

CHAPTER IV

FINDING AND DISCUSSION

A. Research finding

The objective of this research is to know the ability of the second grade student of SMPN 1 Sumbergempol in academic 2017/2018 in writing of descriptive text when they learnt writing without using field trip and when they learn writing by using field trip. Besides the objective of this research is also used to find out whether there is any significant different ability of the second grade students of SMPN 1 Sumbergempol in academic 2017/2018 in writing descriptive text between the students who learn writing by using field trip and those who learn writing without field trip. The data of this research consisted of pretest score and post test score of control and treatment group. The result of the research will be explained as follows.

1. The Student's Ability in Writing of Descriptive Text when They Learn Writing without Using field trip.

a. Pretest of Control Group

Control group is a class which was given a treatment in writing of descriptive text without using field trip. In control group, the learning activity was done by the teacher as usual. Before the control group was given a treatment, the researcher administered a pretest for this group in the form of writing of

descriptive text. The subject of pretest in control group consisted of 37 students. Based on the result in pretest, the highest score was 80 and the lowest score was 20. For the detailed students' pretest score in control group can be seen in [Appendix 5](#). By using SPSS program 16.0 version, it was known that the mean of student's score in pretest was 69.75; the mode was 68; and the median was 70. For the detailed evidence of statistical data can be seen in [Appendix 6](#). After doing computation by using SPSS program, the researcher constructed a group frequency distribution. The result of constructing the frequency distribution and the percentage of the student's score in pretest in writing of descriptive text can be seen in the table below. While for the detailed procedure how the researcher constructed a grouped frequency distribution for numerical data score can be seen in [Appendix 13](#).

Table 4.1. Frequency Distribution and Percentage of the Control Group Students' Score in Pretest.

No	Interval	Frequency	Frequency (%)	Cumulative frequency	Cumulative frequency (%)
1	20-29	5	13,51	5	13,51
2	30-39	5	13,51	10	27,02
3	40-49	14	37,83	24	64,86
4	50-59	10	27,02	34	91,89
5	60-69	1	2,70	35	94,59
6	70-79	1	2,70	36	97,29
7	80-89	1	2,70	37	100
	Total	37	100		

Table 4.1 showed that from 37 students in control group who followed the pretest, there were 5 students (13,51%) got score 20 – 29, 5 students (13,51%) got score 30 – 39, 14 students (37,83%) got score 40 – 49, and 10 students (27,02%) got score 50 – 59. 1 student (2,70%) got score 60-69, 1 student (2,70%) got score 70-79, and 1 student again (2,70%) got score 80-90. From those data were known that the great frequency was in interval 40 – 49 which consisted of 14 students.

Table 4.1 can be shown in the form of histogram below.

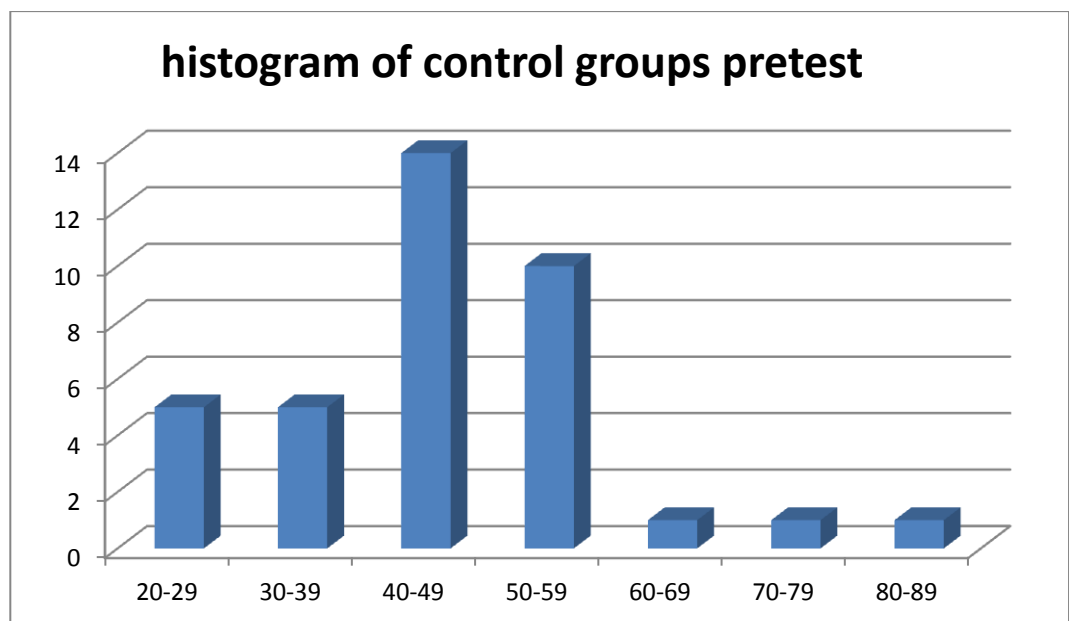


Figure 4.1. Histogram of the Control Group Students' Score in Pretest

From those data above, it can be summarized as in Table 4.2 below.

