CHAPTER IV

FINDINGS AND DISCUSSION

This chapter means to present the results of research that was done in six meetings of Islamic Senior High School 1 Padang. The study was started on September and ended on October 2017. At the end of the research, the students were given writing test. The analysis of the collected data was carried out to find whether or not using Draw Label Caption strategy can improve students' writing skill at Islamic Senior High School 1 Padang.

A. Research Finding

1. Data Description

The data of this research was the score of students' post-test. The research had given post test of both samples where the students were asked to discuss descriptive text. The number of the students who were involved in the post test was 65 students. Those students were divided into two classes, 32 students for experimental group and 33 students for control group. The data of this research were students' score in post-test. The researcher taught writing to the students by using Draw Label caption strategy in experimental class and using conventional strategy in control class for six meetings. At the end of the meeting, the post-test was given to the students. The writing test was the same where the students were asked to make composition of Descriptive text. In scoring the test, the researcher used Jacob criteria can be seen in chapter II.

All of the data were analyzed to find out the maximum and minimum scores, mean score and Standard Deviation (SD) of post-test experimental class and control class.

Table 4.1 The Score of Writing Test of Experimental Group and Control Group 46

Class	N	Highest Score	Lowest Score	Mean (X)	Total Score	Standard Deviation
Experimental	**32**	**93**	**66**	**81,09**	**1279**	**39,85**
Control	**33**	**81**	**53**	**69,34**	**1275**	**74,80**

The total score of writing test of both groups was significantly effect. The total score of experimental group was 1279. The highest score was 93, the lowest score was 66 and standard deviation was 39.85. On the contrary, the total score of control group was 1275, the highest score was 81, the lowest score was 53 and standard deviation was 74.80.

2. Descriptive Data Analysis

a. Experimental Class

X_{max}: 93 N : 32 R : $X_{max} - X_{min}$

X_{min}: 66 P : R/K K : 1 + 3.3 Log n

Note :

P : Interval

R : Range

K : Number of Classes

R : $X_{max} - X_{min}$

: 93-66

: 27

K : 1+3.3 Log n

: 1+3.3 Log 20

: 1+3.3 (1,30)

: 5.59

P : R/K

: 27/6

: 4.5

: 4

So, interval of students' writing score is 4. Then the interval data of experimental class post-test score can be seen in the table below:

Table 4.2The Interval Data of Experimental Class Post Test Score

No	Interval (students' writing Score)	Frequency
1	66-69	1
2	70-73	4
3	74-77	1
4	78-81	8
5	82-85	11
6	86-89	5
7	90-93	2
	Total	32

From the table above, it was found that most of students' writing scores of post-test in Experimental class about 66-69, where there were 1 students got at the interval, at interval 70-73 there were 4 students who got at the interval, at interval 74-77 there were 1 students who got at the interval, at interval 78-81 there were 8 students who got at the interval, at interval 82-85 there were 11 students who got in the interval, at interval 86-89 there

were 5 students who got at the interval, and at interval 90-93 there were 2 students got at the interval. The data of post-test score Experimental class be drawn as below:

