CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the analysis and interpretation of the findings, which was acquired through the test. The findings respectively followed by the discussion. The analysis of the collected data was carried out to answer the research problem that identify whether GO and Dictogloss techniques can Improve Students' Writing Skill through Recount Text at Class X Of Senior High School 1 Koto XI Tarusan.

A. Research Findings

1. The Effect of GO and Dictogloss on Students' Writing Skill

The data of this research was the score of students' post-test of both experiment and control class. The researcher gave post-test to both samples where the students were asked to choose one of the topics given, namely:

a. Good Experience
b. Bad Experience
c. My Last Holiday
d. My Last Birthday
e. My old Friend
f. Visiting the Zoo

The data was obtained by giving post-test to both experiment and control class. The writing test was similar. Writing result was also evaluated by considering five components based on ESL criteria (Jacob, 1981:90) they are content, organization, vocabulary, language use, and mechanics.

All of the data were analyzed to find out the maximum and minimum scores, mean scores$\bar{X}$and Standard Deviation (SD) of post-test of experiment and control class.

a. Post-test of Experiment Class

Table 4.1 The Interval Data of Post-Test Scores of Experiment Class

No	Interval (Student's Writing Scores)	Frequency	Percentage
1	58-63	5	14.29 %
2	64-69	8	22.85 %
3	70-75	6	17.14%
4	76-81	10	28.58%
5	82-87	6	17.14%
Total		**35**	**100 %**

From the table above, it was found that most of students' writing scores of post-test in the experiment class was about 58-87, there was 16 students got scores at that interval or 50%, while the interval 80-100 there were 19 students got the scores at that intervals or 50%. Then, it can be said that there were no students got the scores under 60.

The result of post-test in experiment class could be seen in the table below:

Table 4.2 Post-Test Scores of Experiment Class X1 Senior High School 1 Koto XI Tarusan

Class	N	The Highest Score	The Lowest Score	Mean $\bar{X}$	Standard Deviation
Expe	35	87	58	72.94	8.506

rime nt					

Based on the table above, we know that the highest scores of student's writing ability in experiment class after taught by using Graphic Organisers and Dictogloss Techniques are 87, while the lowest score is 58, the mean score is 72.94 and SD is 8.506 (see appendix 5, 7 and 8). Related to the gain scores of standard deviation above, the deviation of scores (mean and median) in experiment class was not higher than standard deviation. Therefore, it can be concluded that the data is normal.

b. Post-Testof Control Class

Table 4.3 The Interval Data of Post-Test Scores of Control Class

No	**Interval** (Student's Writing Scores)	**Frequency**	**Percentage**
1	55-60	11	32.35%
2	61-66	7	20.58%
3	67-72	8	23.53 %
4	73-78	4	11,77%
5	79-84	4	11,77%
Total		**34**	**100 %**

From the table above, it was found that most of students' writing scores of post-test in the control classwere about: 79-84, there were 4 students got scores at that interval or 92%, while the interval 55-78 there were 30 students got the scores at that interval or 8%.

Almost all of the students got scores at the interval 60-79 and nobody got scores at interval 80-100 anymore.

The result of post-test in control class could be seen in the table below:

Table 4.4 Post-Test Scores of Control Class X5 Senior High School 1 Koto XI Tarusan

Class	N	The Highest Score	The Lowest Score	Mean $\bar{X}$	Standard Deviation
Control	34	81	55	66.85	7.762

Based on the table above, the highest scores of students' writing ability in control class that taught without using Graphic Organizers and Dictogloss Techniques are 81, while the lowest score is 55, the mean score is 66.85 and SD is 7.762. Related to the gain scores of standard deviation above, the deviation of scores (mean and median) in control class was not higher than standard deviation. Therefore, it can be concluded that the data was normal.