Table 4.2. Statistical Data Summary of the Control Group Student's Score in Pretest

data	n	High score	Low score	\bar{x}	md	mo
Pretest of control group	37	80	20	43,89	44	52

In Table 4.3 and on Figure 4.2 below, the researcher qualified the control group student's ability into three categories. There were low ability, medium ability, and high ability. While the detailed procedure how the researcher decided the students' qualification in writing of descriptive text can be seen in Appendix 14.

Table 4.3. The Control Group Students' Qualification in Pretest

Category	Interval	Frequency	Frequency (%)	Cumulative	Frequency cumulative (%)
Low	< 40	10	27,02	10	27,02
Medium	40-60	24	64,86	34	91,89
High	>60	3	11,11	37	100

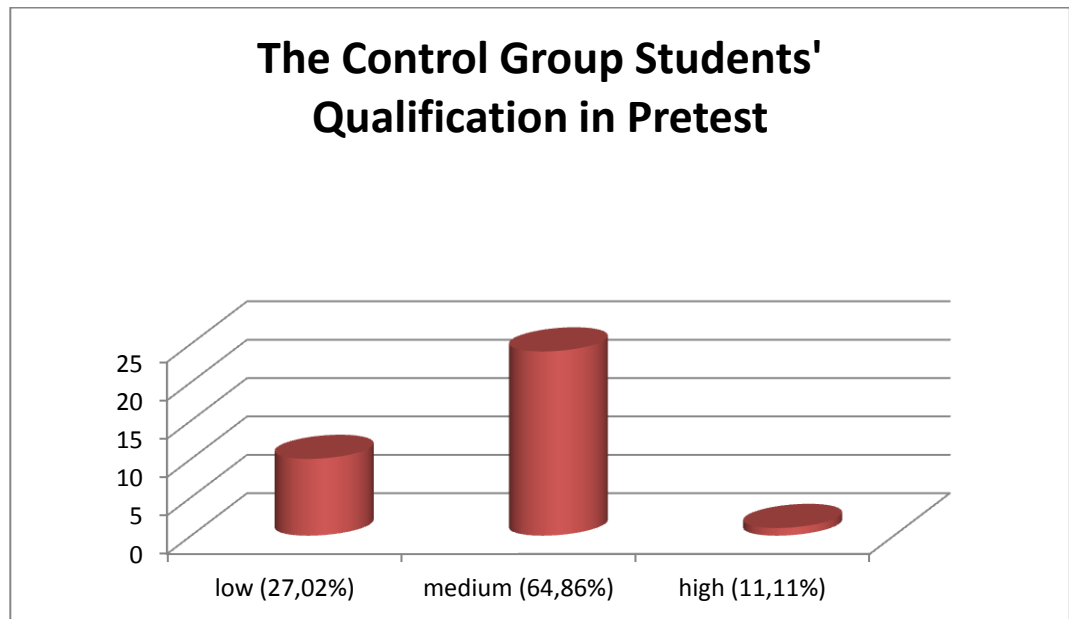


Figure 4.2. Pie Diagram of the Control Group Students' Qualification in Pretest

Based on Table 4.3 and Figure 4.2 above, the student's qualification in writing of descriptive text showed that 10 students (27,02%) were categorized in low ability, 24 students (64,86%) were categorized in medium ability, and 3 student (11,11%) were categorized in high ability. The result above showed that the most students were categorized in medium ability. It can be concluded that some of the students have been not mastery how to write a descriptive text well in the first stage of writing of descriptive text.

b. Posttest of Control Group

Administering a posttest in writing of descriptive text for control group was done to know the improvement of the student's ability in writing of descriptive text although the learning activity was without using method "field trip". The subject of posttest in control

group consisted of 37 students. Based on the result in posttest, the highest score was 80 and the lowest score was 40 (See Appendix 5 for detailed students' score in posttest). By using SPSS program 16.0 version, was known that the mean of student's score in posttest was 59.08; the mode was 68; and the median was 60. Based on the result of control group student's score in pretest and posttest, there was different score between both test where the mean of student's score in posttest was better than the mean of student's score in pretest. For the detailed evidence of statistical data can be seen in Appendix 6. The frequency distribution and the percentage of the student's posttest score in writing of descriptive text can be seen in Table 4.4. While for the detailed procedure for constructing a grouped frequency distribution for numerical data score can be seen in Appendix 13.

Table 4.4. Frequency Distribution and Percentage of the Control Group Students' Score in Posttest.

