

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

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

A. Research Finding

This section is to investigate students' writing ability of narrative text before and after being taught by using silent video. The result of students writing narrative text in term of pre-test and post-test were analysed by using writing scoring rubric. The tests were given to the tenth grade of MA Al-Muslihun, Kalidawir. The number of students' were 31. The students' score in pre-test and post-test can be seen in table 4.1

Table 4.1 The Result of Students' Scores in Pre-test and Post-test

No.	Subject	Pre-test	Post-test	Gained score
1.	ASW	60	84	24
2.	ANA	52	56	4
3.	BMK	56	68	16
4.	DHQ	60	80	20
5.	KAN	56	72	16
6.	NLF	60	68	8
7.	PDF	40	56	16
8.	PAR	72	76	4
9.	SPS	64	68	4
10.	VAT	72	76	4
11.	YP	60	64	4
12.	YNF	56	60	4
13.	RG	60	62	2

14.	NA	70	72	2
15.	UAA	44	48	4
16.	AFSH	60	64	4
17.	WNS	64	72	8
18.	PAR	44	52	8
19.	MGBA	60	68	8
20.	MSF	64	68	4
21.	RKM	56	64	8
22.	RRR	68	76	8
23.	HN	40	48	8
24.	BMA	64	68	4
25.	HRW	68	76	8
26.	FF	40	52	12
27.	DANA	60	64	4
28.	IAL	40	44	4
29.	RADK	44	56	12
30.	DHF	56	64	8
31.	KB	68	76	8

There were 31 students' as subjects or 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 40. While, the highest score of post-test was 84 and the lowest score of post-test was 44.

After obtaining the pre-test and post-test scores, the writer used IBM SPSS 16.0 to organize the descriptive statistics data and frequency of score.

1. Computation Result of The Students' Score Before Being Taught by Using Silent Video (Pre-Test)

The pre-test was given by asking students' to write a free writing text about first day in senior high school. There were 31 students' as the sample of research. Each student was given 60 minutes to write the

narrative text. This test was intended to know the students writing achievement before students got the treatment.

The statistics data of pre-test score (Table 4.2) and frequency distribution of pre-test (Table 4.3) can be seen blow:

Table 4.2 Statistics Data of Pre-test

Statistics		
Pretest		
N	Valid	31
	Missing	0
Mean		57.35
Median		60.00
Mode		60
Sum		1778

Based on the table 4.2 above, we can be seen there were 31 students' followed the pre-test. The mean score of the students' in pretest was 57.35. Then, 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 score was 60. The total of all scores of pre-test was 1778.

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	40	4	12.9	12.9	12.9
	44	3	9.7	9.7	22.6
	52	1	3.2	3.2	25.8
	56	5	16.1	16.1	41.9
	60	8	25.8	25.8	67.7
	64	4	12.9	12.9	80.6
	68	3	9.7	9.7	90.3
	70	1	3.2	3.2	93.5
	72	2	6.5	6.5	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 4 students' got score 40, it means that the students' writing achievement was poor and the students still needed much improvement.
- b. There are 21 students got 44-64, it means that the students' writing achievement was still fair, it also needed the improvement.
- c. There are 6 students got 68-72, it means the students' writing achievement was good.

After knowing the result of pre-test, the researcher gave the treatment in order to the students' writing achievement could be

increased. Then, the researcher gave post-test to measure the different scores after conducting the treatment.

2. Computation Result of The Students' Score After Being Taught by Using Silent Video (Post-Test)

The post test was given by asked the students to write a narrative text about Charlie Chapline. The allocation time was 60 minutes. There were 31 students' as the sample of the research. The post-test was done after being treatment by using silent video. This test was intended to know the the students' reading achievement after being taught using silent video.

The statistics data of pre-test scores (Table 4.4) and frequency distribution of pre-test (Table 4.5) can be seen below:

Table 4.4 Statistics Data of Post-test

Statistics		
Posttest		
N	Valid	31
	Missing	0
Mean		65.23
Median		68.00
Mode		68
Sum		2022

Based on the table 4.4 above, we can be seen there were 31 students' followed the post-test. The mean of the students score in post-test was 65.23. The median score was 68.00, it means that the

middle score of post-test was 68.00 in 31 students'. The mode of post-test score was 68, it means that the most frequently appeared score was 68. It is indicated that many students' got good score. The total all scores of post-test was 2022.

