CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher describes the result and discusses the data that the researcher collected from the research done in Barunawati Senior High School Surabaya.

4.1 The Effectiveness of Proverb in increasing Students' Writing Ability of Argumentative text

The aim of this researcher is to find out whether Proverb is effective or not in writing argumentative text for eleventh grader senior high school student. The research conducts pretest and posttest which is related with mixed method design researcher used. The scores of pretest are used to know whether experimental and control group have same ability in English lesson, and the scores of posttest is used to know whether Proverb is effective in writing argumentative text or not. Based on the data of the test, the researcher gets the data that will be analyzed in this chapter. The researcher has two classes of eleventh graders they are XI IPA 2 and XI IPA 3. XI IPA 3 as experimental group which automatically has gotten treatment and XI IPA 2 as control group which has not gotten any treatment.

Treatment of this research was proverb, the implementation of treatment was divided into two meetings, and starting by exploration section. In the The first meeting, the researcher explains the material about analytical exposition text, and it includes definition, generic structure and also the example, Next the researcher asks the students some questions which related the explanation, (in this part the researcher shows an analytical exposition text and asks the students about the generic structures, such as: *"based on the text, which one is the thesis, arguments and conclusion?"*, then the researcher also asks the students to look the characteristic of each generic structure, to help them when they write an analytical exposition text later). In the elaboration section The researcher shows the students how to write an argument, after this the researcher gives the students proverb material (proverb list) and defines proverb, meaning and also example to the students. After define proverb, meaning and example the researcher shows an

strong argument by using proverb to the students (in this section the researcher shows some arguments which consist proverb, the topic was about beauty and the beast movie, English and finding job, government's job and your dream). After it in the confirmation section the researcher asks the students to make strong argument by using proverb.

Next in the second meeting, firstly in the exploration section, the researcher reviews some materials in the previous meeting, include analytical exposition text, proverb (definition, meaning and example). Next in the elaboration section, the researcher gives an exercise. The exercise consist an issue and instructions. The topic of the issue is *"The children should be protected, not only by the parents, education official and KPAI, but all of us."* and the instructions are *"Read the problem below then follow the instruction!",* then *'Write your own strong arguments below stating whether or not you agree with the statement above!",* while the students do the tests they might open the proverb material which the researcher had given. The students might choose one or more proverb which appropriate with their argument and the examples personally.

This research spent around one month from April 18th – May 23rd 2017. The quantitative data was gotten from pretest and posttest; the researcher gave the test toward 62 students. After gave the test and collected all the data. To count quantitative data, it is done by using Microsoft Office Excel 2010 and SPSS verse 20. The researcher was found and discussed below:

4.1.1 The Result of Validity and Reliability

The results of validity and reliability can see below:

Table 4.1 The Result of Validity

Test Instruction	Standard Competency	Basic Competency	Indicators	Validity
Read the problem below then follow the instruction! *"The students must not use any mobile*	6 Reveal the mean of text include report text, narrative text and analytical exposition text in daily life context .	Writing 6.2 Reveal the mean and the rhetoric step in the text which use kind of language accurately in daily life context by using report text,	1.Identifying the generic structure of analytical exposition text 2. understanding the steps of writing arguments	vValidV vvvvvhg uhjkhjkh ukh

phone during school time." Write your own strong argument below stating whether or not you agree with the statement above!		narrative text and analytical exposition text	by using proverb 3. write an analytical exposition text by using generic structure and proverb	

To analyze and describe validity of the test, In this case, the instruction of the test must relate with the content of standard competence. Based on the table above, we can see that the test instruction appropriate with the standard competence. So, the test instruction is considered as valid.

After analyze and describe validity, the researcher measures the reliability of the test. The researcher uses inter-rater reliability, there are 2 raters to get scores; they are the English teacher of Barunawati Senior High School as rater 1, and the researcher as rater 2. The researcher used two ways to measure reliability; they called Pearson Product Moment and Pearson product-moment correlation, the level of reliability is determined based on the criteria by Bartz (1976:205) as seen in the table below:

Table 4.2 The Criteria of Reliability

Criteria	Description
$0.80 < r$	The reliability is very high
$0.60 \leq r \leq 0.80$	The reliability is strong
$0.40 \leq r \leq 0.60$	The reliability is moderate
$0.20 \leq r \leq 0.40$	The reliability is low
$r < 0.20$	The reliability is very low

And the result as can see below:

Table 4.3 The result of Analyzing Reliability of pretest

	X (Rater-1)	Y (Rater-2)
Mean	54.8	52.8
Standard Deviation (s)	19	28
Pearson Product Moment (r)	**0.91**	
Explanation	**Very high**	

Based on the table above, we can see the calculation of mean of Rater 1 is 55 and from the rater 2 is 53. The standard deviation is also shows little difference of rater's 1 score and rater's 2 score, and the result of reliability is 0.88, therefore the reliability is very high. The detail calculation can be seen in appendix 4.

4.1.2 The Result of Pretest (both classes)

The researcher listed and showed of both experimental and control group students and also the result of pretest as can be seen in the table below.

Table 4.4. The Pretest Score of Both Classes

NO	PASSING GRADE	EXPERIMENTAL	CONTROL
1	75	42	46
2	75	29	41
3	75	47	41
4	75	55.5	41
5	75	64	41
6	75	71	48.5
7	75	29	56
8	75	63	48.5
9	75	34	48.5
10	75	40	48.5
11	75	72	56
12	75	88	43.5
13	75	29	53.5
14	75	41	56

15	75	63.5	56
16	75	53	48.5
17	75	28.5	32
18	75	29	41
19	75	29	53.5
20	75	72	21
21	75	74	51
22	75	29	45.5
23	75	86.5	36
24	75	65	51
25	75	72.5	51
26	75	29	41
27	75	55	63
28	75	71.5	44.5
29	75	31	51
30	75	87	46
31	75	56	58.5
AVERAGE		**52.7**	**47**

Based on the table above, we can see that the passing grade is 75, it is according to the passing grade of English lesson in Barunawati Senior High School Surabaya. The score result which is got in pretest shows that the minimum score of experimental group is 29 and maximum score is 88. Beside it the minimum score of control group is 21 and the maximum score is 63. Then there are 3 students who exceed passing grade in experimental class and there is no student who exceed passing grade in control class.

4.1.3 The Posttest score of both classes

The researcher listed and showed of both experimental and control group students and also the result of posttest to measure and know how the proverb effective in writing argumentative text.

Table 4.5 The Posttest Score of Both Classes

NO	PASSING GRADE	EXPERIMENTAL	CONTROL
1	75	61.5	58
2	75	54	44.5
3	75	65	46
4	75	92.5	40
5	75	80	47.5
6	75	93	43
7	75	70.5	76
8	75	71.5	48.5
9	75	79.5	63
10	75	71.5	58
11	75	78	41
12	75	72.5	41
13	75	64	49.5
14	75	70.5	57.5
15	75	85	46
16	75	70	49
17	75	67.5	51
18	75	68	43.5
19	75	69	66
20	75	90	43.5
21	75	74	52
22	75	55.5	41
23	75	70	56
24	75	79	33.5
25	75	82.5	51.5
26	75	83	45
27	75	85	41
28	75	61.5	45
29	75	56.5	41
30	75	95	37
31	75	61.5	46
AVERAGE		**73**	**48**

Based on the table above, it can be seen the result of the posttest both of classes after do the treatment in the experimental class and give explain in the control class. From the calculation, the score result which are got in posttest, it can be seen that the minimum score of experimental class is 51 and the maximum score is 93. Then for the control class the minimum score is 41 and the maximum score is 79.