Table 4.3The Interval Data of Experimental Class Post Test Score

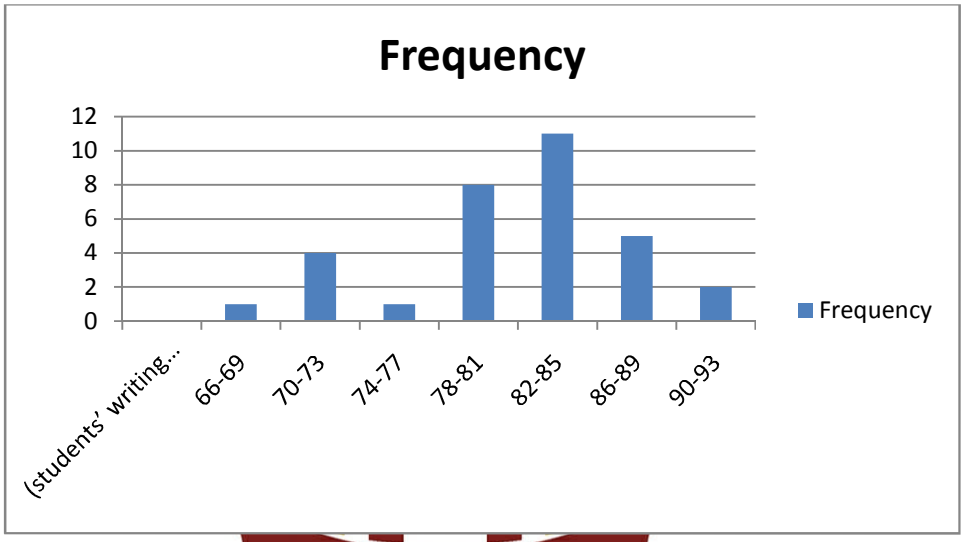


Table 4.4 Calculation Process of Mean and Standard Deviation of Writing Test Experimental Group

X_1	F_1	X_1^2	$F_1 X_1$	$F_1 X_1^2$
66	1	4356	66	4356
70	2	9800	140	9800
71	1	5041	71	5041
73	1	5329	73	5329
76	1	5776	76	5776
77	1	5929	77	5929
78	5	6084	390	30.420
79	1	6241	79	6241
80	1	6400	80	6400
81	1	6561	81	6561
82	4	6724	328	26.896
83	3	6889	249	20.667
84	1	7056	84	7056
85	3	7225	255	21675
86	2	7396	172	14.792
87	1	7569	87	7569
89	2	7921	178	15.842
93	1	8649	93	8649
$\sum X_1$= 1279	$\sum F_1$= 32	$\sum X_1^2$= 103.061	$\sum F_1 X_1$= 2595	$\sum F_1 X_1^2$= 250.813

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2595}{32} = 81.09$$

$$(\Sigma f_i x_i)^2 = \left(2595\right)^2 = 6.73$$

$$s_1^2 = \frac{n\sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$s_1^2 = \frac{32.211675 - 6734025}{30 + (32-1)} = \frac{6985275 - 6734025}{1057}$$

$$s_1^2 = \frac{39575}{993}$$

$$s_1^2 = 39853978 \qquad s_1 = \sqrt{39853978}$$

$$s_1 = 6.31$$

Based on table and formulation above, researcher found that mean of writing test experimental group is 78.55 and standard deviation is 81.88

b. Control class

X_{max} : 81 N : 33 R : $X_{max} - X_{min}$

X_{min}: 53 P : R/K R : 1+ 3.3 Log n

Note :

P : Interval

R : Range

K : Number of Classes

R : $X_{max} - X_{min}$

: 81-53

: 28

K : 1+3.3 Log n

: 1+3.3 Log 30

: 1+3.3 (1.518)

: 6.00 = 6

P : R/K

: 28/6 4.6 = 5

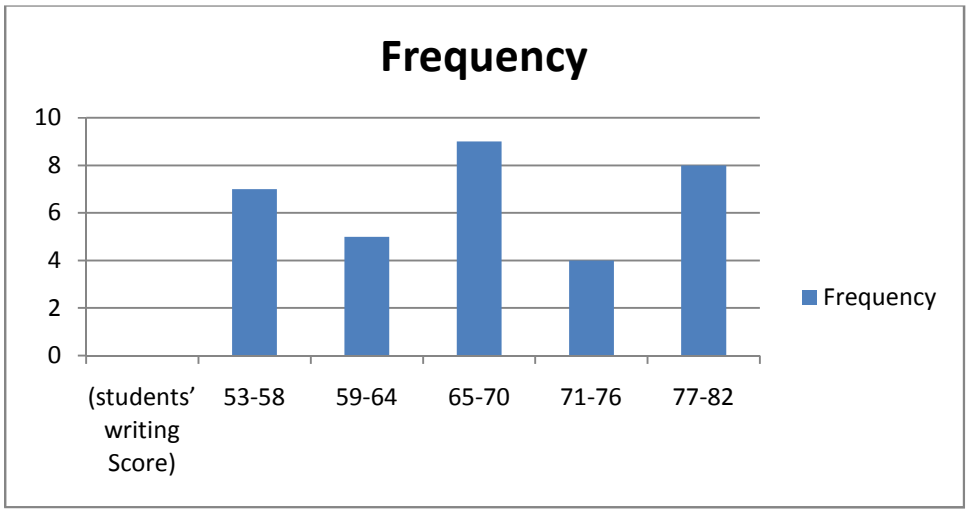
So, interval of students' writing score is 5. Then the interval data of experimental class post-test score can be seen in the table below:

