CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the finding and the discussion of the research. Four main topics will be discussed in this part description of data, the result of normality and homogeneity, hypothesis testing, and discussion.

A. The Description of Data

In this sub chapter, the researcher presents the descriptive statistics of the research. The result of students' writing decriptive text in term of pre-test and post-test, then those were calculated by using writing scoring rubric.

The tests were given to seven graders of SMP Negeri 1 Kalidawir. The number of students were 32. The students' scores of pre-test and post-test can be seen in table 4.1. In addition, The test was conducted before and after using Place Based Education strategy as the treatment in teaching writing descriptive text.

Table 4.1

The Result of Students' Score in Pre-Test and Post-Test

NO	Students' Name	Pre-test (X0)	Post-test (X1)	Gained score	Categorization in Post-test
1	S1	61	79	18	Good
2	S2	71	83	12	Excellent
3	S3	59	75	16	Good
4	S4	71	88	17	Excellent
5	S5	59	66	7	Good
6	S6	71	79	8	Good
7	S7	75	90	15	Excellent
8	S8	54	63	9	Good
9	S9	63	66	3	Good
10	S10	58	61	3	Good
11	S11	83	95	12	Excellent

12	S12	53	63	10	Good
13	S13	41	55	14	Fair
14	S14	46	53	7	Fair
15	S15	66	79	13	Good
16	S16	58	63	5	Good
17	S17	75	84	9	Excellent
18	S18	75	88	13	Excellent
19	S19	66	80	14	Good
20	S20	43	54	11	Fair
21	S21	71	83	12	Excellent
22	S22	70	84	14	Excellent
23	S23	54	59	5	Fair
24	S24	71	75	4	Good
25	S25	79	90	11	Excellent
26	S26	70	86	16	Excellent
27	S27	83	91	8	Excellent
28	S28	65	75	10	Good
29	S29	79	91	12	Excellent
30	S30	54	61	7	Good
31	S31	54	63	9	Good
32	S32	68	86	19	Excellent
Total		2066	2408	343	

Based on the table 4.1, it could be seen the lowest and the highest scores of seven grade students. The lowest score in pre-test was 41 and the highest one in pre-test was 83. After the researcher gave the treatment of Place Based Education in teaching writing descriptive text, the researcher gave post-test to measure whether there was different score or not. Based on the table above, the lowest score in post-test was 53 and the highest one was 95.

1. **Computation Result of The Students' Score Before being Taught by Using Place Based Education Strategy (Pre-Test)**

In this part of test, the researcher asked the students to write the description of School Library which assumed that they did not know

accurately the things in Library before. The students were given about 60 minutes to write the descriptive text. There were 32 students as the sample of this research. The purpose of conducting pre-test was intended to measure the students' writing achievement before they were given the treatment. the result of pre-test based on processing in SPSS 16.0 version software. The descriptive statistic of pre-test score consisted of mean (table 4.2) and the frequency distribution of pre-test (table 4.3), those can be seen as below:

Table 4.2 The descriptive statistic of pre-test scores

Statistics

PRETEST

N	Valid	32
	Missing	0
Mean		64.56
Std. Error of Mean		1.961
Median		66.00
Mode		71
Std. Deviation		11.092
Variance		123.028
Range		42
Minimum		41
Maximum		83
Sum		2066

Descriptive statistic is functioning to describe the condition of certain group. In this research, the group was intended to seven A students SMP Negeri 1 Kalidawir. Table 4.2 showed that the total of data were divided with

number of data which determined as mean score from pre-test. It was 64.56.

Then, the half number of data sample which determined as median score

from pre-test was 66. To know the most frequently appeared number, the

data used mode score and the most appeared number was 71. In addition, the

minimum score was 41. The maximum score was 83. Then, the number of

score appeared in pre-test, the researcher presents frequency distribution as

below:

Table 4.3 Frequency Distribution of pre-test

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41	1	3.1	3.1	3.1
	43	1	3.1	3.1	6.2
	46	1	3.1	3.1	9.4
	53	1	3.1	3.1	12.5
	54	4	12.5	12.5	25.0
	58	2	6.2	6.2	31.2
	59	2	6.2	6.2	37.5
	61	1	3.1	3.1	40.6
	63	1	3.1	3.1	43.8
	65	1	3.1	3.1	46.9
	66	2	6.2	6.2	53.1
	68	1	3.1	3.1	56.2
	70	2	6.2	6.2	62.5
	71	5	15.6	15.6	78.1
	75	3	9.4	9.4	87.5
	79	2	6.2	6.2	93.8
	83	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

The table 4.3 showed the numbers that describe the categorizing based on frequency distribution by considering on qualification of the scoring rubric.

a. There are 12 students who got score between 41-59, it means that the students writing achievement was still fair. It needed much improvement.

b. There are 18 students who got score between 61-79, it means that the students writing achievement was good enough. However, it also still needed the improvement.

c. There are only 2 students who got score 83, it means that the students writing achivement was excellent.

