CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the result of the research. It was done by the researcher tofind out the students' ability in writing recount text who were taught by using textless comics and make a match , and to find out whether there was any significant difference between the students who were taught by textless comics and make a match and taught without using textless comics and make a match.

4.1 Research Findings

4.1.1 Students` Ability Taught by Using Texless Comics and Make a Match

The students` ability taught by using textless comics and make a match was very good. It meant that textless comics and make a match  arised the student` motivation to get ideas, taught, feeling, and express them into written. By using textless comics and make a match, the students could express their idea freely.

Photographs also helped to make the classroom more cheerful place.

The researcher used textless comics and make a match in experimental class, therefore, it could be known the score of each student in improving writing recount text by using textless comics and make a match from the score of pre-test and post-test was as follows:

4.1.1.1 The Result of Observation

The observation result was to measure the students' participation during teaching and learning process. The result of observation could be seen in the following table:

Table 4.1 Observation

Courage to Ask in discussion (%)	Active and Interactive in Discussion (%)	Communicative Relation in Discussion (%)	Students Active in Learning (%)	Total (%)
20	17.86	19.46	18.75	76.25

Based on Table 4.1, it could be seen, 20 % of the students couraged to ask in discussion, 17.86 % of the students were active and interactive in discussion, 19.46 % of the students had communicative relation in the discussion. Meanwhile, 18.75% of the students were active in learning.

After finding the percentage of each indicator, the researcher computed to find the observation category was to measure the students' participation during teaching and learning process using textless comics and make a match which was analyzed by using the formula as below :

If the highest score for each item was 4, the item observed was 4 and the total respondent was 35.To find the maximum score 4x4x35 = 560.

P : $\underline{\text{Total percentage}}$ X 100 %
         Maximum score

P : $\dfrac{427}{560}$ X 100 %

P : 76.25

The result of the students' observation was 76.25 %. According to Arikunto (2010:44) the category or observation result average percentage was good. It showed that the students were active and enthusiastic in learning writing recount text through textless comics and make a match.

4.1.1.2 The Questionnaire Computation

In the reality, the researcher found obstacle in implementing the method such as; the students had different characteristic which sometime made the learning process could not run well, and there were topics made them bored. When the researcher used textless comics and make a match in learning recount text, the students got enjoyable and excited.

At the end of the research, the researcher gave a questionnaire to know the students' responses about the effectiveness of using textless comics and make a match in learning recount text. The qualification the result of questionnaire could be seen in the following table.

Table 4.2 The Qualification the Result of Questionnaire

Students' Response	Total	%
Strongly Disagree	51	7.28
Disagree	187	26.71
Agree	297	42.43
Strongly Agree	167	23.86

Based on Table 4.2, it could be concluded 7.28% of the students strongly disagree with the using textless comics and make a match in learning process, 26.71% of the students disagree with the using textless comics and make a match in teaching learning recount text, 42.43% of the students agree textless comics and make a match used in teaching learning, and 23.86 of the students strongly agree textless comics and make a match used in teaching learning recount text.

Beside that, the researcher analyzed the obtained data through the score percentage of the students' score to know the category result average by using the following formula.

$$\text{percentage (S)} = \frac{\text{total score}}{\text{Maximum score}} \times 100\%$$

$$\text{percentage (S)} = \frac{1978}{2800} \times 100\%$$

$$= 70.64\%$$

The result of the students' responses was 70.64 %. According to Arikunto (2010:44) the category or questionnaire result average percentage was good. It showed that the students were

interested and enthusiastic in learning writing recount text through textless comics and make a match. It was categorized through the continum of Likert scale.

700	1400		2100	2800

Strongly disagree   Disagree   1978   Agree   Strongly Agree
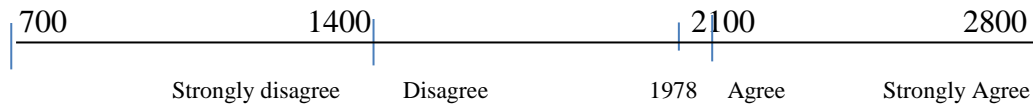
Interval	Category
700-1400	strongly Disagree
1400- 2100	Disagree
2100- 2800	Agree
2800-3500	Strongly Agree

Sugiyono (2008:99)

The score 1978 was between agree interval and disagree interval but it was closer to agree interval, so textless comics and make a match was suitable used in teaching learning writing recount text.

4.1.1.3 Test

The data of students' score was analyzed by using t-test to prove whether there was any significant different between students' ability in writing recount text in the experimental class as the X variable and controlled class as the Y variable. But, before using the formula of t-test, the tudents' score in thee xperimental and controlled class were tabulated to calculate the gained score of each class. It could be seen as follows:

Table 4.3 Total and Mean of Pretest and Posttest Score of Experimental Group

Test		Score
Prettest	$\sum$	2020
	X	56.29
Posttest	$\sum$	2610
	X	72.29
Gained Score	$\sum$	590
	X	16.00

Based on the Table 4.3, it could be seen that the score of students' pretest and posttest in the experimental class were different. The mean of students' score in the pretest was 56.29 and the mean score of posttest was 72.29, meanwhile, the mean of gained score of pretest and posttest was 16.00.