Table 4.5 The Interval Data of Control Class Post Test Score

No	Interval (students' writing Score)	Frequency
1	**53-58**	**7**
2	**59-64**	**5**
3	**65-70**	**9**
4	**71-76**	**4**
5	**77-82**	**8**
	Total	**33**

From the table above, it was found that most of students' writing scores of post-test in control class about 53-58, where there were 7 students who got at the interval, at interval 59-64 there were 5 students who got at the interval, at interval 65-70 there were 9 students who got at the interval, at interval 71-76 there were 4 students who got at the interval, and at interval 77-82 there were 8 students who got in the interval. The data of post-test score Control class be drawn as below:

Table 4.6 The Interval Data of Control Class Post Test Score



4.7 Calculation Process of Mean and Standard Deviation of Writing Test Control Group

X_1	F_1	X_1^2	F_1X_1	$F_1X_1^2$
53	1	2809	53	2809
55	4	3025	220	12.100
56	1	3136	56	3136
57	1	3249	57	3249
60	2	3600	120	7200
61	1	3721	61	3721
63	1	3969	63	3969
64	1	4096	64	4096
65	4	4225	260	16.100
67	1	4489	67	4489
68	3	4624	204	13.872
69	1	4761	69	4761
72	1	5184	72	5184
73	2	5329	146	10. 658
74	1	5476	74	5476
78	3	6084	234	18.144
79	2	6241	158	12.482
80	2	6400	160	12.800
81	1	6561	81	6561
$\sum X_1$= 1275	**$\sum F_1$= 33**	**$\sum X_1^2$= 86 979**	**$\sum F_1$ X_1= 1657**	**$\sum F_1$ X_1^2= 111484**

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2219}{33} = 67.24$$

$$(\Sigma f_i x_i)^2 = \left(2219\right)^2 = 4923961$$

$$s_2^2 = \frac{n\sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$S_2^2 = \frac{33.151607 - 4923961}{33 + (33-1)} = \frac{5003031 - 4923961}{1057}$$

$$S_2^2 = \frac{79070}{1057}$$

$$S_2^2 = 74{,}80 \qquad S_2 = \sqrt{74.80} \qquad S_2 = 8.64$$

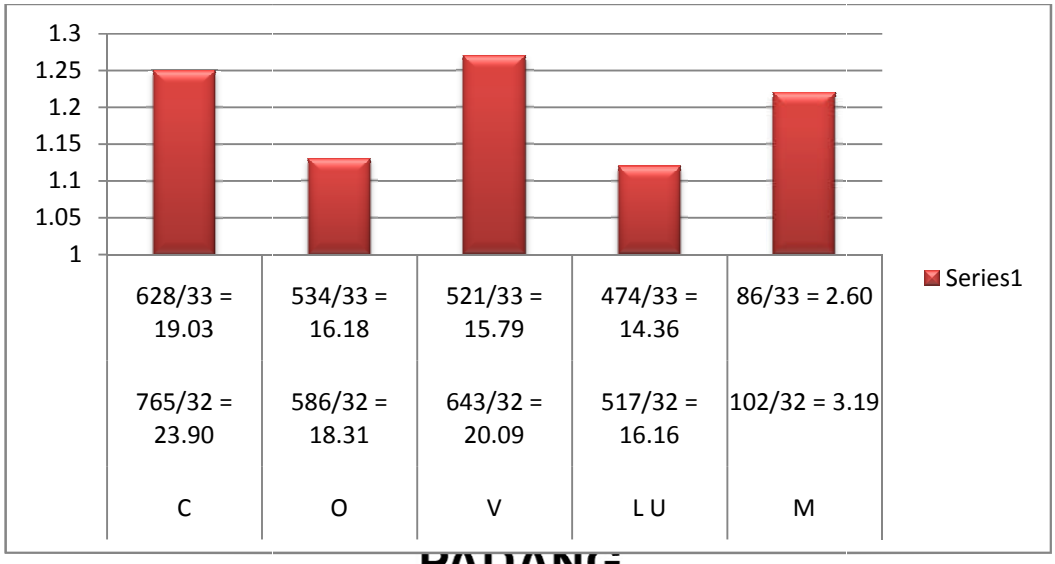
Based on table and formulation above, researcher found that mean ofwriting test control group is 68.08 and standard deviation is 32.67. To explain more about Draw Label Caption strategy in improving students' writing ability, it can be seen from the comprehension of students' mean score both experimental and control group in several indicators, such as: content, organization, vocabulary, language use and mechanics. The calculation of those aspects can be explained as table below:

Table 4.8 the calculation of comparison of means post-test of experimental and control class in content, organization, vocabulary, language use and mechanics.