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

Table 4.5 Frequency of Score in Post-test

		Posttest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.2	3.2	3.2
	48	2	6.5	6.5	9.7
	52	2	6.5	6.5	16.1
	56	3	9.7	9.7	25.8
	60	1	3.2	3.2	29.0
	62	1	3.2	3.2	32.3
	64	5	16.1	16.1	48.4
	68	6	19.4	19.4	67.7
	72	3	9.7	9.7	77.4
	76	5	16.1	16.1	93.5
	80	1	3.2	3.2	96.8
	84	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

From the table 4.5, it can be seen the frequency of post-test after being distributed showed based on the criteria students score:

- a. There are 9 students' got score 44-60, it means that the students' writing achievement in recount text was fair. There is no student got poor score.
- b. There are 20 students' got score 62-76, it means that the students' writing achievement in recount text was good.
- c. There are 2 students' got score 80-84, it means that the students' writing achievement in recount text was excellent.

3. Computation the Descriptive Statistics of Pre-test and Post-test

After that, the writer organized the range, minimum, maximum, mean, standard deviation, and variances of pretest and posttest scores of the sample which calculated respectively by using IBM SPSS Statistics 16.0. Table 4.6 represents the result:

Table 4.6 Descriptive Statistic for Pre-test and Post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	31	32	40	72	57.35	9.898	97.970
Posttest	31	40	44	84	65.23	10.049	100.981
Valid N (listwise)	31						

From the table 4.6 showed that the mean of posttest score (65.23) is large than the mean of pretest score (57.35). It means, the use of silent video 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 in narrative text before and after taught by using silent video. (2) Alternative hypothesis stating that there is any significant difference on students' writing ability in narrative text before and after taught by using silent video. And the testing was done in the table above.

B. The Result of Normality and Homogeneity

1. The result of normality testing

Normality is conducted to determine whether the obtained data is of normal distribution or not. The researcher used SPSS IBM 16.0 *One Sample Kolmogorov-Smirnov test* by the value of significance (α) = 0.05. The result can be seen in the table below:

Table 4.7 Normality testing

One-Sample Kolmogorov-Smirnov Test			
		pretest	posttest
N		31	31
Normal Parameters ^a	Mean	57.35	65.23
	Std. Deviation	9.898	10.049
Most Extreme Differences	Absolute	.187	.129
	Positive	.137	.079
	Negative	-.187	-.129
Kolmogorov-Smirnov Z		1.044	.718
Asymp. Sig. (2-tailed)		.226	.682
a. Test distribution is Normal.			

Based on the table above was known that the significant value from pretest is 1.044 and from posttest is 0.718. And value from Asymp. Sign (2-tailed) of pretest is 0.226 and it is higher than 0.05 ($0.226 > 0.05$). Then for posttest score is 0.682 and it is higher than 0.05 ($0.682 > 0.05$). 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 4.8 Homogeneity Testing

Test of Homogeneity of Variances			
Pretest			
Levene Statistic	df1	df2	Sig.
1.829	6	19	.147

Based on the table, the significant value is 0.147. It means that significant value is higher than 0.05 ($0.147 > 0.05$). So it can be said that the data has same variance or homogeny.

C. Data Analysis

To investigate whether Project based learning is effective on students' achievement in writing recount text, the researcher analysed the result of pre-test and post-test of the students by using Paired Sample Test in IBM SPSS 16.0. Table 4.9 showed the result of calculation Paired Sample Correlation as follow:

Table 4.9 Paired Sample Correlation

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest & posttest	31	.859	.000

Based on the table above, showed that the correlation between two score pretest and posttest. The correlation score of pretest and posttest is 0.859 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 showed the result of calculation Paired Sample Test as follow:

Table 4.10 Paired Sample T-Test

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	-7.871	5.290	.950	-9.811	-5.931	-8.284	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 7.871, standard deviation is 5.290, standard error mean is 0.950, the lower difference is 9.811, while upper difference is 5.931. The result of T test is 8.284 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 Silent Video was effective on students' ability in writing narrative text.