4.1.4 The Percentage both classes of Pretest and Posttest

4.1.4.1. The Percentage of Pretest and Posttest score of Experimental Group

Table 4.6 The Percentage of Pretest and Posttest Score of Experimental Group

Passing Grade	Students of Experimental Class		Percentage of Test	
	Pretest	Posttest	Pretest	Posttest
Complete grade ≥ 75	3	12	9.6%	39%

According the table above, we can see that the comparison of pretest and posttest of experimental group shows the percentage that exceed the passing grade of pretest is 9.6% and the posttest is 39%, therefore the increasing is 29.4%

4.1.4.2 The Percentage of Pretest and Posttest score of Control Group

Table 4.7 The Percentage of Pretest and Posttest Score of Control Group

Passing Grade	Students of Experimental Class		Percentage of Tests	
	Pretest	Posttest	Pretest	Posttest
Complete grade ≥ 75	0	1	0%	3.2%

According the table above, we can see that the comparison of pretest and posttest of experimental group shows the percentage that exceed the passing grade of pretest is 0% and the posttest is 3.2%, therefore the increasing is 3.2%

4.1.4.3 **The Comparison percentage both classes Posttest**

Table 4.8. The Comparison Percentage of Both Classes Posttest

Passing Grade	Both of Classes		Percentage of Tests	
	Experimental	Control	Posttest	Posttest
Complete grade ≥ 75	12	1	39%	3.2%

According the percentage in the table above, the result of the comparison of posttest score shows that the students' percentage which exceed the passing grade of experimental group is 39% and control group is only 3.2%, so the comparison of both classes is 35.8%

4.1.5 The Result of Normality Test

4.1.5.1 Test of normality distribution of both classes (pretest)

The researcher gave pretest to the students to know whether there is significant difference of both classes or not. Test of normal distribution of both classes is used statistic with formulated as bellow:

H_0 : the data is normality distribution

$H_{1:}$ the data is not normality distribution

And the criteria of the test based on *P*- value as below

H_0 push away, if P ($_{value) <}$, so data is not normality distribution

H_1 push away , if P ($_{value) >}$ $\boldsymbol{\sigma}$, so data is normality distribution

To test normality distribution, the researcher uses software SPSS 20.0 of Kolmogorov-Smirnov test. It is used terminology *P-Value* that means significant (sig.) the standard of significant is called alpha (α) 0.05. Meanwhile, H_0 is pushed away if *P-Value* < (α), and H_1 is pushed away if *P-Value* > (α), the result as below:

Table 4.9 The Result of Kolmogorov-Smirnov Test (pretest)

One-Sample Kolmogorov-Smirnov Test			
		EXPERIMENTAL CLASS	CONTROL CLASS
N		31	31
Normal Parameters[a,b]	Mean	52.77	47.08
	Std. Deviation	20.127	8.431
Most Extreme Differences	Absolute	.151	.139
	Positive	.151	.081
	Negative	-.114	-.139
Kolmogorov-Smirnov Z		.839	.772
Asymp. Sig. (2-tailed)		.482	.591
Test distribution is Normal.			

According to the table above, we can see that the calculation of Kolmogorov-Smirnov is significant because the value of experimental and control class are 0.482 and 0.591. The significance of both classes is more than alpha (α) 0.05. Therefore, H_1 is pushed away, and H_0 is accepted, that means the data is normality distribution.

4.1.5.2 The test of normality distribution of both classes (posttest)

In this research, the posttest held after experimental group got treatment and after control group finished learning activity without any treatment. It is same with the normality distribution of pretest, the score of posttest both classes will be tested by using

Kolmogorov-Smirnov with the standard is 0.05, the hypothesis formulates as below:

H_0 : the data is normality distribution

$H_{1:}$ the data is not normality distribution

And the criteria of the test based on *P*- value as below

H_0 push away, if P $(_{value)} <$, so data is not normality distribution

H_1 push away , if P $(_{value)} > \boldsymbol{\sigma}$, so data is normality distribution

To test normality distribution, the researcher uses software SPSS 20.0 of Kolmogorov-Smirnov test. It used terminology *P-Value* that means significant (sig.) the standard of significant is called alpha (α) 0.05. Meanwhile, H_0 is pushed away if *P-Value* < (α), and H_1 is pushed away if *P-Value* > (α), the result as below:

Table 4.10. The Result of Kolmogorov-Smirnov Test (posttest)

One-Sample Kolmogorov-Smirnov Test			
		EXPERIMENTAL CLASS	CONTROL CLASS
N		31	31
Normal Parameters[a,b]	Mean	73.45	48.44
	Std. Deviation	11.204	9.074
Most Extreme Differences	Absolute	.118	.154
	Positive	.118	.154
	Negative	-.059	-.112
Kolmogorov-Smirnov Z		.654	.858
Asymp. Sig. (2-tailed)		.785	.453
a. Test distribution is Normal.			

According to the table above, we can see that the calculation of Kolmogorov-Smirnov is significant because the value of experimental and control class are 0.785 and 0.453. The

significance of both classes is more than alpha (α) 0.05. Therefore, H_1 is pushed away, and H_0 is accepted, that means the data is normal distribution.

4.1.6 The Result of Homogeneity Test

After calculating the normality the data distribution, the researcher will continue with homogeneity test. The score of pretest both of classes is main data to calculate homogeneity test. . Test of homogeneity of both classes is used statistic with formulated as bellow:

H_0 : with There is no difference between experimental and control class (Homogeny)

H_1 : with There is difference between experimental and control class (Not Homogeny)

And the criteria of the test based on *P*- value as below :

H_0 push away, if P ($_{value)} <$, so There is difference between experimental and control class (not homogeny)

H_1 push away, if P ($_{value)} > \boldsymbol{\sigma}$, There is no difference between experimental and control class (Homogeny)

The other criteria based on F_{count} and F_{table}, as below:

H_0 push away, if $F_{count} > F_{table}$, so There is difference between experimental and control class (not homogeny)

H_1 push away, if $F_{count} < F_{table}$, There is no difference between experimental and control class (Homogeny)

Then, the result of homogeneity using SPSS can be seen below:

Table 4.11 The result of homogeneity

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.561	5	18	.728

Based on the table above, we can see that the calculation of homogeneity test is gotten 0.728 and more significant than α 0.05. It means there is no difference between both of groups.

4.1.7 **The Result of T – Test**

The researcher will know and measure the effectiveness of proverb in increasing students' writing ability of writing argumentative text with software SPSS 20.0. The hypothesis is formulated as below:

H_0 : Proverb is not effective in increasing student writing ability of writing argumentative text.

H_1 : Proverb is effective in increasing student writing ability of writing argumentative text.

