

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to present, (a) research including (b) normality and homogeneity, (c) data analysis, (d) the hypothesis testing and (e) discussion.

A. Research Finding

The researcher presented the student's ability in recount text by using weekly reports and not using weekly reports. Then, the researcher gave pre-test and post-test to know the difference between using weekly reports and not using weekly reports. The researcher used three steps: pre-test, treatment by using Weekly reports and post-test.

Pre-test was given to the students. They had to write recount text about "MY HOLIDAY". The test was given in form of writing test. There were 31 students as respondents or subject of the research. The test was conducted by the researcher before being taught by Weekly Reports in writing recount text. The purpose of this test was to know the student's ability in writing recount text before students got the treatment.

After that the researcher got the scores from pre-test and the researcher was given treatment by using weekly reports. Before students made a weekly reports, the researcher was given explaining about how to arrange the weekly reports.

After giving the treatment, the researcher asked the students to write weekly reports. Students made weekly reports through their experience during one week.

If the treatment had finished, the researcher was conducted the post-test to now the student's ability in writing recount text after being taught by using weekly reports. The student's ability in writing recount text was scored by using analytical scoring rubric. The researcher used the analytic scoring rubric from the product of O'Malley. There are four domain scores in this rubric and there were five components being scored. It is composing, style, sentence formation, usage and mechanics. For the domain score are: 4= Consistent control, 3= Reasonable control, 2= Inconsistent control, and 1= Little or no control.

The presentation of the data as follows:

1. Student's ability in writing recount text before and after being taught by using weekly reports.

Table 4.1 Student's Pre-test and Post-test score

No	Subject	Pre-test	Post-test	Gained Score
1.	S1	60	72	12
2.	S2	72	80	8
3.	S3	52	68	16
4.	S4	56	72	16
5.	S5	52	60	8
6.	S6	56	64	8
7.	S7	72	84	12
8.	S8	60	60	0
9.	S9	56	60	4
10.	S10	52	64	12
11.	S11	52	72	20
12.	S12	68	72	4

13.	S13	72	80	8
14.	S14	64	70	6
15.	S15	64	68	4
16.	S16	64	68	4
17.	S17	64	72	8
18.	S18	60	64	4
19.	S19	60	76	16
20.	S20	64	76	12
21.	S21	60	72	12
22.	S22	72	72	0
23.	S23	64	68	4
24.	S24	60	68	8
25.	S25	68	72	4
26.	S26	52	52	0
27.	S27	64	72	8
28.	S28	56	68	12
29.	S29	52	60	8
30.	S30	56	72	16
31.	S31	60	76	16

The pre-test and post-test was followed by 31 students as respondents of the research. Based on the table 4.1, it can be seen the highest and the lowest scores of the students. The highest score of pre-test was 72 and the lowest score of pre-test was 52. While, the highest score of post-test score was 84 and the lowest score of post-test was 52.

After got the pre-test and post-test score, the writer used IBM SPSS 16.0 to know the descriptive statistic data and frequency of score.

1. The result of the students' score before being taught by using weekly reports.

Table 4.2 Descriptive Statistic of Pre-test

Statistics		
Pretest		
N	Valid	31
	Missing	0
Mean		60.77
Median		60.00
Mode		60 ^a
Sum		1884

a. Multiple modes exist. The smallest value is shown

Based on the table 4.2 above, we can see there were 31 students following the pre-test. The mean score of students in pre-test was 60.77. The median score was 60.00, it means that the middle score of pretest was 60.00 in 31 students. The mode of pretest score was 60, it means that the most frequently appeared scores was 60. The total all scores of pre-test was 1884. From the result, student still fair in writing recount text before being taught by using weekly reports.

The frequency of the students' score was presented in the following table below:

Table 4.3 Frequency of Score in Pre-test

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	6	19.4	19.4	19.4
	56	5	16.1	16.1	35.5
	60	7	22.6	22.6	58.1
	64	7	22.6	22.6	80.6
	68	2	6.5	6.5	87.1
	72	4	12.9	12.9	100.0

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	6	19.4	19.4	19.4
	56	5	16.1	16.1	35.5
	60	7	22.6	22.6	58.1
	64	7	22.6	22.6	80.6
	68	2	6.5	6.5	87.1
	72	4	12.9	12.9	100.0
	Total	31	100.0	100.0	

The table 4.3 showed the frequency distribution of pre-test by considering on qualification of criteria students' scores:

- a. There are 6 students got score 52, it means that the students' writing achievement was poor and the students still needed much improvement.
- b. There are 19 students got 56-64, it means that the students' writing achievement was still fair, it also needed the improvement.
- c. There are 6 students got score 68-72, it means that the students' writing achievement was good.

