

CHAPTER IV

RESULT AND DISCUSSION

This chapter, the researcher describes the result of this study in some aspects, these are as following; Result and Discussion.

4.1 Result

Process of this research has done 17th July to 27th July 2017. First, the researcher chooses two classes of four classes based on teacher suggestion as sample of the data. Pretest had been given to both of control and experimental class, in order to measure the condition of control class and experimental class before getting treatment. Both of classes got same pretest, which made a short paragraph about description of place. After doing the pretest, the teacher taught the experimental class by using social media “Instagram” and taught control class without using social media “Instagram”. The end of the lesson, the teacher gave posttest to the two classes. After conducting pretest, the researcher scored the pretest both of class adopted on Osima’s & Hogue’s rubric assessment. Last, the researcher calculated the data using Microsoft Excel and SPSS 20.0.

4.2 Data Analysis

4.2.1 Normality Test

After the researcher gave the pretest in both of classes, the researcher analyze the normality of the data for experimental and control class. The normality test is used to examine whether the data of the research is normal or not.

Sample of the data is 30 students. The researcher shows that pretest and posttest 1The table could be seen below.

Table 4.1 Normality test of Experimental and Control group in Pre-test**One-Sample Kolmogorov-Smirnov Test**

		Exp_class	Cont_class
N		30	30
Normal Parameters ^{a,b}	Mean	65,63	69,73
	Std. Deviation	5,951	7,469
	Absolute	,134	,143
Most Extreme Differences	Positive	,134	,143
	Negative	-,091	-,101
Kolmogorov-Smirnov Z		,735	,782
Asymp. Sig. (2-tailed)		,653	,573

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above show that the significant value of experimental group in pretest is $0,653 > \alpha (0,05)$ and the significance value of control group in pretest is $0,573 > \alpha (0,05)$. The significance value of both group is higher than $\alpha (0,05)$. It means that H_0 is accepted. So, the test distribution of both two groups is normal. This table below is the result of normality test of experimental and control class in posttest.

Table 4.2 Normality test of Experimental and Control class in Post-test**One-Sample Kolmogorov-Smirnov Test**

		Exp_Class	Cont_Class
N		30	30
Normal Parameters ^{a,b}	Mean	85,93	80,00
	Std. Deviation	5,291	3,227
	Absolute	,119	,167
Most Extreme Differences	Positive	,088	,110
	Negative	-,119	-,167
Kolmogorov-Smirnov Z		,650	,913
Asymp. Sig. (2-tailed)		,792	,375

a. Test distribution is Normal.

b. Calculated from data.

It can be seen from table above, the table shows that significance value of experimental group in posttest is $0,792 > \alpha (0,05)$ and the significance value of control group in posttest is $0,375 > \alpha (0,05)$. The significance value of both groups are higher than $\alpha (0,05)$.

It means that H_0 is accepted and H_1 is refused. So, the test distribution of both two groups is normal.

4.2.2 Homogeneity Test

After the researcher calculated the normality test, the researcher would like to find the homogeneity test between experimental and control class in pretest. It is because pretest score of both groups are homogeneous. The purpose of homogeneous is to know the population has same characteristics or intelligences in writing skill. It can be seen below.

Table 4.3 Homogeneity Test

Test of Homogeneity of Variances

Score			
Levene Statistic	df1	df2	Sig.
1,430	1	58	,237

The criteria of homogeneity are If p value is higher than α (0,05), H_0 is accepted. It means that the ability both of groups is homogeneous. But if the p value 0,237 is lower than α (0.05). It means that students' ability of both groups is not homogeneous.

Based on the table, it can be seen that p value is higher than α (0.05). It can be seen p value is lower than α (0.05). It means that students' ability of both group is homogeneous.

4.2.3 Reliability of Pre-test

According to Ary et al (2010:236) reliability is a measuring instruments is the degree of consistency which measures it measuring. Cresswell (2012:161) there are five types of reliability which are test-retest reliability, alternate forms reliability, alternate forms and test retest reliability, inter rater reliability, internal consistency reliability.

