**CHAPTER IV**

**DATA PRESENTATION AND RESEARCH FINDINGS**

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.

* 1. **Data presentation**

As mentioned previously, the researcher wants to know whether there is different result between the students before and after being taught by using script picture as a media. The result of test will be presented as follows:

Table 4.1

**The students’ writing Achievement before Using Script Picture as a Media**

|  |  |  |
| --- | --- | --- |
| **No** | **Name** | **Scores** |
| 1 | AI | 60 |
| 2 | AH | 55 |
| 3 | AF | 45 |
| 4 | ANH | 60 |
| 5 | AK | 50 |
| 6 | AHJ | 65 |
| 7 | AR | 50 |
| 8 | BSA | 55 |
| 9 | DN | 60 |
| 10 | D TL | 55 |
| 11 | DM | 65 |
| 12 | ESN | 70 |
| 13 | FM | 60 |
| 14 | H | 45 |
| 15 | IMA | 60 |
| 16 | IYA | 65 |
| 17 | IS | 60 |
| 18 | I | 40 |
| 19 | KA | 55 |
| 20 | KICR | 65 |
| 21 | KN | 50 |
| 22 | LB | 75 |
| 23 | LO | 70 |
| 24 | MTM | 60 |
| 25 | MFR | 55 |
| 26 | NMS | 75 |
| 27 | NM | 55 |
| 28 | NTU | 60 |
| 29 | N | 75 |
| 30 | NA | 65 |
| 31 | R Z | 55 |
| 32 | RLD | 45 |
| 33 | UL | 70 |
| 34 | WS | 55 |
| 35 | YEW | 60 |
|  |  | ΣY=  2065 |

The pre test was given to the students by asking them to write a narrative text. It was done before treatment process by teaching learning process by using script picture as a media. This test was intended to know the basic competence of students before the students got a treatment.

Table 4.2

**Descriptive Statistic of pretest**

|  | | |
| --- | --- | --- |
|  | | |
| N | Valid | 35 |
| Missing | 0 |
| Mean | | 59,00 |
| Median | | 60,00 |
| Mode | | 60 |

| Table 4.3  **Frequency of pretest** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 40 | 1 | 2,9 | 2,9 | 2,9 |
| 45 | 3 | 8,6 | 8,6 | 11,4 |
| 50 | 3 | 8,6 | 8,6 | 20,0 |
| 55 | 8 | 22,9 | 22,9 | 42,9 |
| 60 | 9 | 25,7 | 25,7 | 68,6 |
| 65 | 5 | 14,3 | 14,3 | 82,9 |
| 70 | 3 | 8,6 | 8,6 | 91,4 |
| 75 | 3 | 8,6 | 8,6 | 100,0 |
| Total | 35 | 100,0 | 100,0 |  |

Based on the tables and histogram of pretest above, that consists of 35 students. It shows that the mean score is 59.00, the median score is 60.00, and the mode score is 60.00. The frequency of pretest after distributed there are 1 students (22.9%) getting score 40, 3 students (8.6%)getting score 45, 3 students (8.6%) getting score 50, 8 students (22.9%) getting score 55, 9 students (25.7%)getting score 60, 5 students (14.3%) getting score 65, 3 students (8.6%) getting score 70, and 3 students (8.6%)getting score 75.