So, it concluded that the students' need a technique to improve their ability on writing skill especially recount text.

2. The result of the students' score after being taught by using weekly reports.

Table 4.4 Descriptive Statistic of Post-test

Statistics		
Post_test		
N	Valid	31
	Missing	0
Mean		69.48
Median		72.00
Mode		72
Sum		2154

Based on the table 4.5 above, we can see there were 31 students following the post-test. The mean score of students in post-test was 69.48. The median score was 72.00, it means that the middle score of post-test was 72.00 in 31 students. The mode of post-test score was 72, it means that the most frequently appeared scores was 72. The total all scores of post-test was 2154. From the result, student was excellent in writing recount text after being taught by using weekly reports.

The frequency of the students' score was presented in the following table below:

Table 4.5 Frequency of Score in Post-test

Post_test				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	3.2	3.2
	60	4	12.9	16.1
	64	3	9.7	25.8
	68	6	19.4	45.2
	70	1	3.2	48.4
	72	10	32.3	80.6

76	3	9.7	9.7	90.3
80	2	6.5	6.5	96.8
84	1	3.2	3.2	100.0
Total	31	100.0	100.0	

The table 4.6 showed the frequency distribution of pre-test by considering on qualification of criteria students' scores:

- a. There are 14 students got score 52-68, it means that the students' writing achievement in recount text was fair. There is no student got poor score.
- b. There are 14 students got 70-76, it means that the students' writing achievement was good.
- c. There are 3 students got score 80-84, it means that the students' writing achievement was excellent.

It means that the ability of students' writing exceeds the standard. So it concluded that weekly report tasking can used for teaching writing and can improve the students' ability in writing recount text.

B. Normality and Homogeneity

1. The result of normality testing

Normality is conducted to determine whether the gotten data is normal distribution or not. The researcher used SPSS IBM 16 *One Sample Kolmogorov-Smirnov test* by the value significance (α) =0.05. The result can be seen in the table below:

Table 4.6 Normality testing**One-Sample Kolmogorov-Smirnov Test**

		PRETEST	POSTEST
N		31	31
Normal Parameters ^a	Mean	60.77	69.48
	Std. Deviation	6.484	6.811
Most Extreme Differences	Absolute	.128	.162
	Positive	.128	.162
	Negative	-.110	-.160
Kolmogorov-Smirnov Z		.714	.904
Asymp. Sig. (2-tailed)		.689	.387
a. Test distribution is Normal.			

Based on the table above was known that the significant value from pretest is 0.714 and from posttest is 0.904. And value from Asymp. Sign (2-tailed) of pretest is 0.689 and it is higher than 0.05 ($0.689 > 0.05$). Then for posttest score is 0.387 and it is higher than 0.05 ($0.387 > 0.05$). From it, the data (pretest and posttest) are normal distribution. It also means that H_0 is accepted and H_a is rejected.

2. The result of Homogeneity testing

Homogeneity testing is conducted to know whether the gotten data has a homogeneous variance or not. The researcher used Test of Homogeneity of variances with SPSS by the value of significance (α) = 0.05. And the result can be seen below:

Table 4.7 Homogeneity Testing

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
2.068	5	22	.108

Based on the table, the significant value is 0.108. It means that significant value is higher than 0.05 ($0.108 > 0.05$). So it can be said that the data has same variances or homogeneity.

C. Data Analysis

Data analysis was done to know the different score of the students' achievement in writing recount text before and after being taught by using weekly report tasking. Referring to the data in the form of students' score gained from pre-test and post-test as stated above, the next step was analyzing those data by computing it using Paired Sample T-test and formula of t-test in IBM SPSS 16.00. Table 4.9 showed the result of calculation Paired Sample Correlation as follow:

Table 4.8 Paired Sample Correlation

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 PRETEST & POSTTEST	31	.680	.000

Based on the table above, showed that the correlations between two score of pre-test and post-test. The correlation score of pre-test and post-test is 0.680 and score of Sig. is 0.000. If the Sig.>0.05 means Ho is accepted. If the Sig.<0.05 means Ho is rejected. It shows that Sig. 0.000 is lower than 0.05 means that Ho is rejected and Ha is accepted. So, it can include that there was significant different score between pre-test and post-test.