Based on post-test scores in experimentand control class (X1 and X5), it was found the distribution of students' post-test scores of both of classes. It can be seen in the table below:

Table 4.5 Description of Post-Test Scores of Experimentand Control Class (X1 And X5) of Senior High School 1 Koto XI Tarusan

	Experiment Class	Control Class
Total Students	35	34
Sum of Scores	1910	1797
Mean Score	72.94	66.85

Highest Score	87	81
Lowest Score	58	55

From the table above, it can be seen that the students' writing scores in experiment class after post-test that were taught by using Graphic Organizers and Dictogloss Techniques have the mean score (72.94) was higher than the students' scoresin control class (66.85) that were taught without using Graphic Organizers and Dictogloss Techniques.

2. Data Analysis

In order to see the whether the use of Graphic Organizers and Dictogloss Techniques have any significant difference on students' writing ability in these classes, the data that was observed of this research was analyzed by using t-test.

The calculation of t-test between mean scores of post-test of experiment and control class is as follows:

$$T = \frac{\overline{X_1} - \overline{X_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\overline{X_1}$ = 72.94 n_1 = 35 S_1^2 = 72.45

$\overline{X_2}$ = 66.85 n_2 = 34 S_2^2 = 60.24

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

$$= \frac{(35-1)72.35 + (34-1)60.24}{35+34-2}$$

$$= \frac{2459.9 + 1987.92}{67}$$

$$= \frac{4447.82}{67} = 66.38$$

$$S = \sqrt{6638}$$

S = **8.141**

$$t = \frac{\overline{x_1} - \overline{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{72.94 - 66.85}{8.14\sqrt{\frac{1}{35} + \frac{1}{34}}}$$

$$= \frac{6,09}{8.14\sqrt{(0.238)}}$$

$$= \frac{6,09}{8.14x0.0.154}$$

$$= \frac{6.09}{1.253}$$

α = 0.05

df= (n_1+n_2-2)

= 4.860

= (35+34 -2)

= (35+32)

=67

$T\text{-}_{table}$ = t (1- α) df

= t (1- 0.05) 67

= t (0.95) 67

=

T- $_{calculate}$ = 4.860

T_{table} = 1.671

$T_{calculate}$ > T_{table}

4.860 > 1.671

The data was analyzed by using simple regression for hypothesis with 5% (0.05) of significance level and the value of T_{table} of the level of freedom 48. The value $T_{calculated}$ (4.860) was bigger than the value of T_{table} (1.671), so, the hypothesis was accepted.

To get more explanation that Graphic Organizers and Dictogloss Techniques gave any significant difference on students' writing ability, can be seen from the comparison of students' mean scores of post-test both classes in content, organization, vocabulary, language use, and mechanic. The calculation of those aspects can be explained as the table below:

Table 4.6 The Comparison of Means of Post-Test of Experiment and Control Class in Term of Content, Organization, Vocabulary, Language Use, Mechanic

No	Aspects/ Components	Experiment Class $\frac{\sum^{n\times i}}{N}$	Control Class $\frac{\sum^{n\times i}}{N}$	Difference
1	Content	752/35 = 21.48	692/34 = 20.35	1.13
2	Organization	534/35 = 15.25	482/34 = 14.17	1.08
3	Vocabulary	537/35 = 15.34	465/34 = 13.67	1.67
4	Language Use	619/35 = 17.68	546/34 = 16.05	1.63
5	Mechanic	111/35 = 3.17	88/34 = 2.58	0.59

Based on the table above could be explained that:

a. Content

In experimental class, the mean score of the students' content was got 21.48 while in control group got 20.35. It was concluded that experimental group had increased in content than that control group with difference 1.13

b. Organization

In experimental class, the mean score of the students' organization was got 15.25 while in control group got 14.17. It was concluded that experimental group had increased in organization than in control group with difference 1.08

c. Vocabulary

In experimental class, the mean score of the students' vocabulary was got 15,34 while in control group got 13.67