Table 4.4

**The students’ writing Achievement after Using Script Picture as a Media.**

|  |  |  |
| --- | --- | --- |
| **No** | **Name** | **Scores** |
| 1 | AI | 65 |
| 2 | AH | 65 |
| 3 | AF | 60 |
| 4 | ANH | 70 |
| 5 | AK | 65 |
| 6 | AHJ | 75 |
| 7 | AR | 60 |
| 8 | BSA | 70 |
| 9 | DN | 65 |
| 10 | D TL | 70 |
| 11 | DM | 65 |
| 12 | ESN | 75 |
| 13 | FM | 75 |
| 14 | H | 70 |
| 15 | IMA | 60 |
| 16 | IYA | 70 |
| 17 | IS | 75 |
| 18 | I | 65 |
| 19 | KA | 70 |
| 20 | KICR | 70 |
| 21 | KN | 75 |
| 22 | LB | 80 |
| 23 | LO | 80 |
| 24 | MTM | 70 |
| 25 | MFR | 75 |
| 26 | NMS | 80 |
| 27 | NM | 65 |
| 28 | NTU | 70 |
| 29 | N | 80 |
| 30 | NA | 70 |
| 31 | R Z | 65 |
| 32 | RLD | 65 |
| 33 | UL | 75 |
| 34 | WS | 70 |
| 35 | YEW | 70 |
|  |  | ΣY=  2450 |

The pre test was given to the students by asking them to write a narrative text. It was done before treatment process by teaching learning process by using script picture as a media. This test was intended to know the students writing achievement after students got treatment process by using script picture media. This test was intended to know the students writing achievement taught by using script picture media.

Table 4.5

**Descriptive Statistic of posttest**

| N | Valid | 35 |
| --- | --- | --- |
| Missing | 0 |
| Mean | | 70,00 |
| Median | | 70,00 |
| Mode | | 70 |

Table 4.6

**Frequency of Control Group**

|  | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 60 | 3 | 8,6 | 8,6 | 8,6 |
| 65 | 9 | 25,7 | 25,7 | 34,3 |
| 70 | 12 | 34,3 | 34,3 | 68,6 |
| 75 | 7 | 20,0 | 20,0 | 88,6 |
| 80 | 4 | 11,4 | 11,4 | 100,0 |
| Total | 35 | 100,0 | 100,0 |  |

Based on the tables and histogram of control group above, that consists of 35students. It shows that the mean score is 70.00, the median score is 70.00, and the mode score is 70.00. The frequency of posttest after distributed there are 3 students (8.6%) getting score 60, 9 students (25.7%)getting score 65, 12 students (34.3%) getting score 70, 7 students (20.0%) getting score 75, and 4 students (11.4%)getting score 80.

* 1. **Data analysis**

Data analysis was done to know the different score before test and after test by searching score after test- score before test. The researcher uses statistical test using Paired sample T Test stated by SPSS 16.0 to ensure the effectiveness of using script picture in improving student’s achievement. The test result is as follows:

Table 4.3

| **Paired Samples Statistics** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | pretest | 59,00 | 35 | 8,812 | 1,489 |
| posttest | 70,00 | 35 | 5,688 | ,961 |

Based on the table above, *Output Paired Samples statistics* shows *mean* of pre-test (59.00) and *mean* of post-test(70.00), while N for each cell there are 35. Meanwhile, Standard Deviation for pre-test (8.812) and Standard Deviation for post-test (5.688). *Mean*standard *error* for pre-test (1.489), while post-test (0.961).

Table 4.4

| **Paired Samples Correlations** | | | | |
| --- | --- | --- | --- | --- |
|  | | N | Correlation | Sig. |
| Pair 1 | pretest & posttest | 35 | ,660 | ,000 |

Based on the table above, *Output Paired Samples Correlation* shows the large correlation between both samples, where can be seen numeral both correlations is (0.660) and numeral of significance (0.00). For interpretation of decision based on the result of probability achievement, that is:

1. If the probability > 0.05 then the hypothesis null accepted
2. If the probability < 0.05 then the hypothesis null rejected

The large of numeral significant (0.00) smaller from(0.05). It mean that the hypothesis clarify script picture media is not effective to improve students’ writing is rejected. With other word, script picture is effective to improve students’ writing .

|  |
| --- |

Table 4.5

| **Paired Samples 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 | -11.000 | 6.620 | 1.119 | -13.274 | -8.726 | -9.830 | 34 | .000 |

Based on the table above, *Output Paired Sample Test* shows the result of compare analysis with using test t. *Output* shows *mean* pre-test and post-test is

(-11.000), Standard Deviation (6.620), *Mean* Standard *Error*(1.119). The lower different (-13.274),while upper different (-8.726). The result test t= (- 9.830) with df=34 and significance 0.00.