No	interval	Frequency	Frequency (%)	Cumulative frequency	Cumulative frequency (%)
1	40-49	7	18,91	7	18,91
2	50-59	10	27,02	17	45,94
3	60-69	15	40,54	32	86,48
4	70-79	4	10,81	36	97,29
5	80-89	1	2,70	37	100
	total	37	100		

Table 4.4 showed that from 37 students in control group who followed the posttest, there were 7 students (18.91%) got score 40 – 49, 10 students (35.71%) got score 50 – 59, 15 students (40,54%) got score

60-69, 4 students (10,81%) got score 70 – 79, and 1 student (2,70%) got score 80-89. From those data was known that the great frequency was in interval 60 – 69 which consisted of 15 students. The process of administering posttest in writing of descriptive text for control group showed that there was improvement of student’s ability in writing of descriptive text although the learning activities without using field trip, but it was not significant. The learning activities without using varieties method made the students were bored and did not interested in learning activity so they had difficulty to get or develop their ideas to write a descriptive text. The impact was the improvement of the student’s ability did not maximal. It can be seen from the student’s score in pretest and posttest in [Appendix 5](#).

Table 4.4 can be shown in the form of histogram below.

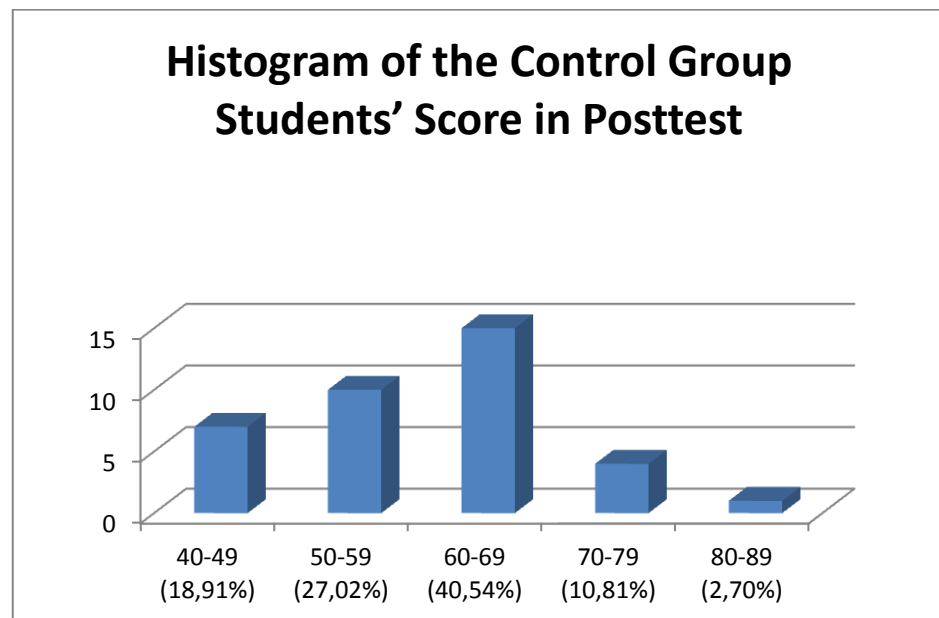


Figure 4.3. Histogram of the Control Group Students' Score in Posttest

From those data above, the researcher summarized the result of posttest of control group in the following table.

Table 4.5. Statistical Data Summary of the Control Group Students' Score in Posttest

data	N	High score	Low score	\bar{x}	md	Mo
Posttest of control group	37	80	40	59,08	60	68

After doing computation by using SPSS program 16.0 version, the researcher qualified the control group student's score in posttest into 3 categories as in the process of qualifying the student's ability that have been done in pretest. For the result of categorization of the control group student's ability in posttest can be seen in Table 4.6 and on Figure 4.4 below.

Table 4.6. The Control Group Students' Qualification in Posttest

Category	interval	Frequency	Frequency (%)	Cumulative	Frequency cumulative (%)
Low	< 53	13	35,13	13	35,13
Medium	53-66	12	32,43	25	67,56
High	>66	12	32,43	37	100