No	Aspects/components	Pots-test (Exp) $\sum_{-}^{nxi}$	pots-test (Con)	Difference
1	Content	765/32 = 23.90	628/33 = 19.03	1.25
2	Organization	586/32 = 18.31	534/33 = 16.18	1.13
3	Vocabulary	643/32 = 20.09	521/33= 15.79	1.27
4	Language Use	517/32 = 16.16	474/33 = 14.36	1.12
5	Mechanics	107/32 = 3.19	86/33 = 2.60	1.22

Table the calculation of comparison of means post-test of experimental and control class in content, organization, vocabulary, language use and mechanics. From the table of calculation of comparison of means post-test and control class can be explained that: moreover, the comparison of means post-test of experimental and control class in content, organization, vocabulary, language use, and mechanics could be seen in the following graphs:

Table 4.8Graphof Comparison of Means Post-Test of Experimental and Control Class in Content, Organization, Vocabulary, Language UseandMechanics.



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3. Inferential Data Analysis

1. Prerequisite Hypothesis Testing

The prerequisite is necessary to determine whether the analysis of data for hypothesis testing could be continued or not. Some data analysis technique demanding test prerequisite analysis. Analysis of variance requisite that data come from a population with normal distribution and group compared to homogeneous of data.

a. The Normality of Distribution Test

Normality test had an objective to know population normal or not. In this research, to do the normality test the research used Kolmogrof Smirnof and Shapiro Wilk. Test was performed in SPSS test. Testing criterion and distributed normal if the data was more than 0.05. the class was normal. The Summary of the result of test of normality and homogenity of experimental group and control group is presented in the table below:

Table 4.9 The Result of Testing Normality Writing Post-Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Experimental	,123	32	,200*	,970	32	,509
	Control	,114	33	,200*	,949	33	,124

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

b. The Homogenity of variance Test

To check the homogenity of variance of the data, levene's test was conducted. The result of calculate using levene test is as follow:

Table 4.10 the Result of Testing Homogenity Writing Post-Test

Test of Homogeneity of Variances

Nama

Levene Statistic	df1	df2	Sig.
6,183	1	61	,016

Based on the table above, it could be concluded that two groups were normality and homogeneous. After the test of normality and homogenity, the data were analyzed by using t-test by (Sudjana, 1992: 239)

to see the effect of using guided writing strategy the data observed of this research was analyzed by using t-test. (sudjana, 1992: 239).

B. Hypothesis Testing

In order to see whether the hypothesis accepted or rejected, the researcher analyzed with using T-test. The calculation can be seen follow:

Where :

$\overline{X}_1$ = 80,40 n_1 = 25 S_1^2 = 82

$\overline{X}_2$ = 64,44 n_2 = 25 S_2^2 = 94,84

The formula of t-test was as followed (Sudjana, 2005:239)

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where;

t : The value of t calculated / observer / obtained

$\overline{X}_1$: Mean score of experiment sample

$\overline{X}_2$: Mean score of control sample

n_1 : The number of subject of experimental group

n_2 : The number of subject of control group

S_1^2 : Standard deviation of experimental group

S_2^2 : Standard deviation of control group

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(32 - 1)6.313 + (33 - 1)8.64}{32 + 33 - 2}$$

$$S^2 = \frac{(31)6.313 + (32)8.65}{63}$$

$$S^2 = \frac{195.703 + 276.8}{63}$$

$$S^2 = \frac{472.507}{63}$$

$$S^2 = 7.500$$

$$S = \sqrt{7.500}$$

$$S = 2.73$$

Now, we look for the t formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{81.09 - 69.34}{2.73\sqrt{\frac{1}{32} + \frac{1}{33}}} = \frac{11.75}{2.73\sqrt{0,06}}$$

$$t = \frac{1175}{2.73(0.24)}$$

$$t = \frac{11.75}{0.65}$$

$$t = 18.07$$

T-$_{calculate}$ = 18.07

α = 0.05

Df = (n_1 + n_2 - 2)

