

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter contain about research finding and the discussion. It consists of research finding, hypothesis testing, data analysis and discussion.

A. Research Finding

The researcher presents the data on student writing achievement before and after taught by using Four Corners teaching strategy in writing an analytical exposition text. In this finding, the researcher presented the data of pre-test and post-test then analyzes them. The data was obtained from second grade students of science at SMAN 1 Kampak, Trenggalek. The object study were 44 students which in each class science 1 consist of 22 students as treatment group and 22 students as control group at science 2 class.

The instrument is used by the researcher is test. The test was administered on pre-test and post-test. Both of pre-test and post-test student were asked to make a test about an analytical exposition. In pre-test the students face the same test, they have to make an essay about four topics or statement which is given by the researcher. They are technology make us more alone, money can buy your happiness, homework make students better achievement. Students have to choose one of the topics to make their essay. The analyses of pre-test and post-test are shown below.

Table 4.1 Descriptive of pre-test Experiment Group and Control Group

Pre-test experimental group			Pre-test Control group		
Nilai			NILAI		
N	Valid	22	N	Valid	22
	Missing	0		Missing	0
Mean		53.64	Mean		51.36
Median		51.00	Median		51.00
Mode		42 ^a	Mode		39 ^a
Std. Deviation		15.383	Std. Deviation		11.387
Minimum		30	Minimum		36
Maximum		82	Maximum		72

a. Multiple modes exist. The smallest value is shown

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The table above describes the central tendency of students' experimentalas treatment group in pre-test score. There are 22 students as participant in treatment group. In column mean it shows 53.64 it means that average of score from total amount students are 53.64. The median score are 51, median is the halfway point of total amount scores. There are 42 for mode; it means the most frequent score from total students are 42. The standard deviation of score is 15.383. The standard deviation is the deviation of total scores it show how the score were spread.

Moreover, table above describes the central tendency of students' as control group in pre-test score. There are 22 students as participant in treatment group. In

column mean it shows 51.36 it means that average of score from total amount students are 51.36. The median score are 51, median is the halfway point of total amount scores. There are 39 for mode; it means the most frequent score from total students are 39. The standard deviation of score is 11.387. The standard deviation is the deviation of total scores it show how the score were spread.

Two tables above are describing about pre-test result. After administered the pre-test, the researcher give treatment for student. It concern about applying four corners strategy in writing an analytical exposition text. After the researcher treated students, the researcher administered the second test. It was post test. It did to know the significance different after they got the treatment. As the result below:

Table 4.2 Descriptive statistic of post-test Experiment Group and Control Group

Experiment group			Control group		
NILAI			CONTROL_POSTTEST		
N	Valid	22	N	Valid	22
	Missing	0		Missing	0
Mean		85.36	Mean		49.41
Median		87.50	Median		49.50
Mode		78	Mode		40
Std. Deviation		11.640	Std. Deviation		12.164
Minimum		56	Minimum		25
Maximum		100	Maximum		71

The table above describes the central tendency of students' post-test score. There

are 22 students as participants post-test. In column mean it shows 85,36. It means that the averages of total amount students are 85. The median score 87,50 and 78 for mode. The standard deviation of score is 11.640. From data above we know that almost of students have good achievements in writing an analytical exposition text. It can be seen that the average score (mean) and mode are higher than 75.

While table above describes the central tendency of students' post-test score in control group. There are 22 students as participants post-test. In column mean it shows 49,41. It means that the averages of total amount students are 49. The median score 49,50 and 40 for mode. The standard deviation of score is 12.164. From data above we know that almost of students have the same achievements in writing an analytical exposition text. It can be seen that the average score (mean) and mode are lower than 75.

From the table above, it can be seen there is increasing score pre-test and post-test in treatment group. It means the students' achievement is better. It can be seen from increasing of means of score from.

After researcher got the data in the form of scores of pre-test and post-test, then the researcher analyzed the data used statistical test by using Independent Sample T test by using SPSS 16. It used to know the effectiveness of using Four Corners toward students' writing skill. The result as bellow:

Table 4.3 Independent Sample T Test

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
NILAI 1	22	85.36	11.640	2.482
2	22	49.41	12.164	2.593

Researcher used SPSS 16 as the result, output group statistic in the first column shows that the number of subjects or respondents of experimental are 22 students and control group are 22 students. The second column shows mean of experimental group and control group. There are different means scores between post-test experimental group and control group. The mean of post-test experimental group is 85.36 and the mean score of post-test of control group is 49.41. So, it can conclude post-test experiment group is higher than the mean score of post-test control group. Moreover, output Independent Samples T-test shown that the significant (2-tailed) is 0.000.

B. Hypothesis Testing

The hypothesis testing of this study is as follow:

1. If the significant level is lower than t_{table} (0.05%), the alternative hypothesis (H_1) is not rejected and the null hypothesis (H_0) is rejected. It means there is significant different of students' achievement being taught and without being taught by Four Corners strategy.
2. If the significant level is higher than t_{table} (0.05%), the null hypothesis (H_0) is not rejected and the alternative H_1 hypothesis is rejected. It means there is no

any significant different score of students' achievement being taught and without being taught by using Four Corners strategy.

To investigate the significant level get higher or lower than t_{table} (0.05%) the researcher analyze the data by using SPSS 16.0 program.

In this research, the researcher analyzed the data used SPSS 16 program. The researcher looked the significance (2-tailed). The result is 0.000. According Prasetyowati (2016:85) stated for interpretation of decision based on the result of probability achievement above.

It means that the significance (2-tailed) smaller than significance level ($0,000 < 0,05$) and the null hypothesis (H_0) is rejected. So, there is significant different of students' achievement in writing taught by Four Corners strategy and taught by using lecturing strategy at SMAN 1 Kampak, Trenggalek.

C. Discussion

The aim of this research is to know the significant difference of students' ability in writing analytical expository text between those who were taught by using four corners strategy and those who were taught by lecturing for eleventh grade students' of SMAN 1 Kampak, Trenggalek academic year 2017/2018. The mean score of post-test experimental group is 85.36 and the mean score of pot-test control group 49.41. In addition, mean score of post-test for experimental group is higher than the mean score of post-test control group. Moreover, output Independent

Samples T-test show that the significance (2-tailed) smaller than significance level ($0,000 < 0,05$) and the null hypothesis (H_0) is rejected.

Based on the research finding, Four Corners strategy can help the students to improve their writing achievement in analytical exposition text, because it can activate the students' ideas about the topic. Students have appropriate "think time", the quality of their responses involves, it makes students stay on track because they are accountable for sharing with the rest of the class. In addition students have more critical thinking which is retained after lesson in which students have had an opportunity to discuss and reflect the topic.

It supports by Monet (2001) who state that four corners strategy shown some advantages such as; Four corners has some advantages when it is applied in teaching English process especially in teaching writing. Firstly, four corners is useful for building the knowledge, secondly, it can build oral language skills, it means that this strategy can make the learners share their ideas to their friends in a group. Thirdly, this strategy can make movement or re-energies tired students.

The Four Corners strategy can helps student in organizing the text and stated the main idea clearly. In pre-test there lot of student have lack main idea, the main idea is not strong and ambiguity. Then they set program uncoordinated. So there is no coherence. After get treatment the students shows their progress on post-test result. By applying Four Corners strategy, writing became easier. The quality of writing is good enough; they can state the main idea of text in each paragraph clearly. The

students can make good thesis as main idea of text then strength by argument. The argument is clear and supported the thesis. The students are able to add their opinion and fact to strength argument. The students are able to organize the text well. They allow the generic structure of analytical exposition text. The result the text is more meaningful and understandable for reader.