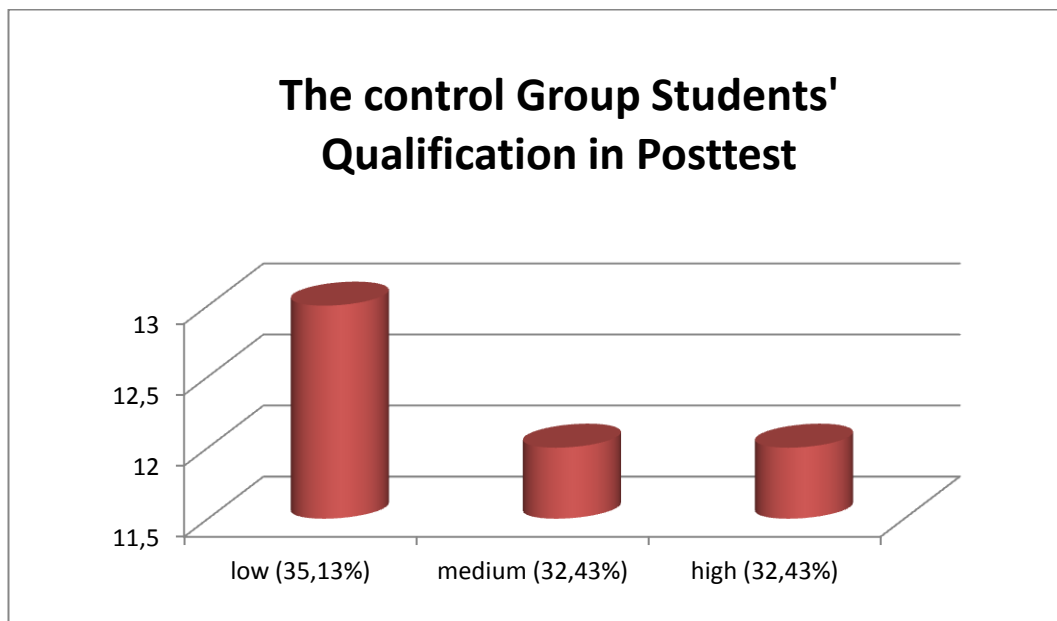


Figure 4.4. histogram of the Control Group Students' Qualification in Posttest

Based on Table 4.6 and Figure 4.4, the control group students' qualification in posttest showed that 13 students (35,13%) were categorized in low ability, 12 students (32,43%) were categorized in medium ability, and 12 students (32,43%) was categorized in high ability. The result above showed that the most students were categorized in low ability, and there was improvement in student's writing ability based on the improvement of the mean score.

2. The Students' Ability in Writing Narrative Text when They Learnt Writing by Using Short Movies

a. Pretest of Experimental Group

Experimental group is a class which was given a treatment in writing of descriptive text by using field trip. Before the experimental group was given a treatment, the researcher administered a pretest for this

group in the form of writing of descriptive text as a pretest that administered for control group. The subject of pretest in experimental group consisted of 35 students. Based on the result in pretest, the highest score was 88, and the lowest score was 40. It wasn't same with the highest and the lowest score in pretest of control group (See [Appendix 5](#) for the detailed experimental group students' score in pretest). By using SPSS program 16.0 version, it was known that the mean of student's score in pretest was 63,54; the mode was 56; and the median was 64. The detailed evidence of statistical data can be seen in [Appendix 6](#). The frequency distribution and the percentage of the student's score of experimental group in pretest can be seen in Table 4.7. While for the detailed procedure for constructing a grouped frequency distribution can be seen in [Appendix 13](#).

Table 4.7. Frequency Distribution and Percentage of the Experimental Group Students' Score in Pretest

No	Interval	Frequency	Frequency (%)	Cumulative frequency	Cumulative frequency (%)
1	40-49	4	11,42	4	11,42
2	50-59	8	22,85	12	34,28
3	60-69	13	37,14	25	71,42
4	70-79	6	17,14	31	88,57
5	80-89	4	11,42	35	100
	Total	35	100		

Table 4.7 showed that from 35 students in control group who followed the pretest, there were 4 students (11,42%) got score 40-49,

8 students (22,85%) got score 50-59, 13 students (37,14%) got score 60-69, and 6 students (17.14%) got score 70 – 79, and 4 students (11,42%) got score 80-89. From those data were known that the great frequency was in interval 60 – 69 which consisted of 13 students.

Table 4.7 can be shown in the form of histogram below.