Table 4.9 Paired Sample T-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	-8.710	5.330	.957	-10.665	-6.754	-9.098	30	.000

Based on the table output paired sample T test shows that the result of compare analysis with using T test. In this table, the mean of pre-test and post-test is 8.710, standard deviation is 5.330, standard error mean is 0.957, the lower difference is 10.665, while upper difference is 6.754. The result of T test is 9.098 with df 30 and Sig. (2-tailed) is 0.000.

From the Table 4.10 shows sig. value is less than 0.05 ($0.00 < 0.05$). It can indicate that the null hypothesis could be rejected and it conclude that using Weekly Report Tasking was effective on students' writing ability of recount text.

D. Hypothesis Testing

From the analysis data above, the hypothesis of the research which used in SPSS 16.0 are:

1. When sig. value >0.05 , the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.
2. When sig. value <0.05 , the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

Based on the table 4.10, the significance value of the research is 0.000 and significant level is 0.05. So, the significance value is smaller than significant level ($0.000 < 0.05$). It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In other word, teaching writing recount text using weekly report tasking is effective. It can answer the research problem that there is any significant difference on students' writing recount text ability before and after being taught by using Weekly Report Tasking at the Tenth grade of SMK NU Tulungagung.

E. Discussion

The researcher has a purpose in this research. It is to find any significance different scores of student's ability in recount text or not. The researcher used writing test as instruments and apply the instrument by three steps such as pre-

test, treatment and post-test. To know it is effective or not, researcher using SPSS 16.0 version software.

In hypothesis testing, if the significance value is smaller than significance level (0.05), it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Based on the table of *paired sample t-test*, the result shows that the number of significance value is 0.000 at significance level 0.05. So, there is any significance difference between pre-test and post-test or any significance difference score on the students' writing ability before and after being taught by using weekly report tasking.

Based on the data analysis, it shows that there is significant difference of students' ability in writing recount text before and after being taught by using weekly report tasking at tenth grade students of SMK NU Tulungagung. The researcher administered the pre-test and post-test to get the score. The finding showed that the mean of pre-test score was 60.77 from 31 students. And the mean of post-test score was 69.48. It means that after using weekly report tasking, the students' ability in writing significantly increased proven by the score from pre-test and post-test.

The statement above based on Moon, (2010:3) one of the most engaging uses of personal student journals is as a mirror of the mind. In this mode, journals invite learners to find language deep within self to array one's hopes, dreams, disappointments, concerns and resolves. Learning journals / diaries and portfolios are increasingly used in higher education as means of facilitating or of assessing learning. Based on the previous study, researcher has initiative to conduct her

thesis by using weekly reports. Weekly reports have the similarity that is the purpose was to investigate whether the strategy was able to improve the student's writing skill.

According to Gerot and Wignell (1994:196), the social function of report is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. While, Hyland (2004: 29) says that social purpose of report is to present factual information, usually by classifying things and then describing their characteristics. Based on the statements above, it can be concluded that the purpose of report is to classify, describe or to present information about a subject.

The test of writing recount text is scored by some aspect such as content, organization, language use, and mechanics. Whereas, in the pre-test the researcher found common mistakes on the content, organization, vocabulary, grammar and mechanics. But after the students got the treatment, the result showed that there was improvement in content and language use. The researcher found the good content, organization, vocabulary, grammar and mechanics and also found any significant difference scores after taught by using weekly report tasking. The finding was in line with previous study, especially in the research which was conducted by Elfiana (2012) who found that the students' achievement in writing recount text was good, this student can improve their aspects of writing, such as content, organization, vocabulary, grammar and mechanics. It showed that the student's progress during teaching and learning activity by using knowledge chart strategy toward students' ability in writing

report paragraph. While, the research by Nursidah (2016) that found the students' improvement was effective to improve the students' ability to develop ideas in recount writing because by using students' journal or report into a good form of recount. And also in the research by Zahiroh (2010) that found students got highest score after practice writing their experiences in diary, it almost same with the finding of researcher about got highest score after giving a treatment.

Based on explanation above, the implication of this method can be an alternative method of teaching English especially to teach writing. Moreover, the students' participation during the teaching and learning also showed that the teacher must have various activities in order to get the students' attention. Using weekly report, student can be express their experience that happen to inform other people. In other word, in teaching and learning process help teacher and students to connect by sharing their experience or their ideas. It means that using weekly report tasking is suitable to exchange performance of students' ability which will build interesting active learning in the class.