The criteria of the test based on *P* value as below :

H_0 Push away , if $P_{(value)} < \sigma$, so there is effective

H_1 Push away , if $P_{(value)} > \sigma$, so there is no effective

The other criteria based on F_{count} and F_{table}, as below:

H_0push away, if $T_{count} > T_{table}$, so There is effective

H_1 push away, if $T_{count} < T_{table}$, There is no effective

H_0 is pushed away if the significant standard in T-test that is done by SPSS 20.0 < α (0.05) it means that there is effective in writing

argumentative text using proverb, an then H_1 is pushed away if the significant standard in T-test that is done by SPSS 20.0 > α (0.05) it means that there is effective in writing argumentative text using proverb. The result is shown below:

Table 4.12 The Result of T-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
POSTTEST	Equal variances assumed	2.202	.143	9.660	60	0.000	25.016	2.590	19.836	30.196
	Equal variances not assumed			9.660	57.517	0.000	25.016	2.590	19.836	30.196

According to the table above, the result of significant standard in T-test for equality of means which is done use SPSS is 0.000 The significant value is less than 0.05 or *P.value* < α (0.05), so H_0 pushed away and it means that proverb is effective in increasing students' writing ability of writing argumentative text. As like as the researcher explain above, the researcher also count T-test by using another way with finding $T_{table..}$ Based on the table above the result of df is 60, then according to the table (titik presentase distributive) we can find the $T_{table,}$ with df 60 is 1.670. It means that $T_{count} > T_{table}$ (9.660 > 1.67). Therefore, H_0 is push away and H_1 is accepted.

In addition**,** some researchers found that proverb has positive effect on the overall English language, for example proverb can improve oral presentation effectiveness, improved reading skills, improved written communication skill and also listening comprehension. That is the reasons why the researcher wants to apply proverb in writing argumentative text in eleventh graders. Then, the researcher wants to discuss the result which the researcher found above. Relating with it, as the researcher explained in the

previous chapter, the researcher conducts a research about the effectiveness of proverb in increasing students' writing ability of writing argumentative text and it's applied at eleventh graders. Before analyzing all the data that had gotten, the researcher conducted validity and reliability test. To know whether the instrument which used in this research valid or not the researcher held validity test by using basic competency and standard competency of eleventh grader senior high school in KTSP curriculum and it was validated by the researcher's first advisor, the researcher's writing lecturer and the English teacher of Barunawati Senior High School as validators, and the result of validity test is valid. After doing validity test, the researcher conducts reliability test, the function of this test is to know whether the score of pretest and posttest of both classes are reliable or not. The researcher uses inter-rater reliability to know the result, and the result is 0.96, so reliability is very high. Next, the students in this research is homogeny, it can be seen on the result from homogeneity test. The researcher uses this test to know whether the subjects have same ability or not, to count it the researcher uses the pretest score, and the result of this test is homogeny because the value of homogeneity test is 0.728 and it's more than α 0.05. Therefore, the students have same ability. After it, the researcher will discuss about the normality of data distribution. To know whether the data distribution is normal or not, the researcher uses Kolmogorov-Smirnov test with terminology if P-value < α (0.05) so H_0 is pushed away, it means that the data is not normality distribution, meanwhile if P-value > α (0.05) so H_1 is pushed away and it means that the data is normality distribution. After calculate it, the calculation result of normality test in pretest shows that both classes are normal, because the significant of experimental and control group are 0.482 and 0.591. So, H_1 is pushed away and H_0 accepted it means that the data is normality distribution. Beside it, the calculation result of normality test in posttest shows that both classes are also normal, because the significant of experimental and control group are 0.785 and 0.453. Therefore, H_1 is pushed away and H_0 accepted it means that the data

is normality distribution. After it, the researcher will discuss about the effectiveness of proverb in increasing student writing ability of writing argumentative text. To measure it, the researcher uses T-test, and hypothesis are:

H_0 : Proverb is not effective in increasing student writing ability of writing argumentative text.

H_1 : Proverb is effective in increasing student writing ability of writing argumentative text.

H_0 is pushed away if the significant standard which done by SPSS $< \alpha$, it means Proverb is effective in increasing students' writing ability and also can apply in argumentative text.

Based on the table 4.12 and 4.13 , we can see that the significant (sig.2) for Equality of Means got the significant is 0.000 and it less than 0.05 or *P-value* $< \alpha$, therefore H_0 pushed away, then the researcher conclude that proverb is effective in increasing students' writing ability of argumentative text. Furthermore, if we saw in the data statistic of the result of mean both classes are not exceed the passing grade, as the researcher said before that the passing grade of English lesson by Barunawati Senior High School is 75, meanwhile the result of mean both classes are 73.45 and 48.44, so the means of both classes are not exceed the passing grade, but we can see the increasing of both classes based on the result of percentage. After the researcher do T-test to know whether Proverb is effective or not, the researcher percentages pretest and posttest score of both classes to know and compare the percentage of pretest and posttest score, and then the researcher had gotten there are 3 students of experimental class who exceed passing grade in the pretest, then after give the treatment there are 12 students who exceed the passing grade in the posttest and the percentage are from 100% students in the experimental class there are only 9.6% who exceed the passing grade and after give the treatment from 100% students there are 39% students who exceed passing grade, eventually if we see the percentage of pretest and posttest are 9.6%

up to 39%, so it has increased 29.4%. Beside it the researcher realized that every student have different ability to accept the new material which they don't know before, especially writing activity. Based on the learning process when do the treatment most of students really lazy to write because they felt bored and confuse about what that they wanted to write, most of students really confuse to get idea that they wanted to write in the beginning of the paragraph, so they just write their abstract idea without construct it well. According to the result also we can see that most of the students got the score around 29 until 60 and only 3 students that got score around 70-80 in the pretest, and then in the score of posttest most of the students got score around 50-75 and only 12 students got score around 75-70. From the result of both pretest and posttest the researcher can conclude that most the students don't write totally, they just write their abstract idea without caring about grammar, sentence structure and the using of proverb, and then only around 12 students who write their idea well, they really use grammar carefully, they know about the sentence structure which they used and they also used proverb to strengthen their argument. Although the result of posttest doesn't show the significant increasing and there are only 12 students who exceed the passing grade after give the treatment the researcher keeps give motivation to the students for keep try hard, confident and totally to writing. The mean comparison of both classes in pretest and posttest can be see below:

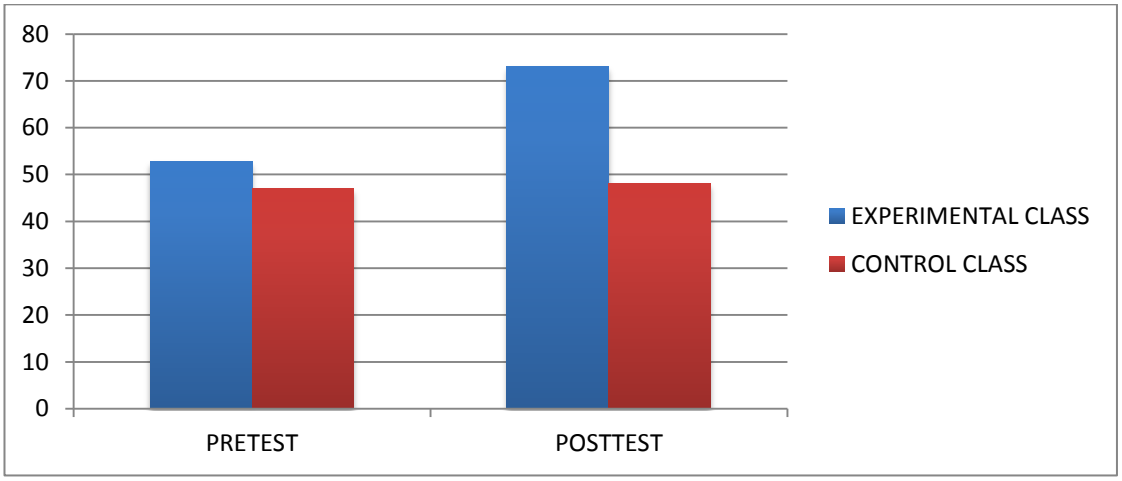

Chart. 4.1 The Mean Comparison of Both Classes in Pretest and Posttest

4.2 To what Extend Proverb can Effective in increasing Students' Writing ability of Argumentative text at eleventh graders