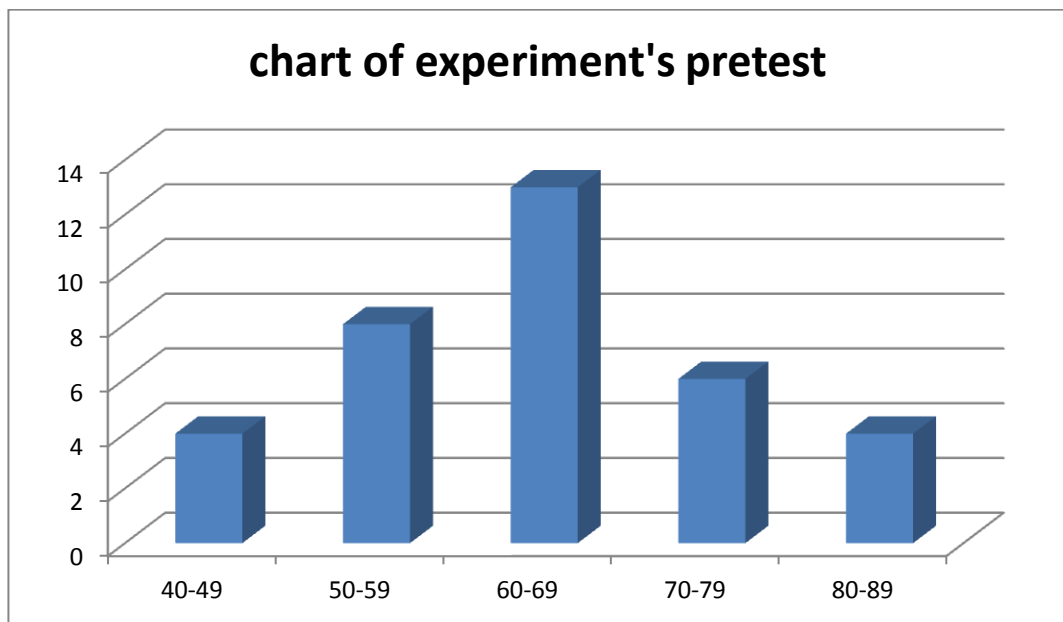


Figure 4.5. Histogram of the Experimental Group Students' Score in Pretest.

To make those data above easy to read, the researcher summarized those data as a table of statistical data summary that have been done in control group. The summarization of statistical data can be seen in Table 4.8 below

Table 4.8. Statistical Data Summary of the Experimental Group Students' Score in Pretest

Data	n	High score	Low score	\bar{x}	md	Mo
Pretest of experiment	35	88	40	63,54	64	56

group						
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Based on the result of experimental group students' score in pretest, the researcher qualified their ability into 3 categories; low ability, medium ability, and high ability. The result of categorization will be explained as in Table 4.9 and on Figure 4.6.

Category	interval	Frequency	Frequency (%)	Cumulative	Frequency cumulative (%)
Low	< 56	6	17,14	6	17,14
Medium	56-72	19	54,28	25	71,42
High	>72	10	28,57	35	100

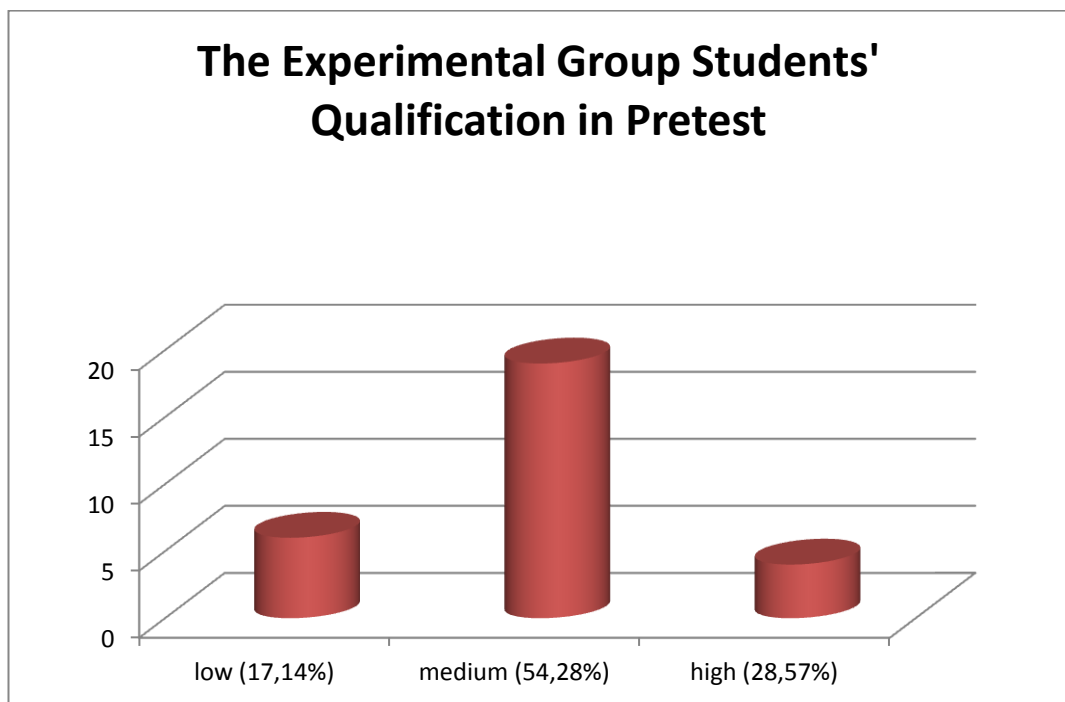


Figure 4.6. chart of the Experimental Group Students' Qualification in Pretest.