After knowing the result of pre-test, the researcher gave the treatment or Place Based Education with the purpose probably the students writing achievement could be increased. At last, the researcher gave post-test to measure the difference scores or achievement after conducting the treatment.

2)   Computation Result of The Students' Score After being Taught by Using Place Based Education Strategy (Post-Test)

In Post-test, the researcher asked the students to write the description with different topic than pre-test. The topic was My School Computer Laboratory. After having observation in Computer laborator directly, the students wrote the descriptive text. the allocation time was 60 minutes. There were 32 students as the sample of this research. The purpose of conducting

post-test was intended to measue the students' writing achievement after they were given the treatment.

The result of post-test based on processing in SPSS 16.0 version software. The descriptive statistic of post-test score consisted of mean (Table 4.4) and the frequency distribution of post-test (Table 4.5), can be seen below:

Table 4.4 The descriptive statistic of post-test scores

Statistics

POSTTEST

N	Valid	32
	Missing	0
Mean		75.25
Std. Error of Mean		2.248
Median		79.00
Mode		63
Std. Deviation		12.718
Variance		161.742
Range		42
Minimum		53
Maximum		95
Sum		2408

Descriptive statistic functions to describe the condition of certain group. In this research, the group was intended to seven A students SMP Negeri 1 Kalidawir. Based on table 4.4 showed the total all data were divided with number of data which determined as mean score from pre-test. It was 75.25. Then, the half number of data sample which determined as median

score from pre-test was 79. To know the most frequently appeared number,

the data used mode score and the most appeared number was 63. In addition,

the minimum score was 53. The maximum score was 95.

To know the number of score appeared in pre-test, the researcher used

frequency distribution as follow below:

Table 4.5 Frequency Distribution of post-test

POSTTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	1	3.1	3.1	3.1
	54	1	3.1	3.1	6.2
	55	1	3.1	3.1	9.4
	59	1	3.1	3.1	12.5
	61	2	6.2	6.2	18.8
	63	4	12.5	12.5	31.2
	66	2	6.2	6.2	37.5
	75	3	9.4	9.4	46.9
	79	3	9.4	9.4	56.2
	80	1	3.1	3.1	59.4
	83	2	6.2	6.2	65.6
	84	2	6.2	6.2	71.9
	86	2	6.2	6.2	78.1
	88	2	6.2	6.2	84.4
	90	2	6.2	6.2	90.6
	91	2	6.2	6.2	96.9
	95	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

The table 4.5 showed the numbers that describe about the division and percentages of frequency distribution. The frequency of post-test after being dsitributed showed based on the categorizing of scoring rubric:

a. There are 4 students who got score between 54-59, it means that the students writing achievement in descriptive text was fair.

b. There are 15 students who got score between 61-80, it means that the students writing achievement was good enough.

c. There are only 13 students who got score between 83-95, it means that the students writing achivement was excellent.

B. The Result of Normality and Homogeneity

In this sub chapter, the researcher presents and discusses the result of normality and homogeneity testing by using SPSS 16.0. Calculating normality is used to know the data has been normal contributed or not. Meanwhile, homogeneity is used to make sure whether the sample of data is homogen or heterogen. By knowing the result of both testing, the researcher can decide what appropriate hypothesis testing type need to be used.

1. The Result of Normality Testing

Normality testing as mentioned before is conducted to check whether the data distribution is normal or not. The result can be seen as below:

Table 4.6 Normality Result

<div align="center">One-Sample Kolmogorov-Smirnov Test</div>

		PRETEST	POSTTEST
N		32	32
Normal Parameters[a]	Mean	64.56	75.25
	Std. Deviation	11.092	12.718
Most Extreme Differences	Absolute	.126	.147
	Positive	.080	.145
	Negative	-.126	-.147
Kolmogorov-Smirnov Z		.710	.833
Asymp. Sig. (2-tailed)		.695	.492

a. Test distribution is Normal.

The table shows that the significance value of pre-test is 0.492, it is bigger than 0.050, it means the data distribution of pre-test is normal. The significance value of post-test is 0.695, it is bigger than 0.050, it means the data distribution of post-test is also normal. It can be concluded that both of the data (pre-test and post-test) are normal distributions.

2. The Result of Homogeneity Testing

Homogeneity testing is conducted after ensuring whether the data has been normal distributed. The purpose of this testing is to know whether the data includes to homogeneous or heterogeneous data.

Table 4.7 Homogeneity Result (Pre-test)

Test of Homogeneity of Variances
PRETEST

Levene Statistic	df1	df2	Sig.
.934	10	15	.531

Table 4.8 Homogeneity Result (Post-test)

Test of Homogeneity of Variances
POSTTEST

Levene Statistic	df1	df2	Sig.
2.282	8	15	.080

The description of the homogeneity data pre-test and post-test above showed the significance value. First, the signifincance value of pre-test was 0.531 (>0.050) means the data of pre-test was homogen. Second, the significance value of post-test was 0.080 (>0.050) means the data of pre-test was also homogen. Because the data were normal distribution and homogen, then, to test the hypothesis the researcher used parametric testing in term of *Paired Sample T Test* by using SPSS 16.0 version.