Referring with the second research question which has been mention in the chapter one. The research question was to what extend proverb does effective in increasing students' writing ability in argumentative text and the purpose of the research question is to describe to what extend proverb can effective in increasing student writing ability of argumentative text. To answer it, the researcher had analyzed the scoring rubric and the posttest sheets of students in experimental class. Based on the table of scoring rubric paragraph (see appendix 2), there were 5 aspects which asses on it they're format, mechanics, content, organization, grammar and sentence structure. The first aspect was Format. It was aspect which asses about the format of the paragraph. The second aspects are mechanics. They were aspect which asses punctuation, the use of capital letters and the spelling of words. The next aspect was Content. It was the important aspect which asses and the score of content's aspect is 50, it bigger than other aspects, and the contents' aspect consist of the generic structure of analytical exposition text and the use of proverb to strengthen the arguments. The fourth aspect was organization; it was aspect which asses about the topic and the controlling idea in the beginning of the paragraph, the factual supporting sentence and the specific example in the middle of the paragraph and the appropriate concluding sentence in the end of the paragraph. The last aspects were grammar and sentence structure.

After administering the posttest, the researcher corrected and assessed the posttest, after it the researcher started to calculate the score to know the significant different in posttest of both classes and the significant different in each aspect of writing paragraph scoring rubric. The result of this calculation was to describe the second research question and also to know the significant of proverb in increasing students' writing ability of writing argumentative text.

Firstly, the researcher wanted to show the different significant of posttest. The beginning step was calculate the means by using the total score of posttests, after it the researcher calculated the standard deviation and the standard error of differences of both classes, after it t-test was used to know the significant difference by comparing the *t-value* with the *t-table*, then the *t-table* ($t._{05}$), with

the level degree of freedom 60 was 1.67 (see appendix 3). If the *t-value* was higher than ($t._{05}$), so the result is significant, but if the *t-value* was lower than ($t._{05}$), the result was not significant. And it formulated as:

If *t-value* > ($t._{05}$), (1.67), The difference is significant If *t-value* < ($t._{05}$), (1.67), The difference is not significant

Then the result can be seen below:

Table 4.13 The Result of the posttest

CALCULATION	EXPERIMENTAL	CONTROL
N	31	31
Score	2277	1501
Means	73.45	48.43
Standard Deviation	11	9
Standard Error of Difference	2.5	
T-value (($t._{05}$)= 0.245)	10	
Explanation	Significant	

The table above showed the posttest score of experimental class was 227 and the mean was 73.45. Meanwhile, the posttest score of control class was 1501 and the mean was 48.43, then the difference point between both classes was 25.02. It means that the score of posttest in experimental class was increase significantly after got proverb as the treatment on the argumentative text than control class which didn't use proverb on argumentative text. Based on the table also we can see that the standard error of difference was 2.5 and *t-value* was 10, it means that the *t-value* was higher than ($t._{05}$) or *t-value*> ($t._{05}$), and the difference is significant.

Secondly, the researcher wanted to show how the different significant of proverb in all aspects in writing paragraph scoring rubric. Furthermore, the researcher was analyzed the pretest and posttest into 5 aspects to get the specific

result. They are format, mechanic, content, organization and grammar and sentence structure, and then the score tabulation of pretest and posttest in all aspects and also the chart of the tabulation also as can see below:

Table 4.14 The Tabulation of all Aspects Pretest and Posttest of Experimental Class

NO	Format		Mechanic		Content		Organization		Grammar and Sentence Structure		Final Score		Exceed/Not Exceed	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	3	5	4	4	15	30	10	12.5	10	10	42	61.5	NE	NE
2	3	5	1	4	15	25	5	10	5	10	29	54	NE	NE
3	3	5	3	5	23.5	35	7.5	10	10	10	47	65	NE	NE
4	4	5	3	5	23.5	50	15	17.5	10	15	55.5	92.5	NE	E
5	5	5	4	5	25	40	15	15	15	15	64	80	NE	E
6	4	4	2	4	35	50	15	20	15	15	71	93	NE	E
7	2	4	2	4	15	40	5	12.5	5	10	29	70.5	NE	NE
8	4	5	4	4	30	40	15	12.5	10	10	63	71.5	NE	NE
9	2	3	2	4	15	50	7.5	10	7.5	12.5	34	79.5	NE	E
10	4	5	4	4	12	40	7.5	12.5	12.5	10	40	71.5	NE	NE
11	4	4	3	4	35	42.5	15	12.5	15	15	72	78	NE	E
12	4	5	4	5	50	45	15	7.5	15	10	88	72.5	E	NE
13	3	5	1	4	15	32.5	5	12.5	5	10	29	64	NE	NE
14	3	4	3	4	20	40	7.5	12.5	7.5	10	41	70.5	NE	NE
15	3	5	3	5	27.5	45	15	15	15	15	63.5	85	NE	E
16	4	5	4	5	15	37.5	15	10	15	12.5	53	70	NE	NE
17	1	5	15	5	5	37.5	7.5	10	0	10	28.5	67.5	NE	NE
18	3	4	1	4	15	40	5	10	5	10	29	68	NE	NE
19	3	5	1	4	15	40	5	10	5	10	29	69	NE	NE
20	4	5	3	5	37.5	50	12.5	15	15	15	72	90	NE	E
21	5	5	4	4	45	40	10	10	10	15	74	74	NE	NE
22	3	4	1	4	15	25	5	12.5	5	10	29	55.5	NE	NE
23	4	5	5	5	50	40	15	10	12.5	10	86.5	70	E	NE
24	5	5	5	4	35	35	15	20	5	15	65	79	NE	E
25	5	5	5	5	35	45	15	12.5	12.5	15	72.5	82.5	NE	E
26	3	4	1	4	15	45	5	15	5	15	29	83	NE	E
27	3	5	2	5	25	45	15	15	10	15	55	85	NE	E
28	3	5	3.5	4	40	30	15	12.5	10	10	71.5	61.5	NE	NE
29	3	5	1	4	17	25	5	12.5	5	10	31	56.5	NE	NE
30	3	5	4	5	45	50	20	20	15	15	87	95	E	E
31	4	5	2	4	25	32.5	15	10	10	10	56	61.5	NE	NE