4.1.2 Students` Ability in Writing Recount Text Thougt without Using Textless Comics and Make a Match

Teaching writing recount text without using textless comics and make a match had a different procedure in this class. The researcher gave them some texts(story passages), they read the story and they just listened to theresearcher who read it and explained it orally. They got the same thing, that was thestory, but different in technique.

Although the researcher explained the story carefully and clearly, they were still confused and got wrong perceptions of the meaning . They often asked the meaning of the words to the researcher, but some of them tried tolook for the meaning in the dictionary. Sometimes, when the researcher asked the meaning of the new words, they did not answer what she asked because they did not want to know and they prefered to be quiet. It meant that they were not interested in the lesson because of the method that made them felt bored.

The condition that they got in class influenced their score of writing recount text test. It can be seen from their competence as follows:

Table 4.4. The Mean of Pretest and Posttest Score of Control Group

Test		Score
Prettest	Σ	1527
	X	56.56
Posttest	Σ	1775
	X	65.74
Gained Score	Σ	248
	X	9.18

Based on the Table 4.4, the mean of students' score in the pretest was 56.56 and the mean score of posttest was 65.74. Meanwhile the mean of gained score of control class was 9.18.

4.1.3 Significance of Different Students' Ability in Writing RecountText between students were Taught by Using Textless Comics and Make a Match and Thought without Using Textless Comics and Make a match

Based on the research result between the students' ability in writing recount text taught by textless comics and make a match and without using textless comics and make a match there was significant difference between them. It could be seen from the result of the final score or post-test that the researcher used to measure the improvement of their ability in writing recount text.

Table 4.5 Pretest and Post Test Difference

Group	Pretest Mean	Posttest Mean	The difference
Experimental	56.29	72.29	16.00
Control	56.56	65.74	9.18

Based on the data above, the mean of students' score in the pretest of control class was 56.56, the mean score of posttest of control class was 65.74 and the mean of gained score of control class was 9.18. Meanwhile, the mean score of pretest of experimental class was 56.29, the mean score of post test of exparimental class was 72.29 and the gained score was 16.00.

Based on the data above, it showed that the students' achievement in writing recount text by using textless comics and make a match in experimental class was higher than the students in controlled class without textless comics and make a match.

The result of students' pretest and posttest further in each class was calculated by using t-test in some steps asfollows:

4.1.3.1 Determining mean

Mean is the average score of the variables. There are two variable in the research, variable X and variable Y Tuckman (1978:250).

4.1.3.1.1 Determining mean of variable X

The mean or average score of experimental class was computed by adding a list of score and then dividing by the number of scores. The formula used to determine the mean score of experimental class was as follow :

$$Mx = \frac{\sum X}{N1}$$

$$Mx = \frac{2610}{35}$$

$$Mx = 72.29$$

The data of the experimental class was 35 students. The total of all data which was divided with the number of data determined as the average score from the experimental class was 72.29. The median score was 70.

4.1.3.1.2 Determining mean of variable Y

The mean or average score of controll class students was computed by adding a list of score and then dividing by the number of scores. The formula used to determine the mean score of control class students was as follow :

$$M_{\gamma} = \frac{\sum Y}{N2}$$

$$M_{\gamma} = \frac{1775}{27}$$

$$M_{\gamma} = 65.74$$

The data of the control class was 27 students. The total of all data which was divided with the number of data determined as mean score from the experimental class was 65.74. The median score was 65.

4.1.3.2 Determining standard deviation

The standard deviation is the measure of the spread or dispersion of a distribution of scores, Tuckman (1978:251).

Brown (1995:69) stated the standard deviation "provides a sort of average of the differences of all scores from the mean." This means that it is a measure of the dispersion of scores around the mean. The standard deviation is related to the range (another indicator of dispersion based on the distance between the highest and lowest score), but has the advantage over the range of not being affected as much as the range by aberrant scores that are exceptionally high or low.

4.1.3.2.1 Determining standard deviation score of variable X.

The researcher used the following formula to find the score of standard deviation of variable X :

$$SD_x = \sqrt{\frac{\sum X^2}{N1}}$$

$$SD_x = \sqrt{\frac{2326}{35}}$$

$$SD_x = \sqrt{66}$$

$$SD_x = 7.107$$

Mean of variable X was 72.29 and the standard deviation of variable X was 7.107.

4.1.3.2.2 *Determining standard of deviation score of variable Y can be seen in*

the following formula:

$$SD_\gamma = \frac{\sqrt{\sum Y^2}}{N2}$$

$$SD_\gamma = \frac{\sqrt{2389}}{27}$$

$$SD_\gamma = \sqrt{88}$$

$$SD_\gamma = 9.761$$

The researcher found the result of computation of standard deviation of variable Y was 9.761. Mean of variable Y was 65,74. It showed that the individual responses were 9 point away from the mean.