Based on Table 4.9 and Figure 4.6 above, the result of categorization showed that 6 students (17,14%) were categorized in low ability, 19 students (54,28%) were categorized in medium ability, and 10 students (28,57%) were categorized in high ability. The result above showed that the most students were categorized in medium ability. It can be concluded that the student's ability, not only in control group, but also in experimental group, the students have been not mastery how to write a descriptive text well because both groups were categorized in low and medium ability.

b. Posttest of Experimental Group

Administering a posttest in writing of descriptive text for experimental group was used to know the improvement of the student's ability in writing of descriptive text after they learnt writing by using field trip. The subject of posttest in experimental group consisted of 35 students. Based on the result in posttest, the highest score is 93 while the lowest score in posttest was 60. It was better than the lowest score in posttest of control group with score 40. For the detailed experimental group students' score in posttest can be seen in Appendix 5. By using SPSS program 16.0 version, it was known that the mean of student's score in posttest was 80.57; the mode was 84; and the median was 80. Based on the result above showed that there was improvement of the student's score in posttest where the mean of student's score in posttest was better than the mean of student's score

in pretest (See Appendix 6 for the detailed evidence of statistical data).

Table 4.10. Frequency Distribution and Percentage of the Experimental Group Students' Score in Posttest

No	Interval	Frequency	Frequency (%)	Cumulative frequency	Cumulative frequency (%)
1	60-69	6	17,14	6	17,14
2	70-79	8	22,85	14	40
3	80-89	13	37,14	27	77,14
4	90-99	8	22,85	35	100
	Total	35	100		

Table 4.10 showed that from 35 students in experimental group who followed the posttest, there were 6 students (17,14%) got score 60 – 79, 8 students (22,85%) got score 70 – 79, 13 students (37,14%) got score 80 – 89, and 8 students (22,85%) got score 90-99. From those data were known that the great frequency was in interval 80 – 89 which consisted of 13 students. The process of administering posttest in writing of descriptive text for experimental group showed that there was significant improvement of the student's ability after they learnt writing by using field trip. By using field trip, the students were able to develop their idea in writing of descriptive text better than control group.

Table 4.10 can be shown in the form of histogram below.

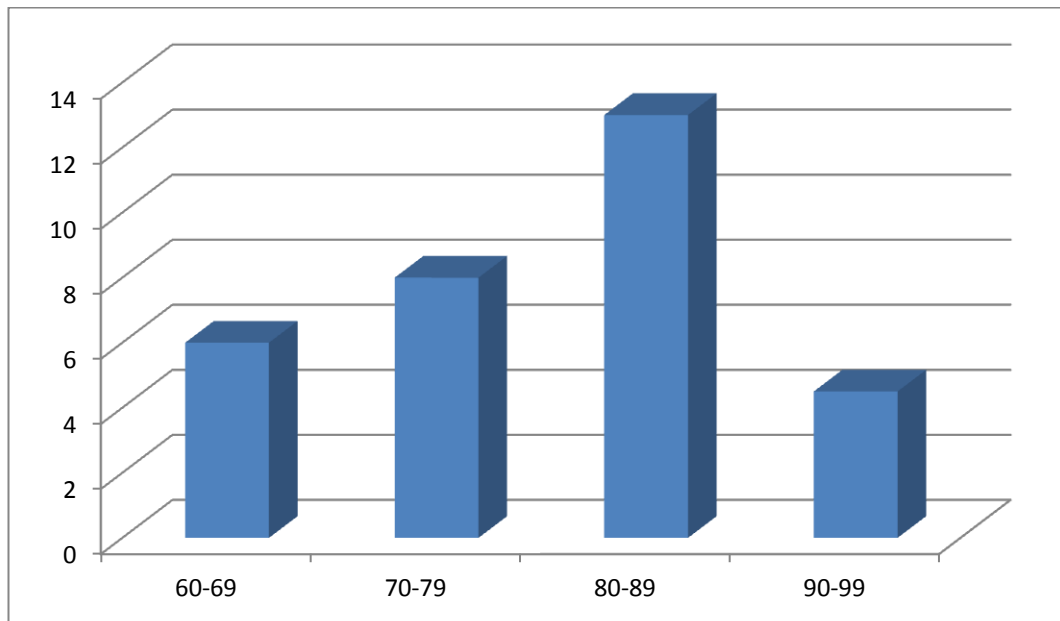


Figure 4.7. Histogram of the Experimental Group Students' Score in Posttest.

From those data above, it can be summarized as in the following table.

Table 4.11. Statistical Data Summary of the Experimental Group Students' Score in Posttest

data	N	High score	Low score	\bar{x}	md	Mo
Posttest of experiment group	35	96	60	80-57	80	84

While the students' qualification based on the students' score of experimental group in posttest can be seen in Table 4.12 and on Figure 4.8 below.