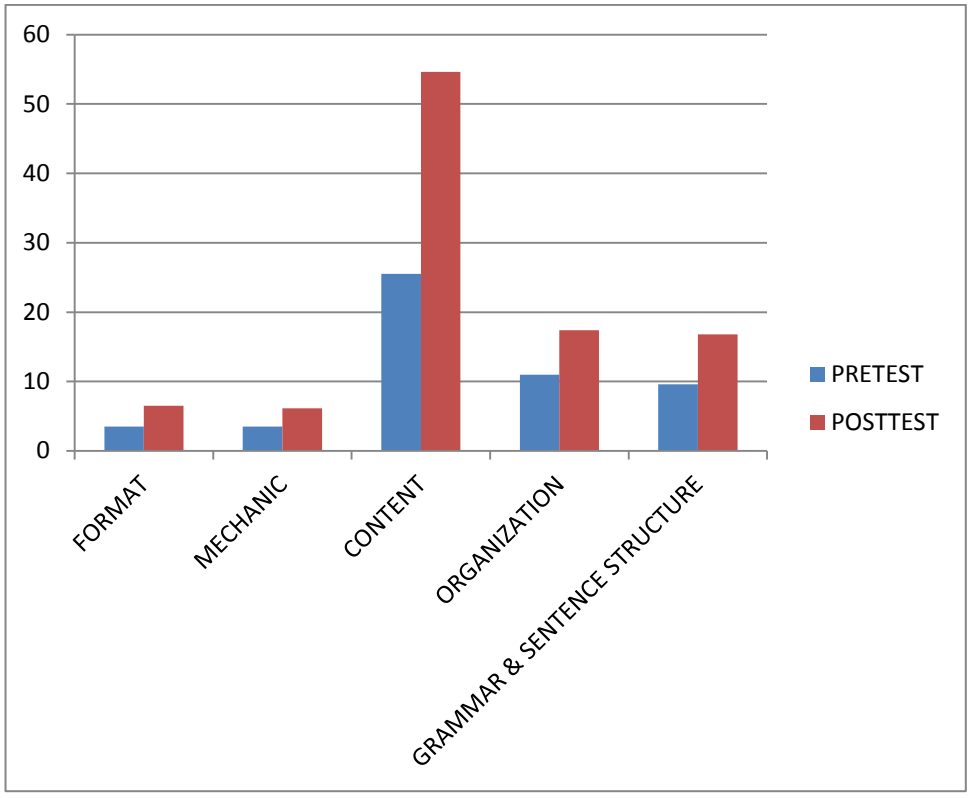

Chart 4.2 The Significant Difference in each Aspect of Experimental Class (pretest and posttest)

The first aspect which will be discussed was format. The result of the experimental and control in Format aspect as can see below:

Table 4.15 the Significance of the Posttest in Format Aspect

CALCULATION	EXPERIMENTAL	CONTROL
N	31	31
Score	202	198
Means	6.5	6.4
Standard Deviation	1.34	1.34
Standard Error of Difference	0.34	
T-value (($t_{.05}$)= 0.245)	0.294	
Explanation	Not significant	

According to the table above, the mean score of experimental class and control class in format aspect was 6.5 and 6.4, it's mostly same. While the *t-value* of both classes which only 0.294. it means that *t-value* < 1.67. It means there was no a significant different. Beside it in the table 4.15 also the researcher can conclude that the score of pretest and posttest of both classes there is no different score significantly. The score of format aspect in pretest of both classes was around 2-4 from maximum score 5. It's also in posttest of both classes; the score was around 3-5. Therefore, the researcher can conclude that there was no a significant different between experimental and control class in the format aspect. The detail calculation can be seen in Appendix 9

The next aspect was mechanic, and the result of the experimental and control in Mechanic aspect as can see below:

Table 4.16 the Significance of the Posttest in Mechanic Aspect

CALCULATION	EXPERIMENTAL	CONTROL
N	31	31
Score	191	190
Means	6.16	6.12
Standard Deviation	1.4	1.7
Standard Error of Difference	0.4	
T-value (($t_{.05}$)= 0.245)	0.1	
Explanation	Not significant	

According to the table above, the mean score of experimental class and control class in mechanic aspect was 6.16 and 6.12, it's mostly same. While the *t-value* of both classes which only 0.1. it means that *t-value* < 1.67. It means there was no a significant different. Beside it in the table 4.16 also the researcher can conclude that the score of pretest and posttest of both classes there is no different score significantly, as like as format aspect, the maximum score for mechanic aspect was only 5. The score of mechanic aspect in pretest of both classes was around 2-3 from maximum score 5. It's also in posttest of both classes; the score was around 3-5. Therefore, the researcher can conclude that there was no a

significant different between experimental and control class in the format aspect. The detail calculation can be seen in Appendix 10.

After mechanic aspect, the third aspect which will be discussed was content. Content was the most important aspect on the writing scoring rubric, because content aspect consist of the generic structure of analytical exposition text. As well as the researcher said before, the generic structure of analytical exposition text was thesis, arguments and reinforcement/conclusion, and the function of proverb was to strengthen the argument. The result of the experimental and control in Content aspect as can see below:

Table 4.17 the Significance of The Posttest in Content Aspect

CALCULATION	EXPERIMENTAL	CONTROL
N	31	31
Score	1693	1529
Means	54.61	49.32
Standard Deviation	5.5	7.2
Standard Error of Difference	1.64	
T-value (($t._{05}$)= 0.245)	3.2	
Explanation	Significant	

From table above, the researcher can see that there was significant difference of both classes in content, because the mean of both classes were 54,61 and 49.32 and the *t-value* was 3.2, it means that *t-value*>1.67 and there was a significant different. So, the researcher can conclude that proverb can be used in writing argumentative text because can increase the students' writing ability. The detail calculation can be seen in Appendix 11.

The next aspect was organization; based on the table below the researcher can see that there was a significant difference. It can be seen from the means of both classes. Its 569 and 512 and the *t-value* was 1.83, it means that *t-value* > 1.67 and it can be conclude that there was a significant difference between experimental class and control class. Based on the table also the researcher can see that the score of both classes were mostly different. Organization was second

important aspect in writing after content aspect, it because organization was related with content, if the researcher saw on the pretest In experimental class the students' score around 5-15 from the maximum score 20 and when in the posttest the students' score around 10-20. Therefore, the researcher can conclude that proverb can use in writing argumentative text because not only can increase students' writing ability on content aspect but also on organization aspect. The detail calculation can be seen in appendix 12.

Table 4.18 the Significance of The Posttest in Organization Aspect

CALCULATION	EXPERIMENTAL	CONTROL
N	31	31
Score	569	512
Means	18.3	16.5
Standard Deviation	3.4	4.3
Standard Error of Difference	1	
T-value (($t_{.05}$)= 0.245)	1.83	
Explanation	Significant	

The last aspect which the researcher will discuss was grammar and structure aspect. The result of the experimental and control in Grammar and Sentence structure aspect as can see below:

Table 4.19 the Significance of the Posttest Grammar and Sentence Structure Aspect

CALCULATION	EXPERIMENTAL	CONTROL
N	31	31
Score	521	503
Means	16.81	16.22
Standard Deviation	2	4.2
Standard Error of Difference	1.57	
T-value (($t_{.05}$)= 0.245)	0.37	
Explanation	Not significant	

According to the table above, the mean score of experimental class and control class in format aspect was 16.81 and 616.22, it's mostly same. While the *t-value* of both classes which only 0.37. It means that *t-value* < 1.67. It means there was no a significant different. Therefore, the researcher can conclude that there was no a significant different between experimental and control class in the grammar and sentence structure aspect. The detail calculation can be seen in appendix 13.

