CHAPTER IV

FINDING AND DISCUSSION

In this discussion, the researcher presents the finding of the research. It presents some discussions dealing with the collected data of students' score from both debate and writing. This chapter covers the description of data, hypothesis testing, and discussion.

A. The Description of Data

The description of the data was described by providing numbers and tables. The subject or sample of this research was the students of the second grade who joined in debate extra at SMAN 1 Trenggalek which consist of 12 students. The reseacher held debate and writing analytical exposition text test. It was in other to obtain the necessary data to the variables. After had been done to collect data which covered the debate mastery score and writing analytical exposition text score, the research then presented them. The data presentation is as follows:

1. The data of Students' Debate Mastery

This part discusses the result of the calculation of the debate score.. The result is obtained from the total score which is divided by 12 samples. The debate test consists of one motion debated. The score is showed on the table 4.1 debates results.

Table 4.1. The data of debate score

No	Name	Score
1	ANN	66
2	BLA	76
3	BSH	62
4	HEP	66
5	HLN	74
6	HMA	76
7	LNA	76
8	NRY	70
9	PTR	74
10	RCA	72
11	RFI	68
12	TBS	74

The data would be computed using SPSS 16.0. the result is presented in the table of frequency students' debate mastery test bellow:

Table 4.2 Percentage Frequency Students' Debate Mastery

Statistics

Debate

N	Valid	12
	Missing	0

Debate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	1	8.3	8.3	8.3
	66	2	16.7	16.7	25.0
	68	1	8.3	8.3	33.3
	70	1	8.3	8.3	41.7
	72	1	8.3	8.3	50.0
	74	3	25.0	25.0	75.0

76	3	25.0	25.0	100.0
Total	12	100.0	100.0	

The chat above shows that thare is 1 student gets score 62, the score 66 is 2 students, 1 student gets score 68, the score 70 is 1 student, 1 student gets score 72, the score 74 is 3 students, and 3 students get score 76. As the table 4.2 shows there is 1 student (8,3) got score 62, the score, 2 students (16,7) gets score 66, the score 68 is 1 student (8,3), 1 student (8,3) gets score 70, the score 72 is 1 student (8,3), 3 students (25,0) get score 74, and 3 students (25,0) get score 76.

To know the mean score of the data students' debate mastery, the reseacher uses SPSS 16.0. The result is presented in the administrating descriptive test on the table 4.3 bellow:

Table 4.3 Descriptive Analysis of Administering Debate Mastery

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
debate	12	62	76	71.17	4.707
Valid N (listwise)	12				

The table above shows the administrating test from 12 students about students' debate mastery is obtained the minimum score is 62, the maximum score is 76, the mean score is 71.17 and the standard deviation is 4.707.

2. Students' Writing Score

Having done collecting the data covering debate score and writing analytical exposition text score, the researcher then comes to present them. The following scores are obtained from 12 students which had been

decided to take a part as the samples and to represent the population. The table which you could see on the table 4.2 showing you clearly the scores of writing test.

Table 4.4. The data of writing analytical exposition

No	Name	Score
1	ANN	64
2	BLA	84
3	BSH	64
4	HEP	60
5	HLN	76
6	HMA	80
7	LNA	80
8	NRY	72
9	PTR	76
10	RCA	76
11	RFI	68
12	TBS	72

The data are computed using SPSS 16.0 and the result are presented in the table of writing analytical exposition test frequency in the table 4. bellow:

Table 4.5 Percentage Frequency Writing Analytical Exposition Test

Statistics

Writing

N	Valid	12
	Missing	0

writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	8.3	8.3	8.3
	64	2	16.7	16.7	25.0
	68	1	8.3	8.3	33.3
	72	2	16.7	16.7	50.0
	76	3	25.0	25.0	75.0
	80	2	16.7	16.7	91.7
	84	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

The chat above shows that is from 12 students attending writing analytical exposition text test, there is 1 student gets score between 51-60, the score between 61-70 is 3 students, 7 students get score between 71-8, and 1 student gets score between 81-90. As the table 4.5 shows there is 1 student (8.3) gets score 60, the score 64 is 2 students (16.7), 1 student (8.3) gets score 68, the score 72 is 1 student (8.3), 1 student (8.3) gets score 74, the score 76 is 3 students (25.0), 2 students (16.7) get score 80, and 1 student (8.3) gets score 84. And we can see the descriptive analysis on the table 4.6 as follow:

Table 4.6 Descriptive Analysis of Administering Writing Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Writing	12	60	84	72.67	7.402
Valid N (listwise)	12				

The table shows that form 12 students as the following administering test about students' achievement in writing analytical exposition text is obtained the minimum score is 62, the maximum score is 84, the mean score is 72.67 and the standard deviation is 7.402.

3. Correlational Testing

As the writer said in advance that all analysis in this research mainly employ the computation process by using SPSS 16.0. One of the role of SPSS 16.0 is finding out the correlational significance by using Pearson Product Moment Analysis. Having completely collected the data, researcher ran the program which finally resulted the coefficient correlation as presented below. The result of correlational testing arises three important interpretation covering the strength of the correlation and the direction of the correlation itself. Before going to know the correlation both debate and writing, let's see table 4.7 bellow!

