CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion that included of the research findings, data analysis, the result of normality and homogeneity testing, hypothesis testing, and discussion.

A. Research Findings

To investigate students' writing ability of recount text before and after taught by using Edmodo the researcher conducted pretest and posttest. A pretest and posttest is writing test which as the instrument in collecting data. In pretest and posttest the researcher selected the instruction of test is same but different in the topic. In pretest, the topic was the happiest experiences; while in posttest was the bad experience. The scores of pretest and posttest based on the five aspects in writing, there are: content, organization, vocabulary, grammar and mechanics. And the results of students' writing ability of recount text before and after taught were analyzed by using writing scoring rubric.

To know the students' achievement good or not, the researcher gave criteria on writing ability. The scores' criteria students from a thesis Azzahara (2017) in the table above:

Table 4.1 The Scores' Criteria

Score	Criteria
85-100	Excellent
70-84	Good
55-69	Average
40-54	Poor
0-39	Very Poor

From the table above the researcher can found the scores' criteria of pretest and posttest students. The score of pretest and posttest can be seen in appendix.

The researcher organized the result statistical frequency and the percentage of score in pretest by using IBM SPSS Statistics 16. By the table followed 4.2 the result statistics, and table 4.3 Frequency of score in pretest.

Table 4.2 the Result Statistics

Statistics

		PRETEST	POSTTEST
N	Valid	35	35
	Missing	0	0

Table 4.3 Frequency of score in pretest

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	1	2.9	2.9	2.9
	32	3	8.6	8.6	11.4
	36	1	2.9	2.9	14.3
	44	4	11.4	11.4	25.7
	48	4	11.4	11.4	37.1
	52	7	20.0	20.0	57.1
	56	5	14.3	14.3	71.4
	60	3	8.6	8.6	80.0
	68	2	5.7	5.7	85.7
	72	4	11.4	11.4	97.1
	76	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

It can be seen from the table 4.4 that, 5 (14.3%) students got very poor score, 15 (42.8%) students got poor score, 10 (28.2%) students got average score and no one of the students (0%) got excellent score.

The researcher organized the result statistical frequency and the percentage of score in posttest by using IBM SPSS Statistics 16. By the

table followed 4.5 the result statistics, and 4.6 Frequency of score in posttest.

Table 4.4 The Result Statistics

Statistics

		PRETEST	POSTTEST
N	Valid	35	35
	Missing	0	0

Table 4.5 Frequency of score in posttest

POSTTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	2.9	2.9	2.9
	48	2	5.7	5.7	8.6
	52	1	2.9	2.9	11.4
	56	5	14.3	14.3	25.7
	60	2	5.7	5.7	31.4
	64	2	5.7	5.7	37.1
	68	5	14.3	14.3	51.4
	72	7	20.0	20.0	71.4
	76	5	14.3	14.3	85.7
	80	2	5.7	5.7	91.4
	88	2	5.7	5.7	97.1
	92	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

It can be seen from the table 4.4 that, 3students (11%) got excellent score, 14students (40%) got good score, 14 students (40%) got average score, 4 students (14%) got poor and no one of the students (0%) got very poor score.

This finding indicates that after using Edmodo, the students' writing ability is significantly increased proven by the progress of score pretest to posttest.

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 Kolmogrov-Smirnove test* by the value of significance ( ) =0.05.

   The result can be seen in the table below:

Table 4.6 Normality testing

One-Sample Kolmogorov-Smirnov Test

		PRETEST	POSTTEST
N		35	35
Normal Parameters[a]	Mean	52.91	67.77
	Std. Deviation	12.465	11.639
Most Extreme Differences	Absolute	.117	.136
	Positive	.117	.101
	Negative	-.099	-.136
Kolmogorov-Smirnov Z		.689	.807
Asymp. Sig. (2-tailed)		.729	.533

a. Test distribution is Normal.