Interpretation toward t0 conducted by twomethods:

Based on the test score t with compare t0 (t observation) with tt(t table),where df= 34 the result of numeral: 2.04 for standard significant 5% and 2.75= for standard significant 1%. With t0 = -9.830 it mean more large from tt, at standard significant 5% as well as at standard significant 1% (2.04< 9.830 >2.75) it mean hypothesis null rejected.

1. Based on the large of digit significant. In this case decision taken from determinate:
2. If probability > 0.05 then hypothesis null accepted
3. If probability <0.05 then hypothesis null rejected

With the numeral of significance 0.00, it mean more little from 0.05, then it mean that hypothesis null clarify that script picture media is not effective to improve students’ writing is rejected.

1. Conclusion

Teaching writing using script picture media is effective to improve students’ writing, it can be seen from different *mean* which shows using script picture media as a media is better than not using script picture as a media in teaching learning writing.

* 1. **Hypothesis Testing**

The hypotheses testing of this study are as follow:

1. If the significant level is bigger than T-table (0,05%), the alternative hypothesis (ha) is accepted and null hypothesis (ho) is rejected. It means that there is different score to the students who was not taught using Script Picture Media and the students who was taught using Script Picture Media. The difference is significant.
2. If the significant level is smaller than T-table (0,05%), the Null Hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is not different score to the students who was taught without using Script Picture Media and the students who was taught using Script Picture Media. The difference is not significant.
   1. **Discussion**

From data analysis, the objective of this study was to know if there was an effect of using script picture media in teaching writing to the writing mastery achieved by the second year of MTs As – Syafi’iyah Gondang Tulungagung .

Based on the research method in chapter III in this research, teaching and learning process was divided into three steps. First step is preliminary study where the researcher conducted a preliminary study to know the students’ writing ability by using administering pre-test by teaching without using script picture media.

The second step was given treatment to the students. The treatment here was teaching writing by using script picture media. The students were given material about writing. At the first treatment, the researcher told about writing (that is uses script picture using their name). Then, the researcher asked the students describe their name in front of class. After got treatment, the students more active and enthusiasm to study because they enjoyed in study.

The score of writing before taught by using script picture media is less than after taught by using script picture media because the mean of total score of 35 students is only (59.00). After they got treatment, the mean of writing achievement is (70.00). It was improved, with the t-test analysis that used by researcher, the result of t0 is (-9.830).

Then, the researcher gave interpretation to t0. First, she considered the d.b.Thed.b = N-1 with the d,b is (34). She consulted to the score table”t”, at the significance level of 0.05. In fact, with the d.b is (34), she can get the critic valueor table at significance “t” table is (2.04).

By comparing the “t” that she has got in calculation t0=(-9.830) and the value of “t” on the t score on the score “t” table= (2.04). It is known that t0 is higher than tt= (-9.830 >2.04).

Because the t0 is higher than tt the alternative hypothesis (Ha) is accepted. It means that there is different score to the second year of MTs As – Syafi’iyah Gondang Tulungagung between before given treatment and after given treatment by using script picture media.

Based on the research finding, script picture media as teaching method is surely shows the real effective, because this method can made the to students able to capture an idea or information contained in it clearly. So, teaching writing by using Script Picture Media is effective to improve student’s mastery on writing

It is in line with Chasanah (2011:24) stated that: picture is an important visual media because the picture can chance verbal word. Pictures make people able to capture an idea or information contained in it clearly.

Script picture also appropriate in the research that written by Chasanah (2011), entitle “The Effectiveness of Using Series Picture in Teaching Narrative Text Toward Writing Achievement of the First Grade Students at SMPN 3 Kedungwaru”. In her research also showed the effectiveness to improve writing achievement by using Picture Media.

Based on the explanation above, script picture media surely showed the real effectiveness in teaching writing because it can make people able to capture an idea or information contained in it clearly of the second year students of MTs As – Syafi’iyah Gondang