In this research, the purpose of reliability is to measure the reliable using Oshima and Hogue rubric assessment. For measuring, the researcher is using inter rater reliability which are two raters for scoring the pretest of both class. First rater is English Teacher of Barunawati Junior High School. Second rater is the researcher itself. The researcher using SPSS 20.0 to calculated the pretest to know whether two raters are reliable or not to give some score. Then researcher analyzed by using Correlation Pearson Product Moment, see below:

Table 4.4 Reliability of Pre-test in Experimental Class

Correlations		Rater_1	Rater_2
Rater_1	Pearson Correlation	1	,900**
	Sig. (2-tailed)		,000
	N	30	30
Rater_2	Pearson Correlation	,900**	1
	Sig. (2-tailed)	,000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it means that the score of pretest in experimental class are reliable. It means that the score of pretest in experimental group is reliable. It can be seen from the rater 1 and 2 are 0,900**. It showed that the level of correlation of the data is very strong. So, the result of reliability test of pretest in experimental class is reliable. Based on the criteria of degree of freedom (df=30 with sig. 5%). It shows that score r table is 0,361 so if the sig (0,900**) large than r table (0,361). It means that data is reliable.

Table 4.5 Reliability of Pre-test in Control Class

Correlations		Rater_1	Rater_2
Rater_1	Pearson Correlation	1	,945**
	Sig. (2-tailed)		,000
	N	30	30
Rater_2	Pearson Correlation	,945**	1
	Sig. (2-tailed)	,000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it means that score of pretest in control class is reliable. It means that score of pretest in control class is reliable. It can be seen from rater 1 and rater are 0,945**. It showed that level of correlation of the data is very strong. So, the result of reliability test of pretest in control class is reliable. Based on the criteria of degree of freedom (df=30 with sig. 5%). It shows that the score of r table is 0,361 so if the sig (0,945**) large than r table (0,361). It means that data is valid.

4.2.4 Reliable of Post-test

The researcher uses inter rater reliability to calculate the posttest score. It means there are two raters who scoring pretest of both classes. From explanation before, that the first rater is the English teacher and the second rater is the researcher. The researcher use SPSS 20.0 to

calculate the pretest. Then the researcher analyzed it by using Correlation Pearson Product Moment.

Table 4.6 Reliability of Post-test in Experimental Class Correlations

		Rater_1	Rater_2
Rater_1	Pearson Correlation	1	,743**
	Sig. (2-tailed)		,000
	N	30	30
Rater_2	Pearson Correlation	,743**	1
	Sig. (2-tailed)	,000	
	N	30	30

**, Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it means that the instrument of pretest in experimental class is reliable. It means that score of posttest in experimental class is reliable and it can be seen from rater1 and rater2 are 0,743**. It showed that r table is 0,361 so if the sig (0,743**) large than r table (0,361). It means that data is reliable.

Table 4.7 Reliability of Post-test of Control Class Correlations

		Rater_1	Rater_2
Rater_1	Pearson Correlation	1	,539**
	Sig. (2-tailed)		,002
	N	30	30
Rater_2	Pearson Correlation	,539**	1
	Sig. (2-tailed)	,002	
	N	30	30

**, Correlation is significant at the 0.01 level (2-tailed).

Based on the table above it showed that instrument pretest of control class is reliable. It means that score of control class posttest is reliable. It can be seen from rater 1 and rater 2 are 0,539**. It means that level of correlation of data is very strong. So, the result of reliability test of control class posttest is reliable. Based on the criteria of degree of freedom (df=30 with sig. 5%). It shows that score r table is 0,361 so if the sig (0,539**) large than r table (0,361), so it means the data is reliable.

4.2.5 The Pre-test score of both classes

These are the lists of the name of both experimental and control class students and result of pretest as can be seen in the table below.

Table 4.8 The Pre-test score of Experimental and Control Class

Students' Number	Passing Grade	Score of Pretest	
		Experimental	Control
1	75	70	65
2	75	59	67
3	75	75	67
4	75	68	54
5	75	64	80
6	75	59	79
7	75	75	70
8	75	62	67
9	75	67	75
10	75	67	67
11	75	70	60
12	75	65	79
13	75	62	64
14	75	68	75
15	75	66	74
16	75	74	70
17	75	56	70
18	75	61	77
19	75	69	77
20	75	58	67
21	75	57	66
22	75	62	59
23	75	74	62
24	75	59	84
25	75	67	65
26	75	72	64
27	75	59	80
28	75	59	72
29	75	73	77
30	75	72	59
Average		65	69

Based on the table above, it shows that the passing grade of this research is 75. It is passing grade of English in Barunawati Junior High School. The result score in pretest show that minimum score in experimental is 56 and maximum score in experimental class is 75 whereas the minimum score of control class is 54 and 84 is maximum score of control class, whereas the maximum score that must be reached is 100.

