	30.77%
2	Good (80-89)	26.92%	53.85%
3	Enough/Fair (70-79)	42.31%	11.54%
4	Less (46-69)	26.92%	3.85%
5	Bad/Low (0-45)	-	-

From table 4.5, it can be concluded that the students' pre-test and post-test score in the percentage and criteria was different. After taught by using

by Animation Film in teaching and learning on the table 4.6 showed that criteria score of Excellent (90-100) was increased (3.85% to be 30.77%), Good (80-89) was increased (26.92% to be 53.85%), Enough/Fair (70-79) was decreased (42.31% to be 11.54%), Less (46-69) was decreased (26.92% to be 3.85%), and Bad/Low (0-45) was equal percentage (0%). In conclusion, it showed that after taught by using Animation Film as a media to teach writing narrative text was effective on the students' writing achievement.

In this study, the researcher used descriptive statistic to calculate the data. First, the researcher calculated mean, median, mode, and standard deviation. The researcher calculated those using SPSS 16.0. It can be seen as below:

Table 4.6 Descriptive Statistic of Pre-test and Post-test Score

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test	26	51.00	90.00	1931.00	74.2692	10.12149
Post-Test	26	59.00	94.00	2184.00	84.0000	8.07960
Valid N	26					

The table 4.6 above showed that the mean score of pre-test was 74.27 and the mean score of post-test was 84.00. Meanwhile, the minimum score was 51 for pre-test and 59 for post-test. And the maximum score was 90 for pre-test and 94 for post-test. From output above, the standard deviation was founded in 10.12 for pre-test and 8.08 for post-test.

To investigate whether Animation Film is effective on the students' achievement in writing narrative text, the researcher measured the result of

pre-test and post-test by using Paired Sample Test in SPSS 16. As what previously mentioned that there are two hypotheses in this study; (1) Null hypothesis stating that there is no significant difference on students' writing achievement in writing narrative text before and after taught by using Animation Film, and (2) Alternative hypothesis stating that there is significant difference on students' achievement in writing narrative text before and after taught by Animation Film. The result as follow:

Table 4.7 Paired Sample Statistic

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-Test – Post-Test	-9.73077	5.95690	1.16824	-12.13681	-7.32473	-8.329	25	.000

Based on the Table 4.7, output Paired Samples T-test show the result of compare analysis with using T-test. Output shows mean pre-test and post-test is (9.731), standard deviation (5.957), mean standard error (1.168). The lower different (12.137), while the upper different (7.325). The result T-test = (8.329) with df 25 and significance 0.000. The difference in the value 9.731 has a range between lower/limit down by 12.137, to upper / upper limit 7.325.

We can see that the  $t_{count}$  was 8.329. The way to test whether null hypothesis could be rejected was by comparing the result of  $t_{count}$  and  $t_{table}$ . If the result of  $t_{count}$  was higher than  $t_{table}$  at the level of significance 0.05, the

null hypothesis can be rejected. On the contrary, if the result of  $t_{\text{count}}$  is lower than  $t_{\text{table}}$ , the null hypothesis cannot be rejected. In consulting to  $t_{\text{table}}$ , the researcher needed to find out the degree of freedom. As can be seen in Table 4.8 that (Degree of freedom) is 25, the researcher consulted to the  $t_{\text{table}}$ , and at the level of significance 0.05, the value of  $t_{\text{table}}$  is 2.060. Comparing to the value of  $t_{\text{table}}$ , the value of was higher  $t_{\text{count}} > t_{\text{table}}$  ( $8.329 > 2.060$ ). Also, the way to test whether the null hypothesis can be rejected was by comparing p-value with the standard level of significance, 0.05. The convention to reject the null hypothesis is when the p-value of the obtained statistics is less than 0.05 (Balnaves & Calputi, 2001).

As Table 4.10 showed, the p-value was less than 0.05 ( $0.000 < 0.05$ ). Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that using animation film was effective on the students' achievement in writing narrative text.

## **B. Hypothesis Testing**

As stated earlier, the null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ) of this research are:

1.  $H_0$  : There is no any significant difference of using animation film as the medium in writing narrative text for the second grade students of MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017.
2.  $H_a$  : There is any significant difference of using animation film as the medium in writing narrative text for the second grade students



of MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017.

Base on the statistical calculation using SPSS 16.00, the researcher gave interpretation to significant value. The significant value of the research is 0.000, the significant level 0.05 and the  $t_{\text{tabel}}$  2.060 the  $df$  : 25 where as the  $t_{\text{count}}$  8.329. When the significant value (0.000) < significant level (0.05) the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. While significant value (0.000) > significant level (0.05) the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. Because significant value (0.000) is smaller than significant level (0.05), it can be concluding that alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that there is any significant difference on the students writing achievement before and after being taught using animation film as a media for the second grade students of MTs Aswaja Tunggangri.

### **C. Discussion**

The objectives of this study are firstly is to investigate the students' writing achievement before being taught using animation film as a media, secondly to investigate the students' writing achievement after being taught using animation film as a media, and thirdly to investigate the significant difference of students' score before and after being taught using animation film as a media for teaching writing in second grade students of MTs Aswaja Tunggangri.

To investigate it, the researcher administered a test as an instrument to collect the data. The test was administered before the students getting treatment as pretest and after the students getting treatment as posttest. After getting the data, the researcher analyzed the data used t-test by SPSS 16.0 version.

From the research finding, it was known that t-count was bigger than t-table ( $8.329 > 2.060$ ). So, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It showed that there is any significant taught using animation film as a media for the second grade students of MTs Aswaja Tunggangri.

Regarding on the result of data analysis above, it is strongly related to some advantages served by the use of media like animation film. Wittich and Schuller (1962: 137-139) give three advantages of cartoon, they are for motivation, as illustrations, and for pupil activity. At minimum, animation film can help stimulate students' motivation and interest, and at most, they can help students' refresh their mind about what they have already learnt through such a fun activity. For example animation film about Cinderella, is a good stimulus and to present and explain about story of narrative. Students do not have to think hard when watching animation film. It helps teacher explain and reinforce students about certain important point. Beside that, animation film are suitable illustrations for explaining concepts of literature and grammar.

The result of the test from teaching writing using animation film as teaching media make the students understand the writing narrative easier. In the treatment process, the students were more interested and enthusiastic in learning writing. It was suitable with Harmer' theory statement that that film can be used effectively by teacher in an effort to generate interest, increased students motivation in learning writing (Harmer, 2002: 282).

Base on this study, it can be said that an animation film as alternative media was effective in teaching writing narrative text at junior high school, especially at second grade of MTs Aswaja Tunggangri.