The result of hypothesis testing can be seen in table 4.9 below:

Table 4.9 Paired Sample Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST – POSTTEST	-10.688	4.269	.755	-12.227	-9.148	-14.163	31	.000

C. Hypothesis Testing

This research is conducted to know whether there is significant difference achievement of seventh grade students in SMP Negeri 1 Kalidawir in academic year 2017/2018 in writing descriptive text before and after being taught by using Place Based Education strategy. To analyze the finding data, the researcher uses *Paired Sample Test* by using SPSS 16.0 version. The hypothesis is stated as follow:

1. When the significant value < significant level, the alternative (H_a) is accepted and the null hypothesis (H_0) is rejected. It means there is significant difference score on the students' writing achievement before and after being taught by using Place Based Education.

2. When the significant value > significant level, the null hypothesis (H_0) is accepted and the alternative (H_a) is rejected. It means there is no significant difference score on the students' writing achievement before and after being taught by using Place Based Education.

Based on the table 4.9 above, the significant value of this research is 0.000, standard significant level is 0.050. It means significant value is smaller than significant level (0.000 < 0.050). The interpretation can be concluded with saying "there is any significant different score before and after being taught by using Place Based Education strategy in writing descriptive text". In other word, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. According to that evidence, it can answer the research problem or question that

there is any significant difference on students' writing descriptive text achievement before and after being taught by using Place Based Education strategy to seventh grade student at SMP Negeri 1 Kalidawir.

D. Discussion

In this research, the researcher conducted the research by using one sample of population. It is seven grade A students of SMP Negeri 1 Kalidawir. The number of students are 32, it has been chosen by purposive sampling technique in term suggestion by some eligible people in the school. To know the result of this research whether this strategy is effective or not, the researcher used pre-test and post-test then compute both of the tests into SPSS 16.0 version software. The result of computation between pre-test and post-test shows that there is a significant difference on the students' achievement before and after being taught by using Place Based Education strategy in writing descriptive text.

As the requirement of hypothesis, if the significant value is smaller than significant level (0.050), it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can be said that there is a significant difference score on the students' writing achievement before and after being taught by using Place Based Education and vice versa. In fact based on the table of *paired sample t-test*, the result shows that the number of the significant value is 0.000 at significant level is 0.050. It means that there is a significant difference between pre-test and post-test. The difference can be seen deeply in the result of pre-test and post-test scores below.

Finding result by using Place Based Education can increase students achievements in writing. Based on the mean of pre-test 64.56 becomes 75.25 in post-test. The increasing score above related with the benefit of using Place Based Education generally on writing. Lisa Marsklnl-Polk, Patricia Jessup, and Mary Whitmore (2007: 1-3) states that one of benefits of conducting PBE for the students can improve academic scores in some subjects especially writing.

PBE in the context of descriptive writing is scored by some aspects, such as content, organizing the idea, vocabulary, grammar, and mechanics. By computing those aspects by using SPSS 16.0 software, it gives significant influences in writing descriptive text especially in content, vocabulary, and organizing idea. First, PBE gives most significant influence in content. Previously, the students are lack in gaining the idea before put it on the paragraph. However, after getting PBE, the students get easily way to describe the object by their senses. Second, PBE helps students in organizing the idea. Before being taught by PBE, the students writing is lack in putting the idea into the paragraph properly. Meanwhile, after getting PBE in aspect of organizing the idea, the students put the gained idea into proper paragraph in named of identification and description properly. The ideas paragraphs are clearer written. By experiencing the place or object directly, it impacts the students to be able to organize the adjective and noun into generic structure of descriptive text. Third, PBE also gives opportunity to the students to be rich in vocabulary. By experience in the place directly, they can see, hear, feel, and touch new things in the object. Then, the

students can get more vocabularies from their observation. For the evidence of aspect computation, it can be seen in appendix 3.

From the result of finding above, this research also supports that Place Based Education is effective used in poem class. Erin Donovan (2014) states that by using Place Based Education, the result shows that it is effective used to supplement and enhance the students writing skills. By using Place Based Education, the students are more closed with the school ground in term of certain buildings. In line with Ufuk Ozdag and Jennie Farber Lane (2014) PBE helps in writing a journal. The result shows that PBE helps in creating an intimate relationship between writer and local places. Then, PBE helps students in writing assigment. Elliot Jacobs (2011) adds Place Based Education on writing assignment, the finding shows that PBE helps students connect with their environments.

Overall, it can be said that PBE as strategy in teaching writing is not only suitable used in writing poem, journal, or just writing assignment. However, by this research PBE gives new finding in another writing type, it is Descriptive text. Teaching writing descriptive text by using Place Based Eucation is effective to increase students achievement in the level of seventh grade students.