D. Hypothesis Testing

The last step in analysing the data was testing the hypothesis of research. From the analysis above, the criteria to test the hypothesis of this research which is use in SPSS 16.0 were:

- a. If $\text{sig.value} < 0.05$, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted.
- b. If $\text{sig.value} > 0.05$, the null hypothesis (H_0) is accepted, while the alternative hypothesis (H_a) is rejected.

Based on the table 4.10 above, the significance value of the research is 0.000, and significance level is 0.05. Because significance value is smaller than significance level ($0.000 < 0.05$), it means the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In other word, teaching writing narrative text using silent video is effective. According to that evidence, it can answer the research problem that there is any significant difference on students writing narrative text achievement before and after being taught by using silent video at the tenth grade of MA Al-Muslihun, Kalidawir.

E. Discussion

The objective of this research there is significance different scores' of students' achievement in writing narrative text. To prove it, the writer used writing test as instruments. The writer used three steps to get the data; pre-test, treatment, and post-test. To know the result of this research whether this

strategy is effective or not, the researcher computed both of the tests into SPSS 16.0 version software.

As the requirement of hypothesis, if the significance value is smaller than significance level (0.05), it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. In fact, 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. It means there is a significance difference between pre-test and post-test. It can be said that there is any significance difference score on the students' writing achievement before and after being taught by using silent video.

According to Jeremy harmer (2007:308) "There are many good reasons for encouraging students to watch while they listen. By using video the students can see the language invite. For example: The sequence of events, the real character, and they also can learn about the culture. This theory was related with the result of data that showed student's competence in writing narrative text because language invite is a criteria in measuring students writing narrative test. Most of the student in categories excellent and very good criteria . So, the researcher concluded that silent video medium is an effective way in teaching writing narrative text.

The second theory was stated by Stempleski and Tomalin (1990:9) they stated that Video is highly motivating. The students high motivation and interest are very important for successful language teaching and learning. This theory also was related with the result of the data. The researcher was

explained in the background that the problem of this study was students comprehension in writing narrative text. Most of the students score was low. And one of the causes was students motivation also low. So, this theory was supported the result of the data. Video was highly motivating.

From the result of the data, the researcher concluded that silent video (Charlie Chaplin) was an effective medium to teach writing Narrative. This conclusion was in line with previous study, especially in the research which was conducted by Yatimah (2013) who found that the students showed positive changes and improvement on their aspects of writing. The students' imagination is built by watching film. They are easier to express their idea in writing. While Puspitasari (2014), found that Picture series which were provided during the process of teaching and learning of writing could stimulate the students to generate the ideas. And, Romadhoni (2010) Pinocchio Cartoon can improved the student achievement in writing narrative text.

From the finding, it can be seen that silent video can increase students achievement in writing. The improvement justified based on gain score that students got before and after the implementation of her research. It showed that apply silent video is effective in give students' more opportunity to develop their writing skill. The mean of pre-test 57.35 becomes 65.23 in post-test. It indicates that after using silent video, the students achievement in writing significantly increased proven by the progress of score from pre-test and post-test.

The test of writing narrative text is scored by some aspect such as content, organization, vocabulary, grammar, and mechanics. Whereas, in the pre-test the researcher found common mistakes on the content. The content of text mostly not related with the topic and lack detail about the topic. In other aspect on the organization, some sentences still can not support the main idea. Besides that, mostly mistake that students did in language use especially in grammar; it was many mistakes in using simple past tense and difficulty in word order. And the other mistakes which ignored by students was on punctuation, capitalization, and errors of spelling.

After the students got the treatment, the result showed that there was improvement in content and language use. The students writing text contents became larger and more understandable. The content of text mostly has relevant to the topic. The use of simple past tense was arrange in the right order even there are some students still having difficulty in there. Their vocabulary and mechanics were getting better.