Discussing all the finding above will be done by the researcher on this part. The researcher will discussed about significant different in each aspects based on the finding above, then it was continued with discussed about how the aspect can increase and had significant difference. It was really important because the answer will be supported the second research question and to know how proverb can increase students' writing ability of writing argumentative text. on the beginning, The tests were distributed to 31 students in experimental class and control class also; the topic was *"The students must not use any mobile phone during school time"*, and the instructions' test were *"Read the problem below then follow the instruction"*, and also "*Write your own strong argument below stating whether or not you agree with the statement above!"*. After had done both tests the researcher corrected using paragraph scoring rubric by Alice Oshima which had adopted before.

Format was the first aspect which had discussed; this aspect was related about how the students can make the paragraph by using format well. The maximum score of this aspect was 5, and after calculate the mean, standard deviation, the standard error of difference and *t-value* the researcher can conclude that there was no significant difference on format aspect, it can be seen on the result in table 4.15, the result of *t-value* was 0.294 it was lower than 1.67, then it means that there was no significant difference between pretest and posttest of experimental class in format aspect.

After it, mechanic was the second aspect which had discussed, it same with format aspect, the maximum score was 5. After had done all steps the result of *t-value* of mechanic aspect was 0.1, it was lower than 1.67, and its same with format aspect that there was no significant difference in mechanic aspect. It can be

seen also on the table 4.16, that between the score of pretest and posttest in experimental class there was no significant different, because most of the student got 2-4 score in pretest and 3-5 in posttest.

The next aspect was content. Content was related with how the he students construct students' idea well, it was also consist of the generic structure of the text and the use of proverb in the students' arguments. The maximum score was 50, it was the highest score aspect in the rubric score. Content aspect was related with organization aspect, because if the students wrote the content well, it means that the students' constructed the organization of writing well too. Organization aspect consist of a topic sentences in the beginning of the paragraph, specific example and factual supporting sentence and also concluding sentence in the ends of the paragraph. Eventually, the researcher combined the analyzing of content and organization in one part. From the result of calculating of mean, standard deviation, the standard error of difference and *t-value* the researcher can conclude that there was significant difference on content aspect, it can be seen on the result in table 4.17 the result of *t-value* was 3.22 it was higher than 1.67, it means there was a significant difference. Meanwhile, based on the table 4.13 Too, the researcher can be seen that the score between pretest and posttest of experimental were increasing significantly in the content aspect. The researcher had taken some students of experimental class who got better score in posttest to be analyzed based on the content aspect. The first student who showed the score increasing was the twenty fourth students' number; the score is 65 in pretest and 79 in the posttest. It was increasing in the content of the paragraph. At the first paragraph of pretest there is thesis which consists of one sentence which as topic sentence but there is no controlling idea after topic sentence. At the second paragraph there are arguments which can't support thesis because there wasn't specific example and factual supporting sentence, then at the last paragraph there was concluding sentence but the students only write agree or disagree about the problem without write concluding sentence well. In the other hand, the posttest score of the twenty fourth students' number was 79. At the second paragraph there are three arguments which the students had written. It different with the arguments in the pretest because they used connectors in every beginning of arguments, such as:

firstly, secondly, thirdly and etc. the other differences which make the score increasing are the students used proverb to strengthen the arguments, as follow on the posttest sheet the students wrote *"In my opinion, use mobile phone during school time is very important for students, because with used it students can use internet to get more information about the lesson. God helps those who help themselves"*. The meaning of God helps those who helps themselves was don't just wait for good things to happen to you, work hard to make them happen. The purpose of the student used the proverb was to strengthen the arguments sentence which the student wrote, it means the student wanted to tell that as the students they must try hard to get something that they wanted, such as search information for the lesson. And the last of the paragraph there is reiteration/concluding sentence which consists of connector and some concluding sentences. The second student who showed the score increasing was the fourth students' number; the score are 55.5 in pretest and 92.5 in the posttest. The score was higher increasing than other students. It can be seen on the posttest sheet, over all of content showed the differences, for example in the beginning of the paragraph the student wrote the thesis only with one sentence in pretest, but in the posttest the student wrote thesis differently, the student started with topic sentence then continued with controlling idea which some sentences, the students also used connectors, like in addition, because, but. It also happened in the arguments of the paragraph, in the pretest the student didn't use connector to state the argument, but in the posttest the student used connectors, like firstly, secondly, etc, the student also used word to link the argument and the conclusion, like in my opinion, I think and in conclusion. In one of arguments the student wrote *"Firstly, in my opinion I am agree, because if students used any mobile phone during school time, they will pay less attention and don't listen when the teacher explains in front of class, and they turn on the mobile phone for just messaging, facebook, twitter and etc. After it they will be uncompleted their assignment and ask the teacher to complete it tomorrow. Don't off until tomorrow what you can do today".* So the student used proverb to support and strengthen the specific example sentences. The third student who showed the score increasing was the sixth students' number; the score are 71 in pretest and 93 in the posttest. The score was the highest increasing

of all students. The student had potential in writing, it can be seen in the pretest sheet, the student can tell the idea well although the student still hadn't constructed it well, the student just write anything that the student think without knew about the generic structure, grammar and other aspects. In the other hand, if the researcher saw in the posttest sheet, the paragraph was better than in the pretest. In the beginning of thesis the student used topic idea and continued with controlling idea, then in the arguments the student really wrote the arguments totally, the student wrote the specific example and factual supporting sentence in every argument such as, *"the student can use the mobile phone to find book that teacher ask."* And *"more students often use mobile phone to active in social media like instagram, twitter and facebook",* the student also use proverb *"better late than never"* to strengthen the argument. The student used the proverb to explain and support the example. The fourth student who showed the score increasing was the eleventh students' number; the score are 72 in pretest and 75 in the posttest. In the posttest sheet, the student wrote *"I think we should use mobile phone wisely and know the right time to play mobile phones. Don't count your chickens before they catch".* The proverb's meaning was don't expect a positive result before you actually see it. The student wanted to tell to the reader and other students that must know what time they can use the mobile phone, although mobile phone has many benefits but it has many negative effects too. So don't expect a positive things before you actually got it. The fifth student who showed the score increasing was the fifth students' number; the score are 63.5 in pretest and 80 in the posttest. In the posttest sheet, the student wrote *"I think teachers should not be worse assumed to the students who play the mobile phone because the students also sometimes use it to search information. Don't judge a book by its cover".* The meaning of proverb is don't judge someone or something by appearance alone. So, the students wanted strengthen the arguments using the proverb, and the argument means that not all the students who play the mobile phone was wrong, sometimes they used it to search information. The sixth student who showed the score increasing was the twentieth students' number; the score are 72 in pretest and 90 in the posttest. The student had potential in writing, it can be seen in the pretest sheet, the student can tell the idea well although the student

still hadn't constructed it well, the students just write anything that the student think without knew about the generic structure, grammar and other aspect. In the other hand, in the posttest sheet the paragraph was better than in the pretest. In the posttest sheet, the student wrote *"In my opinion, I am agree if the student don't use any mobile phone during school time, because it can disturb the learning process, and if they don't bring it, they will focus on the learning process only. Go after the dream as high as the sky".* The student stated that agree if the other students don't use any mobile phone during school time because the student want to tell the other students focus on the lesson and got the ambition. In conclusion, the score between pretest and posttest can increase significantly in content aspect because the students used proverb in the arguments, because proverb can make the arguments string and meaningful, proverb also can support the specific example. So proverb can increase the students' writing ability of writing argumentative text in the content aspect, especially in the arguments.