4.1.3.3 Determining standard error

Gupta (1985 : 71) stated the standard error of measuremet is the standard deviation of errors of measurement that are associated with test score from a particular group of examinees.

4.1.3.3.1 *The standard error of measurement of variable X could be calculated using the*

following formula:

$$SEmx = \frac{SD_x}{\sqrt{N1-1}}$$

$$SEmx = \frac{7.107}{\sqrt{35-1}}$$

$$SEmx = \frac{7.107}{\sqrt{34}}$$

$$SEmx = 7.107$$

$$5.83$$

$$\text{SEmx} = 1.201$$

The standard error of variable X was 1.201, being relatively small, it gave an indication that mean was relatively close to the true mean of overall population.

4.1.3.3.2 The computation of determining standard error of mean of variable Y used the following formula:

$$\text{SEm}_\gamma = \frac{\text{SD}_\gamma}{\sqrt{N2\text{-}1}}$$

$$\text{SEm}_\gamma = \frac{9.761}{\sqrt{27\text{-}1}}$$

$$\text{SEm}_\gamma = \frac{9.761}{\sqrt{26}}$$

$$\text{SEm}_\gamma = \frac{9.4}{5.09}$$

$$\text{SEm}_\gamma = 1.878$$

The standard error of variable Y was 1.878, which was relatively small, it gave an indication that mean was relatively close to the true mean of overall population.

4.1.3.4 Determining standard error of different mean of variable X and variable Y could be computed with formula as follows:

$$\text{SEmx - m}_\gamma = \sqrt{\text{SEmx}^2 + m_\gamma^2}$$

$$\text{SEmx - m}_\gamma = \sqrt{(1.201)^2 + (1.878m_\gamma)^2}$$

$$\text{SEmx - m}_\gamma = \sqrt{1.93 + 3.39}$$

$$\text{SEmx - } m_\gamma = \sqrt{5.32}$$

$$\text{SEmx - } m_\gamma = 2.31$$

The result computation of determining standard error of difference

mean of variable X and variable Y was 2.31.

4.1.3.5 t-test

A t-test is statistical test that allows the researcher to compare two means to determine

the probability that the difference between the means is the real difference rather than a chance

difference.

Sugiyono (2010:314) states that t-test is used to find the the effectiveness of textless

comics and make a match in teaching writing of recount text. The formula to find t-test score is

as follow:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2)S_2^2}{n_1 + n_2 - 2} \cdot \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{\overline{74.57} - \overline{65.57}}{\sqrt{\frac{(35 - 1)\,66.45 + (27)\,88.48}{35 + 27 - 2} \cdot \left(\frac{1}{35} + \frac{1}{27}\right)}}$$

$$t = 11.79$$

Based on the computation, t was 11.79> 2.75. It meant that the use of textless comics

and make a match was effective to improve students' writing ability in recount text.

The determining t table with degree of freedom (df) in significant level of 5% and 1%

can be seen in table as follows:

	Df	Sig. (2-tailed)
Pair 1 post_control - pre_control	26	.002
Pair 2 post_experiment - pre_experiment	34	.000

The value of df (degree of freedom) was 34. Based on the table of "t" score, there degree of freedom for 34, so the value to 34 was used. The value of 34 in the table of "t" score at significance level of 5% = 2.04 and 1% = 2.75, therefore, the sigificant level of (2-tailed = .000)

4.1.3.6 The comparison between t and tt:

$$t = 2.04 < 11.79 > 2.75$$

4.1.3.7 Hypothesis Testing

After obtaining the data by using t-test formula, it was used to prove the result of hypothesis as follows. Based on the description of data calculation, it showed that:

1. The value of t was 11.79

2. The degree of freedom (df) was 34, so the value of t-table (tt) in the significance level of 5% = 2.04 and 1% = 2.75, the sigificant level of (2-tailed = .000)

Because the value of $t > tt$, it proved that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted which stated that there was significant difference

between the students' score in learning recount writing by using textless comics and make a match the students' score in learning recount writing without using textless comics and make a match at the tenth grade students of SMK N I Sayung ($\mu1 \neq \mu2$).

4.2 Discussion

Based on the calculation of t-test, it was known that the result of (t) was11.79, and the degree of freedom (df) was used in the significance level of 5% = 2.04 and 1% = 2.75the sigificant level of (2-tailed = .000). By comparing the value of t-test and t-table (tt), it could be known that the result of calculation of t was higher than t-table ($t > tt_t$), so the null hypothesis (H$_o$) was rejected and the alternative hypothesis (H$_a$) was accepted. Thus, there was significant difference between the students' score in learning writing recount text by using textless comics and make a matchand students' score in learning writing recount text without using textless comics and make a match at the tenth grade students of SMK N I Sayung ($\mu_1 \neq \mu2$). It meant that the use textless comics and make a match of teaching writing of recount text to the tenth grade students of SMK N I Sayung were effective.