   Based on the table above was known that the significant value from pretest is 0.689 and from posttest is 0.807. And value from Asymp. Sign (2-tailed) of pretest is 0.729 and it is higher than 0.05 (0.729>0.05). Then for posttest score is 0.533 and it is higher than 0.05 (0.533>0.05). From it, the data (pretest and posttest) are normal distribution. It also means that Ho is accepted and Ha 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 ( ) = 0.05. And the result can be seen below:

Table 4.7 Homogeneity Testing

Test of Homogeneity of Variances

WRITING ABILITY

Levene Statistic	df1	df2	Sig.
.029	1	68	.866

Based on the table above is known that the Sig. value is 0.866. The test called homogeny if the significant score more than 0.05. Based on the table above, the test is homogeneity because 0.866 > 0.050. So, the data is homogeneity.

C. Data Analysis

Data analysis was done to know the different score of pretest and posttest. The researcher measured the result of pretest and posttest by using Paired Sample Test in IMB SPSS Statistics 16. Before it, the researcher organizing of the means, median, standard deviation, variances, minimum and maximum of the writing pretest and posttest scores of the sample which calculated respectively by using IBM SPSS Statistics 16. Table 4.8 represents the result.

Table 4.8 Descriptive Statistic for pretest and posttest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
PRETEST	35	48	28	76	1852	52.91	12.465	155.375
POSTTEST	35	48	44	92	2372	67.77	11.639	135.476
Valid N (listwise)	35							

From the table 4.4 showed that the mean of posttest score (67.77) is large than the mean of pretest score (52.91). It means, the use of Edmodo

has caused the improvement of students' scores. About the previously
mentioned that there are two hypotheses in this study: (1) Null hypothesis
stating that there is no any significant difference on students' writing ability
of recount text before and after using Edmodo. (2) Alternative hypothesis
stating that there is any significant difference on students' writing ability of
recount text before and after using Edmodo. And the testing was done in the
table above.

Table 4.9 Paired Sample Statistics

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	35	.634	.000

Based on the table above, showed that the correlation between two
score pretest and posttest. The correlation score of pretest and posttest is
0.634 and score of Sig. is 0.000. If the Sig.>0.05, means Ho is accepted. If
the Sig.<0.05, it means Ho is rejected. It shows that Sig. 0.000 is lower than
0..05 means that Ho is rejected and Ha is accepted. It can be conclude that
there was significant different score between pretest and posttest.

Table 4.10 Paired Sample T-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	-14.857	10.339	1.748	-18.409	-11.306	-8.502	34	.000

Based on the table output paired samples T test showed that mean of the score were 14.857. Meanwhile, the standard deviation was 10.339. The standard mean error was 1.748. The lower different (18.409), while upper different (11.306). The result of T test is 8.502 with df 34 and the Sig. (2-tailed) is 0.000.

According Balnaves & Calputi (2001) that the convention to reject the null hypothesis is when the p-value of the obtained statistics is less than 0.05. From the Table 4.6 shows, Sig. (2-tailed) was less than 0.05 (0.00<0.05). It can indicate that the null hypothesis could be rejected, and it conclude be concluded that using Edmodo was effective on students' writing ability of recount text.

D. Hypothesis Testing

From data analysis it could be identify that:

1. When Sig. (2-tailed) was bigger than 0.05 (0.00>0.05). The null alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant different score of writing ability of recount text at second grade in SMPN 2 Sumbergempol before and after taught using Edmodo.

2. When Sig. (2-tailed) was less than 0.05 (0.00<0.05). The null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is no significant different score of writing ability of recount text at second grade in SMPN 1Sumbergempol before and after taught using Edmodo.

The total score of the test writing recount text of 35 students before using Edmodo is 52.91. After getting treatment the score of students writing ability is 67.77. It means that the students' score is improved. It can be concluded, there is significant different score of students' writing ability of recount text at second grade in SMPN 1 Sumbergempol before and after using Edmodo.