The last aspect was grammar and sentence structure. This aspect is related with how the student can estimate a grammar and sentence structure in their paragraph. From the table 4.19 the researcher can see that there was no significant in this aspect. The result of *t-value* was 0.37, it was lower than 1.67. the researcher can conclude that there was no significant between pretest and posttest of experimental class in grammar and sentence structure aspect.

Eventually, proverb can effective in increasing students' writing ability of argumentative text by using it on the content of the paragraph, especially on argument. It also concluded that content and organization were two aspects which had significant difference than other aspect, it was because the students wrote and constructed the paragraph totally, and also put proverb to strengthen the arguments in the posttest.

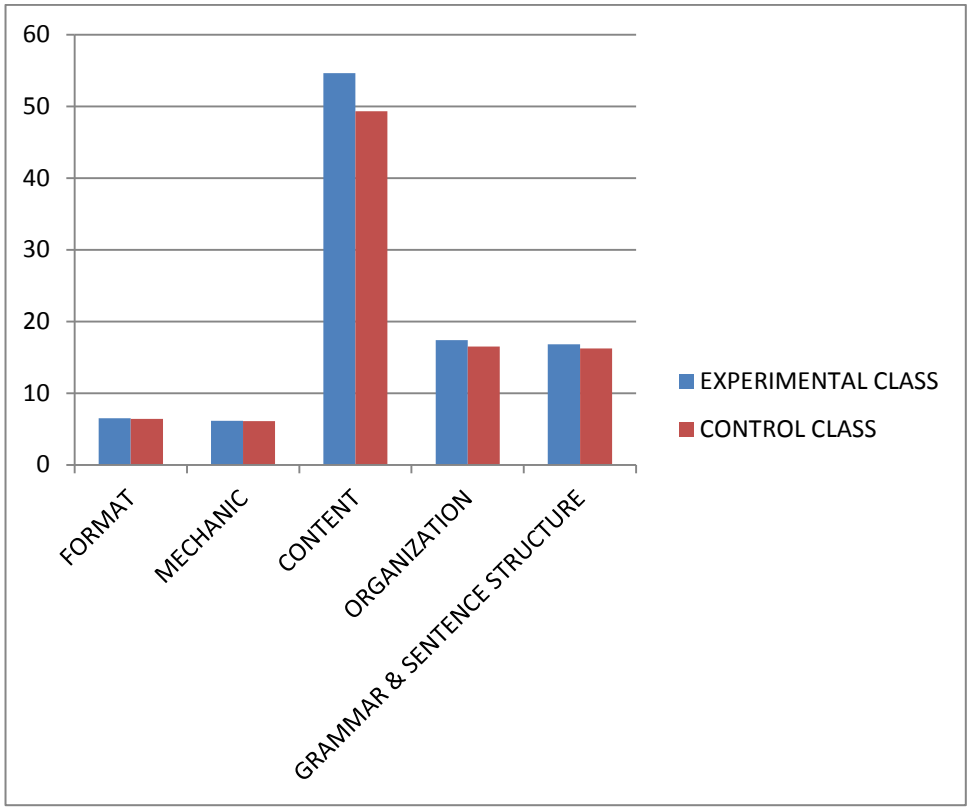

Chart 4.3 The Significant Difference in each Aspect of Experimental Class and Control Class (posttest)

4.3 The Students' Responses toward the Use of Proverb in Argumentative text

Referring the third research question in this research, the researcher gave to the students' questionnaire. The questionnaire was done by the students' of experimental group on Thursday, 8th June 2017. The questionnaires consist of some questions which related with the learning process during this research was running and also how the students; response toward the use of proverb in writing argumentative text. The result of the questionnaire will support the data through the observation. The questionnaire sheets are distributed to the 31 students of experimental class. There are ten questions in the questionnaire and it related with the learning process from do the pretest, give the treatment until do the posttest. The percentage of the students' responses as follow:

Table 4.20. The Result of Students' Questionnaire in Question's number 1-9

Question	Number of answer and the percentage									
	A		B		C		D		E	
1	21	67.8%	10	32%	0	0%	0	0%	0	0%
2	12	39%	8	26%	1	3.2%	0	0%	10	32%
3	12	39%	9	61%	0	0%	0	0%	0	0%
4	16	52%	15	48%	0	0%	0	0%	0	0%
5	0	0%	31	0%	0	100%	0	0%	0	0%
6	6	19.3%	1	3.2%	13	42%	0	0%	11	35.4%
7	3	10%	23	74%	5	16%	0	0%	0	0%
8	22	71%	9	29%	0	0%	0	0%	0	0%
9	20	65%	11	35%	0	-	0	0%	0	0%

Table 4.20 The Result of Students' Questionnaire in Questions' number 10

Question		Number of answer and the percentage									
		A		B		C		D		E	
10	10.1	11	35%	17	55%	3	10%	0	0%	0	0%
	10.2	14	45%	14	45%	3	10%	0	0%	0	0%
	10.3	12	39%	17	59%	2	6%	0	0%	0	0%
	10.4	6	19%	22	71%	3	10%	0	0%	0	0%

According to the table above, the researcher will analyze the question one by one. The first question was related with the student's interesting in writing or not. It made be important questions in the beginning of the questionnaire because based on the question the researcher will know how much that students interest and how much that don't and then the result is there are 21 students or 67.8% from 31 students had chosen A that means interested in writing and there are 10 students or 32% from 31 students had chosen B that means not interested in writing. Therefore, most of 67.8% students were interested in writing.

The second question was about kind of writing which usually the students write, then from 31 students there are 12 students or 39% who answered A or nonfiction, 8 students or 26% who answered B or letter, 1 students or 3,2% who answered C or article and the last there are 10 students or 32% who didn't answer, it means they aren't interested in writing, because related the question number 1 if the students had chosen B or not interested in writing so they don't have to answer question number 2.

The third question was related with the students' opinion about writing was bored lesson or not. Most of 50% students said bored enough by chosen B,

and 12 students or 39% said not bored by chosen A, then 0% student who said bored. Therefore, around 19 students who said that writing was bored enough lesson and 12 students said writing wasn't bored lesson.

The fourth question was related with the students' opinion about writing was difficult to apply or not. Then most of 50% students said it is not difficult to apply and 48% students said difficult enough to apply. So around 16 students who said that writing was not difficult to apply and 15 students said that writing was difficult enough to apply.

The fifth question was about the teacher given a writing assignment ever, and all the students answered ever. Next, the sixth question was about what kind of text which the students write ever, then around 9% students answered A or invitation, 3% students answered B or letter, 42% students answered C or procedure text, 0% stydents answered D or factual report text and 35% students answered E or analytical exposition text. Eventually, from 100% students who give the questionnaire, there were around 6 students who ever had written invitation, 7 students who ever had written letter, 13 who ever had written procedure txt and around 11 students who ever had written analytical exposition text.