4.2.6 The Post-test score of both classes

After doing the treatment in experimental class, the researcher also gave the posttest to students of both classes. It purposes to measure how effective this method in teaching writing. The posttest score is in the table below.

Table 4.9 The Post-test score of both classes

Students' Number	Passing Grade	Score of Posttest	
		Experimental	Control
1	75	78	81
2	75	92	80
3	75	81	78
4	75	93	80
5	75	77	77
6	75	92	83
7	75	98	81
8	75	82	78
9	75	88	82
10	75	90	72
11	75	84	80
12	75	89	83
13	75	80	82
14	75	88	79
15	75	86	79
16	75	83	82
17	75	84	82
18	75	89	81
19	75	85	83
20	75	87	80
21	75	89	82
22	75	81	72
23	75	78	77
24	75	89	79
25	75	88	85
26	75	86	83
27	75	86	80
28	75	75	74
29	75	90	85
30	75	90	80
Average		86	80

Based on the table below that the minimum score in experimental class after got treatment is 75 and 95 is maximum score of experimental class. Meanwhile, the minimum score of control class which not given treatment is 72 and 85 is maximum score of control class, whereas the maximum score that must be reached is 100.

4.2.7 T-Test Calculation

4.2.7.1 T-Test Calculation of Pre-test

After the researcher calculated normality and homogeneity for both classes, the researcher will calculate the mean scores of both classes. The researcher wants to know the

scoring and compare means the result of pretest between experimental and control class. The researcher compared the result of pretest score to find the differences between both groups before treatment applied. Meanwhile, the researcher compares the result score of posttest between both classes to identify whether “Instgaram” is effective or not in teaching writing descriptive text.

In this research, the researcher took 30 students in each experimental and control class for pretest. To know the differences of score, the researcher is using SPSS 20.0, can be seen below.

Table 4.10 Mean Scores of both classes in Pre-test

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
Exp_class	30	65,63	5,951	56	75
Cont_class	30	69,73	7,469	54	84

Based on the table above shows that both groups which experimental and control group consist of 30 students. Minimum score of experimental class was 56 and 75 was maximum score. Then, minimum score of control class was 54 and the maximum score was 84. In addition, the table shows that the mean score of experimental group was 65,63 and 69,73 was control group. So, the researcher find out that the score of experimental class lower than control class. Next, the researcher analyze using Independent Sample T-Test, can be seen below.

Table 4.11 Independent Sample Test Result of Pre-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1,430	,237	-2,351	58	,022	-4,100	1,744	-7,590	-,610
	Equal variances not assumed			-2,351						

From the table below, it can be seen that the significant value of Levene's Test for Equality of Variances is $0,237 > \alpha (0,05)$. It means that the significant value is large than

0,05. So, to know the result of t-test for Equality of Means, , the researcher see the first line in the table sig. (2-tailed) which refers to Equal variances assumed. So, H_0 is accepted and H_1 is refused. It means that there is no different significant between experimental and control group. So it said that writing skill ability between two groups here (experimental and control group) were same or equal at the beginning of the research.

4.2.7.2 T-Test Calculation of Post-test

After organize pretest in both group, the researcher gave a treatment using “Instagram” in experimental class which control class did not get any treatment like experimental class.

After the researcher given treatment in experimental class, then conducted posttest in both class. Posttest was given to find out the significance different of the students’ wiring skill in writing descriptive text between control and experimental before and after the treatment. Next, researcher calculate all of the data. So the researcher use SPSS 20.0 to analyze the score both two classes with the Independent T-test analysis. It can be seen below.

Table 4.12 Mean Score of Control and Experimental Class in Post-test
Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Exp_class	30	85,93	5,291	75	98
Cont_class	30	80,00	3,227	72	85

From the table above shows that both experimental and control group consist of 30 students. Minimum of score of experimental was 75 and the maximum score was 98 whereas the minimum score of control group was 72 and the maximum score was 85. Furthermore, the table shows that the mean score of experimental group was 85,93 and control group was 80,00. So, the researcher had find out that the score of experimental class higher than control class. Then the researcher analyzes using Independent Sample T-Test. It can be seen below.