Table 4.12. The Experimental Group Students' Qualification in Posttest

Category	interval	Frequency	Frequency (%)	Cumulative	Frequency cumulative (%)
Low	< 72	6	17,14	6	17,14
Medium	72-84	19	54,28	25	71,42
High	>84	10	28,57	35	100

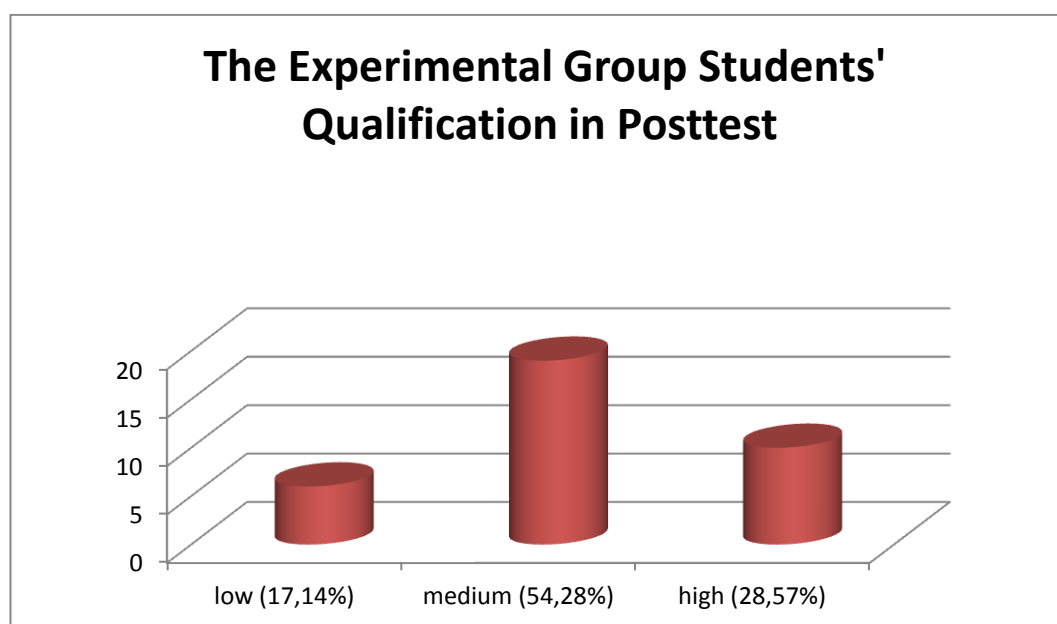


Figure 4.8. histogram of the Experimental Group Students' Qualification in Posttest

Based on Table 4.12 and Figure 4.8, the student's qualification in writing of descriptive text showed that 6 students (17,14%) were categorized in low ability, 19 students (54,28%) were categorized in medium ability, and 10 students (28,57%) were categorized in high ability. The result above showed that the most students were categorized in medium ability. There was significant difference of experimental group student's ability between pretest and posttest

where not only the improvement of the mean score, but also there was improvement of the student's score between lowest and highest in the pretest and posttest of experiment group

3. Comparison of Statistical Data in Pretest and Posttest of Control Group and Experimental Group

After the researcher analyzed the student's score of control group and experimental group in pretest and posttest, the researcher tried to compare the student's score of both groups consisted of the highest score, the lowest score, and the mean score in pretest and posttest in writing of descriptive text. After that the researcher found out the gained score of each group from pretest to posttest to know whether the student's ability was getting down, same, or getting improvement after they learnt writing without using field trip or after they learnt writing by using field trip. The result of comparison of statistical data in pretest and posttest of control group and experimental group can be seen in the table below.

Table 4.13. Comparison of Statistical Data in Pretest and Posttest of Control Group and Experimental Group

group	Data	N	Highest score	Lowest score	Means	Gained score
control	Pretest	37	80	20	43,89	+15,19
	Posttest	37	80	40	59,08	
experiment	Pretest	35	88	40	63,54	+17,03
	Posttest	35	96	60	80,57	

Based on Table 4.13 above, it can be seen the comparison of the student's score in pretest and posttest of control group and experimental

group in writing of descriptive text. In pretest, the student's score of control group in writing of descriptive text showed that the highest score was 80, the lowest score was 20 and the mean score was 43,89, while in posttest, the student's score of control group in writing of descriptive text showed that the highest score is same 80, the lowest score was getting improvement became 40 and the mean score was getting improvement became 59,08 with the gained score 15.19 from the mean score in pretest. Then in pretest of experimental group showed that the highest score was 88, the lowest score was 40 and the mean score was 63,54, while in posttest, the student's score of experimental group in writing of descriptive text showed that the highest score was getting improvement became 96, the lowest score was getting improvement became 60 and the mean score was getting improvement became 80.57 with the gained score 17.03 from the mean score in pretest.

The result above showed that the gained score of experimental group who learnt writing by using field trip was higher than the gained score of control group who learnt writing without using field trip. It shows that there was significant difference of the student's ability in writing of descriptive text who learnt writing by using field trip and those who learnt writing without using field trip. In short, field trip was effective toward the student's ability in writing of descriptive text at the second grade students of SMPN 1 Sumbergempol on academic year 2017/2018.

B. Inferential Analysis

1. Pre-testing Analysis

The pre-testing analysis was done before the researcher drew a hypothesis. It consists of two parts; the normality and the homogeneity tests. Normality test was used to test whether the data show normal distribution or not, and the homogeneity test was done to test whether the sample's variance was homogeneous or not. The results are explained below.