Table 4.7 the calculation result based on SPSS 16.0

Correlations

		debate	Writing
debate	Pearson Correlation	1	$.915^{**}$
	Sig. (2-tailed)		.000
	N	12	12
writing	Pearson Correlation	$.915^{**}$	1
	Sig. (2-tailed)	.000	
	N	12	12

**. Correlation is significant at the 0.01 level (2-tailed).

The table 4.7 shows the correlation coefficient r = 0.915 which indicates this is possitive correlation between two variables. This research is positive correlation because if the subjects have low score in debate they also happen in the writing analytical exposition. In the contrast, if the debate score is high, the score of writing analytical exposition is high too. As the value between debate and writing is showed by Pearson Correlation resulting r (0.915). The result has been show *a high correlation* between those two variable which lies between the interval 0,800-1,00 by Arikunto. The correlation itself belongs to the possitive correlation or directional correlation as the pearson correlation value is in the possitive number and is not in the negative one. Whereas, the number significance (Sig) = 0.000 will be applied to know which hypothesis will be accepted or rejected that will be explained in the hypothesis testing part.

B. Hypothesis Testing

This research proposed two hypothesis. It was done in collecting data and the result of the correlation. Both the coefficient correlation and *Sig (2 tailed)* appeared in the table will analysis the hypothesis in the research. To measure research problem, the reseacher have to measure weather the hypothesis is rejected or not. To find out the hypotesis, the reseacher uses Pearson Product Moment Formula. And the critiques of hypothesis testing are:

1. Ho (null hypothesis)

   There is no significant correlation between students' debate mastery and their achievement in writing analytical exposition text.

2. HI (alternative hypothesis)

There is significant correlation between students' debate mastery and their achievement in writing analytical exposition text.

To know the answer, the research uses SPSS hypothesis testing based on the N. Sig (number of significance). As the result of correlation on the table 4.8, the reseacher gets r = 0.915, N. Sig = 0.000. before we conclude the answer of this theories in hypothesis based on SPSS calculation:

a. Ho can't be rejected if N. Sig > 0.05 (α = 5%)

b. HI is accepted if N. Sig < 0.05 (α = 5%)

Based on the output of correlation value resulted from SPSS 16.0, the value marked by *Sig. (2-tailed)* is 0,000. This is obviously lower than the level of significance (1% / 0,01). The hypothesis testing concludes that N.Sig < 0.05. It automatically indicates that HI is accepted and Ho is rejected. It means that both students' debate mastery and their achievement in writing analytical exposition text are correlate.

Thus, it can be concluded that Ha stating **"There is significant correlation between students' debate ability and their argumentative essay achievement"** is accepted while H0 is automatically rejected. It can be proven of the basis data taken from the samples of students' debate mastery and their achievement in writing analytical exposition text in the second grade students who join in debate extra at SMAN 1 Trenggalek.

C. Discussion

As the reseacher wrote at the first chapter, this purposed to find out the correlation between students' debate mastery and their achievement in writing analytical exposition text at SMAN 1 Trenggalek. Dealing with the correlation value of the debate and writing achievement, the researcher found that the coefficient correlation r is 0,915 from the computation process and pearson product moment formula. High correlation value finally affects to the hypothesis testing which accept the Alternative Hypothesis (HI). It definitely means that students' debate mastery correlates to their achievement in writing analytical exposition. The theory had been well stated that those activities support each other. The correlation coefficient obtained from the conducted research based on:

1. The result is significant in 0,915. It means the debate correlates with writing analytical exposition text.

2. The result is positive. It means the other variable debate and writing analytical exposition tex have tendency to also increase;

3. The result is high in 0.800-100. It means the HI can't be rejected, it must be accepted.

In other hand, debate and writing analytical exposition involve the speaker or the writer to take a stand if they want to be the pro or the con. In the practice, both activities debate and writing very much concern with students' critical thinking in order to convince their audience or reader. As Quinn (2015) states ' there are two teams which are affirmative (pro) and opposition

(con) in every debate'. And it is happened in analytical where the writer also has to make the position view about the motion and give the reason why he or she choses that position as the generic structure of analytical exposition is explained in the chapter II (thesis, argument, reiteration).

Another case, the debate can be applied as a method in teaching writing analytical exposition. As Tjut Ernidawati (2012) says that debate can improve students' achievement in writing analytical exposition paragraph. It shows in her thesis which subject of this study was the second year students of SMA Santo Thomas 4 Binjai consisting of 25 students. The study was implemented in two cycles and each cycle consisted of three meetings. which is in writing test result, students" scores kept improving in every test that In orientation the mean score was 28,8, in the test of cycle I 51,8 and in the test of second cycle was 65. It proves the debate is a good method to teach writing analytical exposition paragraph.

If we compare in the thory from Quinn and previous studies before says that there is correlation between students' debate mastery and students' achievement in writing analytical exposition. They have the same result which is" there is significant correlation between students' debate mastery and students' achievement writing especially writing analytical exposition. When the students' debate mastery is good the students' achievement in writing analytical exposition is good too.

Based on the discussion, the debate correlates with writing analytical exposition. The teacher may help the students in understanding or mastering

analytical exposition by using debate. It can be ways to make the students master both debate and writing analytical. It is supported as the reseacher find out the result of data taken and thories. It means the assumption (debate has correlation with writing analytical exposition) of the writer's is acceptable. So, the writer may say that there is significant correlation between students' debate mastery with students' achievement in writing analytical exposition in which is shown in the grade 0,915.