Table 4.13 Independent Sample Test of both classes in Post-test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
Score	Equal variances assumed	7,357	,009	5,244	58	,000	5,933	1,132	3,668 8,198
	Equal variances not assumed			5,244	47,952	,000	5,933	1,132	3,658 8,208

Based the table above, it can be seen that the sig.(2-tailed) is $0,000 < 0.05$ so H_0 is refused and H_1 is accepted. It means that the mean scores of experimental and control group in posttest have the significant difference with 95% Confidence Interval of the Difference. So there is significant difference in the mean scores between control and experimental group after having class using "Instagram" in writing descriptive text.

4.2.7.3 Paired sample of T-Test

After the researcher calculated all of the pretest and posttest score, the researcher analyze the pretest and posttest of experimental class using Paired sample of T-test in SPSS 20.0. it can be seen table below.

Table 4.14 Paired sample of Pre-test and Post-test in Experimental Class

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest_Experimental - Pretest_Experimental	20,300	7,848	1,433	17,369	23,231	14,167	29	,000

From the table above it shows that the mean score between posttest and pretest in experimental group is 20,300 with standard deviation 7,848. The sig (2-tailed) shows $0,000 < (0.05)$. So H_0 is rejected and H_1 is accepted. It means that there is significant differences between pretest and posttest of experimental class.

4.2.8 Eta Squared

According to Pallant (2007:235) eta squared can range from 0 to 1 and represents the proportion of independent variable that is explained by the independents variable. To measure the effect size of treatment given, a calculation of eta squared was done by the reasearcher. The calculation of this research can be seen below.

$$Eta\ Squared = \frac{t^2}{t^2 + (N_1 + N_2 - 2)}$$

$$Eta\ Squared = \frac{5,244^2}{5,244^2 + (30 + 30 - 2)}$$

$$Eta\ Squared = \frac{27,499536}{27,499536 + 58}$$

$$Eta\ Squared = \frac{27,499536}{27,499536 + 58}$$

$$Eta\ Squared = \frac{27,499536}{85,499536} = 0,32163375$$

From the calculation above, it shows that 0,321 is larger than 0,14 so it gives large effect. It means, the null hypothesis is rejected and the alternative hypothesis is accepted. So “Instagram” is effective in teaching writing descriptive text at seventh grades in Barunawati Junior High School Surabaya.

4.2.9 Questionnaires

After gave all the data, the researcher give experimental class students is Questionnaires. The purpose is to know the response of students after students got treatment by using “Instagram” in writing text at seventh grade of Barunawati Junior High School. The Questionnaires consists of ten questions (see appendix). The result can be seen below.

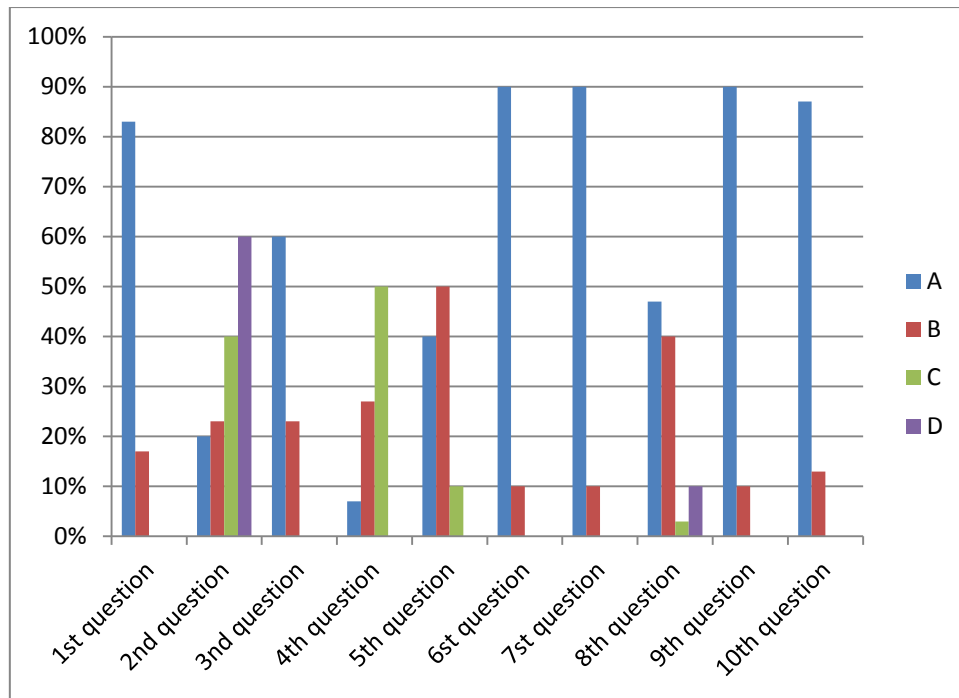


Chart 4.1 Percentages of Students Responses

Based on diagram above, it shows that:

In the first question, “Do you have an “Instagram” account?”. There are 83% students answered A and 17% answered B. It proves that most of students have” Instagram” account.