It was concluded that experimental group had increased in vocabulary than in control with difference 1.67

d. Language Use

In experimental class, the mean score of the students' language use was got 17.68 while in control group got 16.05 It was concluded that experimental group had increased in language use than in control group with difference 1.63

e. Mechanic

In experimental class, the mean score of the students' mechanic was got 3,17 while in control group was 2,58 It was concluded that

experimental group had increased in mechanic than that control group with difference 0,5

3. Hypothesis Testing

After the scores of post-test of experiment and control class had been analyzed, the value of $T\text{-}_{calculated}$ was obtained. Then the value of $T\text{-}_{calculated}$ compared with the value of $T\text{-}_{table}$. If the value of $T\text{-}_{calculated}$ less or equal than $T\text{-}_{table}$ at the level of significant 0.05, it could be concluded that there was no difference on students' writing skillin both experiment and control class. It means that the hypothesis was rejected.

Meanwhile if $T\text{-}_{calculated}$ is bigger than $T\text{-}_{table}$ at level significant 0.05, it can be concluded that there is any significant difference on students' writing skill between these classes. It means that the hypothesis was accepted.

From the calculation of post-test scores of experiment class, it was obtained that $T\text{-}_{calculated}$4.860 while the value of $T\text{-}_{table}$1.671 It means that $T\text{-}_{calculated}$is bigger than $T\text{-}_{table}$. From the calculation of the data, it can be concluded that the hypothesis is accepted. So, it can be said "There is any significant difference on students' writing skill between those who are taught by using Genre Based Teaching.

B. Discussion on the Research Finding

As suggested by Jacob (1981) to success in writing activity, the students or the writer have to considere about component of writing. In other

words the students have to master the writing skill that related to content, vicabulary, organization, language use and mechanics. Based on the observations at Senior High School 1 Koto XI Tarusan the students still had difficulties in writing. So that in this research the researcher implemented technique that can help the students increase their writing skill. It is GO and Dictogloss.

The first step taken by the researcher after got the data from the teacher at Senior High School 1 Koto XI Tarusan was to find whether they were homogenous or not. From the apparent data, the outcome of the data is relatively similar between the two groups. The data analysis outcome show that they are.

GO and Dictogloss that can improves students' writing skill. The application of these techniques teaching writing can help the students in generating and organizing ideas of the text. Then, using Graphic Organizers and Dictogloss Teachniques also helped the students in organizing their ideas into the correct form such as the correct use of the generic structures and considering the language features of a recount text.

Related to the purpose of the research to determine whether there is describe indicators of writing resulted in the implementation of Graphic Organizers and Dictogloss Teachniques writing skill, the researcher can say that there is describe indicators of writing resulted in the implementation of GO and Dictogloss techniques writing skill between those who were taught by using GO and Dictocloss and those who were taught without using GO

and Dictogloss that could be seen on findings. It shows by the post-test results for both classes after giving the treatment by applying GO and Dictogloss Teachniques. Using GO and Dictogloss in teaching make the students have a stake in finding their answer because the answers can affect their lives. It is because of the students can imagine what they are going to be written, because they are guided by the partner. So the students can organize their writing easily.

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 mechanic. In this case, the researcher wanted to see these all of components, specifically on content and organization.

After taught by using Graphic Organizers and Dictogloss in several meetings, the students got some improvements of writing ability that was shown by their writing score. The experimental group improved dramatically after receiving treatment. While the control group showed no significant improvement after receiving no treatment.

Finally, it can be said that the findings of this research proved that combining GO and Dictogloss have a dramatic influence on students' writing skill.Statistically calculated, the result of this research, the mean scores of experiment class is 72,94 that taught by using GO and Dictogloss and 66.85in control class that had taught without using GO and Dictogloss. It supports the research hypothesis that there are enthusiastic towards the implementation of these techniques. In short, it can be said that the students are motivated in

learning by using this technique, it was indicated by their motivation to follow the learning.