E. **Discussion**

To investigate the effective of Edmodo on students' writing ability of recount text in SMPN 1 Sumbergempol the researcher get the data by the writing test that are pretest and posttest. Then, the researcher analyzed the data by using Paired Sample Test in IBM Statistics 16. The analysis of data get the result that scores of posttest is bigger than pretest. The table showed, Sig. (2-tailed) was less than 0.05 (0.00<0.05). It can indicate that the null hypothesis could be rejected, and it conclude be concluded that using Edmodo was effective on students' writing ability of recount text.

Although, some of students' score of posttest were not perfect but it showed posttest were significant than pretest. There are increasing in students' writing ability. According to Kongchan (2012) in a thesis by Adin Fauzi that using of Edmodo is effective on students' writing ability. Using Edmodo in learning was likely to be more interesting, showed by the result of pretest and posttest that Edmodo had a high level of acceptance either from teachers or students side.

According to Romiszowski (1974:260-261) that the use of computers in education is increasing, not only as an aid the administration of

education, but also as a presentation medium, computer are already being used to present many programs of a simpler construction. Based the argument, it can be concluded that learning media based computer is a tool that used by individually or simultaneously. In addition, the implementing online learning is teacher can control the students to study independently. Students are able to access the online learning from everywhere they want to get the information (Drachsler, 2010).

Edmodo is different from many other education technology companies. It is free used and it could be seen as part of the mission to educate. According to Sharon et al (2011) on Journal of English Education that online learning media is not only for the information access, but also helps students with specific results to achieve the goal. This is a ways to help on developing students' learning's outcomes, but implementing online tools is one of the best choices.

Based on some of previous studies that using of Edmodo in the learning process. It is indicating that it has effective to be applied in teaching and learning process, when conducting online session using Edmodo teacher give quite time to understand the material and giving response. But in giving response students have a longer time to compose a good sentence so that their response will not lead to a misunderstanding. Beside the teacher give the explanation, teacher asked to students to read the materials until they understand. But, it can drill students to improve their thinking. In addition, using online social network like Edmodo makes students improve their critical reading and writing skill as well (Lie, 2013).

In other previous study, one advantage using Edmodo is that students more active and creative in online session. Using Edmodo in learning was likely to be more interesting and high motivation. Students with high motivation will have better writing than students having low motivation (Tommy Hastomo, 2010). However, it is not totally right. When students are able eto motivate themselves, their writing performance will not be influenced. To motivate the students, teacher can implementation of teaching media will be very helpful.

According Alebaikan (2010) on Journal of English Education that Edmodo as blended learning has been implemented with various design and has shown a considerable positive effect on learning process. This is due to many students' inherent interest in all things technological learning. A lot of students have a fascination with any new tool that can simplify a basic task on writing. Using online tools might help students to improve their writing ability. It can be seen that in posttest they more interested to share their stories. In written their stories they used many vocabularies and also they can show expression which make the readers felt their stories.

According to Cauley (n.d) using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo. Using Edmodo in learning process make students feel more enjoy.

Previous studies focus on writing skill, and then in this study the researcher also focus on writing ability but this study specific in writing

recount text. The researcher has known that writing most difficult skill to students. And the result of this study showed that used Edmodo is effective in improve students' writing ability. When class online session using Edmodo, students give response about the materials. Besides that, in Edmodo, students can share their knowledge to other (others students and teacher). And could increase the student' motivation, interest, idea and writing score.

Beside the result of this study had several important implications as follow:

Writing is the most difficult skill. The teacher must be creative in learning process to make a student's good writing. The teacher can use new techniques, methods or media to teach writing. In other that, students get the motivation to improve of their ability.

The study introduced a new media to facilitate students in learning. Edmodo is an online learning media. The activity was conducted in a computers or laptop or mobile phone with connect the internet. Edmodo like is facebook in education. Students and teacher can post their opinion, giving materials, and assignment. The purpose of Edmodo was to create independent learning.

Edmodo is a social media based on education. Used this media in teaching writing make students free and enjoy and not boring. They can ask and discuss each other so that the burden of learning for them did not happen. In teaching and learning process help teacher and students to connect by sharing their knowledge or ideas. It means, using Edmodo

exchange performance of students ability which will build interesting active learning atmosphere in the class.