In the second question, “What do you open the application for?”. There are 20% students who answered A and 23% students who answered B. Then 40% students answered C. It proves that students use “Instagram” as communication media.

In the third question, “How often you open your account?”. There are 60% students who answered A and 23% students answered B. It proves that students often open their account “Instagram”.

In the fourth questions, “Do you understand the explanation of Descriptive Text by using “Instagram”?”. There are 6% students who answered A and there are 27% students who answered B and there are 50% students who answer. It proves that students understand the explanation of descriptive text by using “Instagram”.

In the fifth question, “how about you with topic that given to writing Descriptive Text using “Instagram”?”. There are 40% students who answered A and there are 50% students who answered B. then, there are 10% students who answered C. It proves that students interest with the topic.

In the sixth question, “Is “Instagram” can help you to writing Descriptive Text easily?”. There are 90% students who answered A and 10% students who answered B. It proves that students agree that “Instagram” can help them to write descriptive text easily.

In the seventh question, “Is the social media make you easy in learning?”. There are 90% students who answered A and 10 % students who answered B. It proves that students can help them in learning.

In eighth question, “ How your opinion about the use of “Instagram” in Descriptive Text?”. There are 49 % students who answered A and there are 40% who answered B. Then 4% students who answered C and 10% students who answered D. It proves student agree that the use of “Instagram” is interesting and clearly in learning Descriptive Text.

In the ninth question, “Are you agree if “Instagram” is used in learning Descriptive Text?”. There are 90 % student who answered A and 10 % student who answered B. It proves that students agree if learn descriptive text uses “Instagram” as media.

The last question, “Are you agree if “Instagram” is used for learning English in other skill?”. There are 87% students who answered A and there are 13% students who answered B. It proves that students agree if Instagram is used for learning English in other skills.

4.3 Discussion

Based on the result, it can be concluded that the use of social media “Instagram” in teaching writing descriptive text at Barunawati Junior High School give a significant effect. It showed that experimental class students get better score than control group in descriptive text in posttest. Experimental class also gets the significant different result after getting the treatment by using “Instagram” in writing descriptive text. It means that using social media “Instagram” as learning media is effective technique in teaching writing descriptive text. Indeed there is different significant of students’ writing ability between both classes who taught by using “Instagram” or not.

The researcher find out the different significant between experimental who were taught using “Instagram” had significant different effect than the control class who were not taught using “Instagram” in writing descriptive text. To conclude, that “Instagram” is effective to improving and help students’ability in writing descriptive text in Junior High School.

Based on the result of students responses in the questionnaires above, it can be conclude that using “Instagram” as learning media in teaching writing descriptive text make all students interest and enjoy to learn with the media. They felt attracted because they use social media as learning media so it make them enthusiast to learn writing descriptive text. After the implementation of using “Instagram” as learning media for improve students writing ability is being motivated and increase on writing.

Furthermore the observation of the teacher was taught based on lesson plan. The teacher explained the material and the steps so clearly and gave the students during the teaching learning process. In addition, almost of the students gave good opinion in the questionnaires toward the use of “Instagram” for learning descriptive text. They were quite interested with using “Instagram” as media because they could open the social media also they learn writing English descriptive text. In addition, teacher role as reminder for students of the use “Instagram” as learning media is important. Teacher asked them to do their practice to know the students’ writing ability is raising, so teacher should encourage students to keep practice writing descriptive text by “Instagram”.

The goal of using “Instagram” as media was to make all of the students enjoyable and make them easily to describe a picture with new media. Social media “Instagram” is suitable to use in teaching writing descriptive text especially for seventh grade student in Junior High School because the students should be master all of the skill especially in writing skill if they learn English. To conclude, that using social media “Instagram” as learning media in teaching writing to improve students’ writing ability is useful tool to help the students being mastered on writing for seventh grade of Barunawati Junior High School Surabaya.