= (32+33 -2)

= 63

T-table = t (1- α) df

= t (1- 0.05) df

= t (0.95) 63

= 1.66

t- Calculate = 18.07

t- Table = 1.66

t- Calculate > t- table

18.07> 2.000

As the result above, it could be seen that $t_{calculate}$ in this research was higher than the value of t_{table}. Therefore, the hypothesis in this research stated that the used of group investigation in teaching and learning process gave significant effect on students' writing ability at grade X students' of Islamic Senior High School 1 Padang.

C. Discussion

Related to the purpose of the research, that is to determine whether Draw Label Caption strategy improve student's writing skill. The research concluded that there was any significant improvement of student's writing skill after using Draw Label Caption strategy that could be seen of finding. It showed by the pot-test result for both classes after giving the treatment by applying Draw Label Caption strategy.

In general, the student's improved their writing skill in presenting all components of writing that involve content, organization, vocabulary, language use and mechanic after using Draw Label Caption strategy. From

the means scores of post-test in experimental class and control class can be explain that:

from the table of the calculation of comparison post-test experiment and control class explained that the student's mastery in developing the ideas especially in experiment class improved after being taught by Draw Label Caption strategy. The use of Draw Label Caption strategy encouraged student's thinking and imagination. They could imagine what they are going to write after understanding the content of one example of describe text. Therefore, as reflected in the mean scores experiment class is higher than control class. It is indicated the students success in improving students writing, especially in developing the ideas.

Furthermore, based on the students writing, it showed that the students had expended their knowledge in descriptor of content such as knowledgeable, substantive, development of thesis, relevant to assigned topic etc. It is obvious that the application of Draw Label Caption strategy in learning of writing an assay can lead the students to think, to write and to communicate accurately and effectively.

based on the students writing, it showed that students had been developed their knowledge in descriptor of a vocabulary such as sophisticatedrange, effective word or idiom choice and usage, word from mastery and appropriate register. The students skill in mastering the language use can be said that the students who were in experiment class got higher score than the other class. On the other hand, concerning to the students writing, it can be concluded the students had enough knowledge

in descriptor of a language use, namely: effective complex construction, agreement, tense, number, word order or function.

Based on the previous table, in the calculation the students skill in this aspect almost same. Their comprehension in using punctuation, spelling, capitalization and paragraphing had developed.

The explanation above showed that the student's writing skill in both experiment and control class, particularly in aspect of content, organization, vocabulary, language use, and mechanics were different. the score between these classes were different, it can be said that there is any significant difference on student's writing skill between those who were taught without using draw label caption strategy and those who were taught without using draw label caption strategy.

Draw label caption strategy is a strategy that can improve students' writing skill. The aplication of this strategy in teaching writing can help the students in generating and organizing ideas of the text. then, draw label caption strategy also helped the students in organized their ideas into the cored from such as the correct of generic structure and considering the language features of analytical exposition text

Related to the purpose of the research to determine whether there is any significant difference on students writing ability by using daw label caption strategy, the researcher can say that there is any significant difference on student's writing skill between those who taught by using draw label caption strategy and those who taught without using draw label caption strategy that caulad be see on findings. It is show by the post-test result for both classes after giving the treatment by applying draw label

caption strategy.In this research, there were five components of writing that should be measured in conducting the writing activity, namely content, organization, vocabulary, language use and mechanics. In this case, the research wanted wanted to see these all of components.

After being taught by using Draw Label Caption strategy in several meeting, the students god some improvement of writing skill that was shown by their writing score. The experimental group improved dramatically after receiving treatment. While the control class group showed no significant improvement after receiving no treatment. The research proves that Draw Label Caption strategy have a dramatic influence on students writing skill. Statistically calculated, the result of this research the mean score of experiment class is 58.27 that taught by Draw Label Caption strategy and it supports the research hypothesis that there is any significance on students writing skill between the students who are taught by Draw Label Caption strategy and those who are taught conventional strategy.

Finally, it can be said that the findings of this research proved that there is any significant difference on students' writing ability between the students who were taught by using Draw Label Caption strategy and those who were taught without using Draw Label Caption strategy and then, this strategy also can improve the students' writing ability.