The seventh question was about the students' understanding about the material of proverb was explained by the researcher as teacher. There were around 74% students answered B or understand enough, then around 10% students who answered A, or not understand. So, from 100% students there were around 23 students who understand enough and 10 students who not understand.

The eight question was about the students' opinion about the students can write analytical exposition text easily by using proverb, then around 71% students who answered A, or yes and around 9% students who answered B, or no. So, from 100% students there were around 22 students said yes, it means that the students can write analytical exposition text easily by using proverb, and then there were around 9 students who said that the students can't write easily by using proverb.

Next, the ninth question was still related to the use of proverb, and the question is proverb can make your arguments were strong than when the students didn't use it, then around 65% students who answered A, or yes and around 35% students who answered B, or no. So, from 100% students there were around 20 students said yes, it means that proverb can make the students' arguments was stronger than before the students didn't use it, and then there were around 11 students who said that proverb can't make the students' argument.

The last question of the questionnaire was about what were the difficulties when the students were writing. There were difficulties which had answered with three options, often, enough or never. The first choices were the difficulties of think and write the idea, the second choices were vocabulary, the fourth choices were grammar and the last choices were sentence structure. The result was 35% students answered often, 55% students answered enough and 10 % answer never for difficulties in write idea and opinion. Then in the second choices about the difficulties of vocabulary 45% students were answered often, 45% students were also answered enough and 10% was answered never. Then, the fourth choices about grammar and 39% students were answered often, 59& students were answered enough and 6% students were answered never. The last choices was about sentence structure there were 80% students were answered enough, 19% students were answered 19% and 10% students were answered never. The chart below show the percentage of questionnaire which had answered by the students:

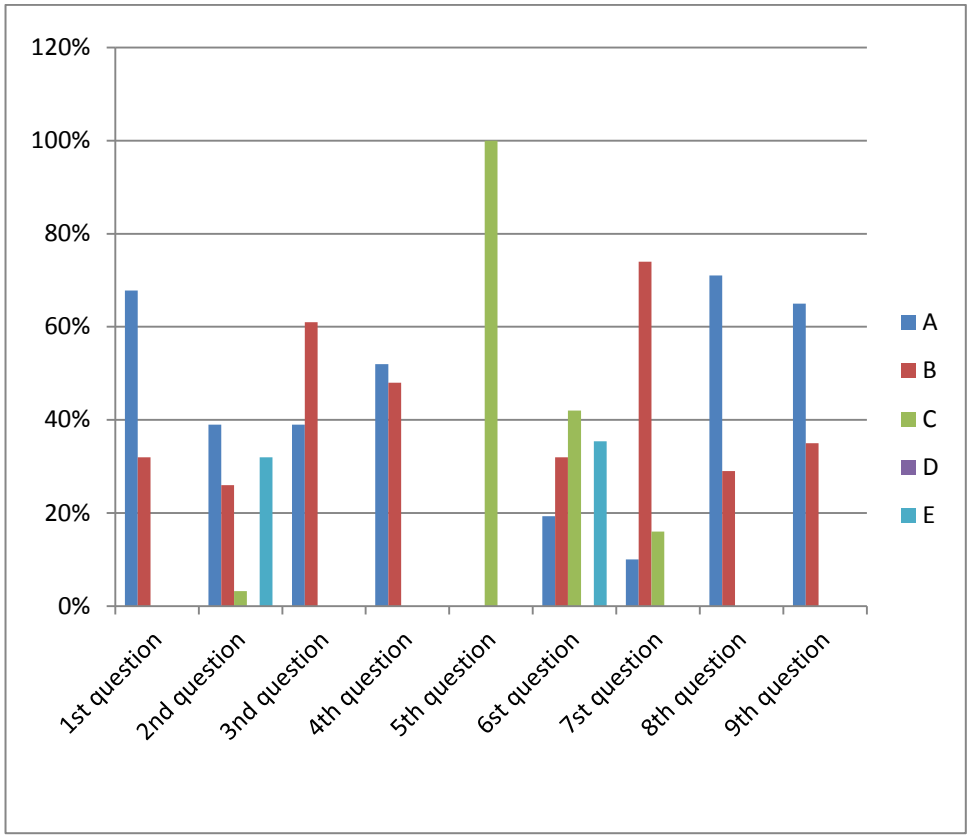

Chart 4.4 The Percentage of Students' Questionnaire in Question number 1-9

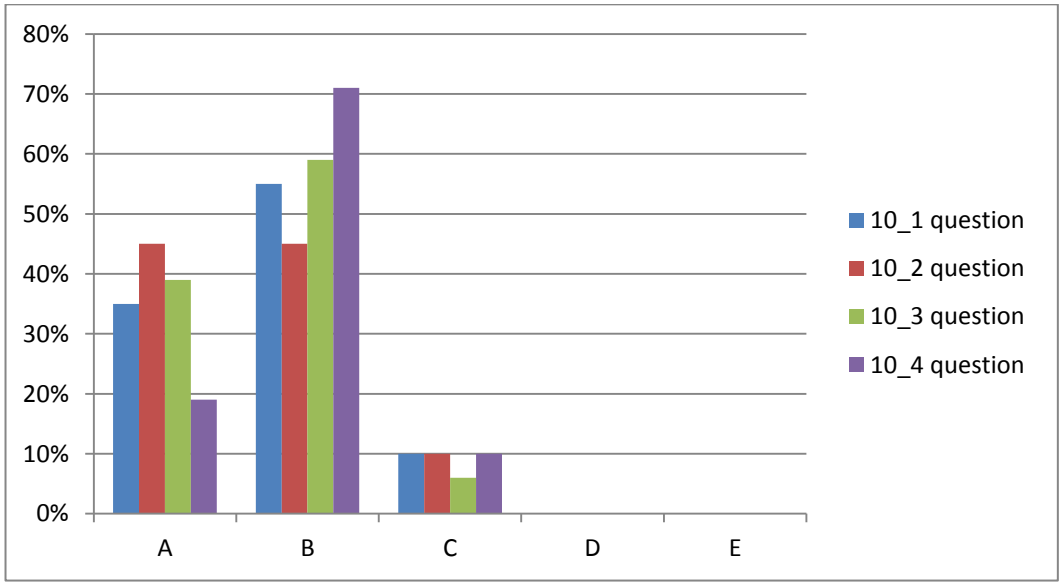

Chart 4.4 The Percentage of Students' Questionnaire in Question number 10

In addition, based on the result of questionnaire most of 68% students like to write and they like to write article, letter, fiction/nonfiction story and letter, but they don't like write essay. Most of 61% students said that writing was a boring lesson and 39% other students said that writing was not boring lesson Meanwhile most of 52% students said that writing was difficult to do and 48% other students said that writing was easy to do. All the students said that they ever got writing assignment from their English teacher and the kind of writing which they had written was procedure text, invitation and also letter. Related with the use of proverb in writing argumentative text there were 74% students who answered understand enough about the proverb definition, Then there were 71% students who said that proverb can make them easy to write their opinion and idea and also there were 65% students who said that proverb can make their arguments was stronger. Therefore the researcher can conclude that proverb has positive effect in writing argumentative text, especially proverb can help students to write analytical exposition easily, the proverb can strengthen the students argument in writing argumentative text.