2. Normality Test

The normality test was conducted on the data that obtained from the pretest and posttest, both the control group and the experimental group. Data is said to be normally distributed if the p value obtained from the calculation is greater than 0.05. The result of the normality test is presented as follows.

Table 4.14 The Normality Test of the Students' Writing Test in the Pre-Test and Post-Test for both Experimental and Control Class.

Test	Sig. (2-tailed)	A	Statement
Pretest-control class	0,081	0,005	The test distribution is normal
Posttest-control class	0,200	0,005	The test distribution is normal
Pretest-experiment class	0,200	0,005	The test distribution is normal
Posttest-experiment class	0,200	0,005	The test distribution is normal

The normality test results are known that Asymp value. Sig. (2-tailed) is greater than 0.05 (5%), so it can be concluded that the distribution of the data of pretest and the data of the posttest both experimental and control groups are normal.

3. Homogeneity Test

The homogeneity test is done after the normality test. Data is said to be homogeneous if the significance value is greater than 0.05 (significance level). The Levene-Test of ONE WAY was employed to test the homogeneity. The result of homogeneity test is presented in table 4.15.

Table 4.15. Test of Homogeneity of Variances

pretest			
Levene Statistic	df1	df2	Sig.
,058	1	70	,810

Table 18 shows that the value of p (Sig.) of the pre-test (0.810) was greater than 0.05. It means that the sample variance was homogeneous.

C. Hypothesis Testing

This study aims to examine whether there is any significant different ability of the second grade students of SMP Negeri 1 Sumbergempol in academic year 2017/2018 in writing of descriptive text between the students who learn writing by using field trip and those who

learn writing without using field trip. The previous result presented in the data presentation is still insufficient to prove it. To examine the data profoundly, the writer analyzed the finding by using T-test formula and the result of computation by using T-test formula was proven by using SPSS program 16.0 version. The output of statistical computation showed that standard error of difference was 2.558, t-value was 8.400 with degree of freedom (df) was 70, and the significant value 0.000, with confident level 95%.

The null hypothesis would be accepted if the significant value was greater than 0.05 whereas if the significant value was smaller than 0.05, the null hypothesis would be rejected.

From the result of t-test by using SPSS program 16.0 version, it could be seen that the significant value from the calculation output was 0.000. Therefore, it could be inferred that the significant value was smaller than 0.05 ($0.000 < 0.05$), so the null hypothesis was rejected (see [Appendix 10](#)).

From those result, it can be concluded that there was significant different ability of the second grade students of SMP Negeri 1 Sumbergempol in academic year 2017/2018 in writing of descriptive text between the students who learnt writing by using field trip and those who learnt writing without using field trip. Moreover, the finding verified that field trip was effective used toward the student's ability in writing of

descriptive text for the second grade students of SMP Negeri 1 sumbergempol on academic year 2017/2018.

D. Discussion

This research was conducted in SMP Negeri 1 Sumbergempol, Tulungagung. The population of the research was the second grade students which consist of 270 students. The sample of the research was 72 students. The sample was gotten by using *purposive sampling* technique where the researcher did not consider strata, random or area when the handpick a subject. However the researcher considered the certain purpose that was to choose the homogeneous classes. From that technique, the researcher decided VIII D class as control group who did not get the treatment by using field trip and VIII A class as experimental group who get the treatment by using field trip as the method of teaching. The objective of this research is to find out if there is any significant different ability of the second grade students of SMP Negeri 1 Sumbergempol in academic year 2017/2018 in writing of descriptive text between the students who learnt writing by using field trip and those who learnt writing without using field trip.

There are two variables in this research, those are dependent variable and independent variable. The dependent variable is the student's ability in writing of descriptive text at the second grade students of SMP Negeri 1 Sumbergempol, while the independent variable is a method of using field trip.

In this research, the researcher gave the test to the respondents twice, they were pretest and posttest. The researcher analyzed the student's ability in writing of descriptive text when they learnt writing without using field trip (control group), and when they learnt writing by using field trip (experimental group) to get score of control group and experimental group.

After conducting this research, the researcher can prove that the field trip method is suitable and appropriate method in teaching writing exactly in descriptive text. They become easily to remember and analyze what they observe about the characteristic of something.

In other word, the students can comprehend a text clearly because they can observe the important parts of thing that they want to describe by using field trip.

The result of this research showed that there is the improvement of students' score in pretest and posttest from both groups. So, when students were taught descriptive text by any teaching method they got the improvement although the improvement for experimental group was higher than the control group. It can be predicted that the improvement may be bigger than in the experimental group if the students in control group pay more attention in the classroom during the teaching and learning process. It should be noted that during in conducting this research, the students in control group were noisier than experimental group.

