CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding of the Research

In this chapter, the researcher has done the process of pre-test, experimental treatment and post-test. Then, after finishing that processes, the researcher calculated the significant difference between two means, test of significance, and difference of average scores (mean) between experimental and control class.

Pre test had been given to both of control and experimental class, in order to measure how the condition of two classes before treatment. After doing the pre test, the researcher conducted the experimental treatment by using comic. The researcher taught the experimental class by using comic and taught control class without comic and just teaching method. At the end of learning process, the researcher gave post test to the two classes. They had to write the title "My Unforgettable Experience" again. It was conducted in order to analyze how far is students get understand about the text.

Table 4.1

This following table is a learning process that is done by the researcher

Before conducting pre-test, post-test and treatment to the students, the researcher gave try out test to different class

Experimental Class	**Control Class**
1. First Meeting a. Researcher gave pre-test for students	1. First Meeting a. The researcher gave pre-test for students

2. Second Meeting (with treatment using comic) a. The researcher asked the students about narrative texts that they had known. b. The researcher explained about the definition, social purpose, and generic structure of narrative text.	2. Second Meeting (without treatment) a. The researcher asked the students about narrative texts that they had known. b. The researcher explained about the definition, social purpose, and generic structure of narrative text.
3. Third meeting. a. The researcher made review about the previous lesson. b. The researcher gave post- test for students. c. The researcher analyzed the result of research.	3. Third meeting. a. The researcher made review about the previous lesson. b. The researcher gave post-test for students c. The researcher analyzed the result of research.

4.2 Calculation of Writing Narrative Text by Using comic of Experimental and Control Class

4.2.1 Reliability Test

The reliability test is used to examine whether the data of the research is reliable or not. To determine it, the researcher used formula the reliability of Cronbach's Alpha. That the data taken from try out class. Based on the table that had been used by the researcher by using SPSS 16.00, it shows that the scale of alpha is 0.869. It means that the instrument that was used in this research has high reliability. Based on Cronbach's Alpha, the scale of 0.869 could be categorized into very reliable instrument.

To know thw reliability of try out given, the reseacher measures the data that was collected by using SPSS 16.00. The data collected below was the score of try out test:

Table 4.2.1

The Score of Try Out Class

No	Name	pre-test (x)	post-test (y)
1.	Student 1	58	62
2.	Student 2	73	75
3.	Student 3	66	70
4.	Student 4	67	69
5.	Student 5	62	73
6.	Student 6	65	68
7.	Student 7	61	70
8.	Student 8	67	75
9.	Student 9	63	68
10	Student 10	66	72
11.	Student 11	64	67
12.	Student 12	74	75
13.	Student 13	66	70
14.	Student 14	65	70
15.	Student 15	59	65
$\sum$		976	1049

From the data above, the reseacher measured the data of realiability by using formula of coeficient reability Alpha Cronbach.

Table 4.2.1.1

The Output of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.869	2

According to Triton in Sujianto (2009: 97), the research instrument can be said a reliable if it has reliability coefficient or *alpha* > 0.6 or more. Based on the table 4.2.11, it can be seen that Cronbach's Alpha 0,869>0,6. So, it can be concluded that all items are very reliable.

4.2.2 Normality Test

The normality test is used to examine whether the data of the research is normal or not. The formula that the researcher used to examine the normality of the test is *Kolmogorov-Smirnov*. The data which had been examined by the researcher was pre test and post test score that taken from both classes experimental and control class. When calculate by using this formula, if index that we get is Alpha (P) > 0,05 (α: 5%), so the data in this research is normal distribution (Nurgiyantoro dkk, 2004: 118). The hypotheses for normality test are:

a. H_0: Data is in normal distribution

b. H_1: Data is not in normal distribution

Here was the result score of experimental class and control class pre-test and post-test.

Table 4.2.2.1

The Score of Experimental Class | The score of Control Class

No	Name	Pre-Test Score	Post-Test Score	No	Name	Pre-Test Score	Post-Test Score
1.	Student 1	56	82	1.	Student 1	10	55
2.	Student 2	7	57	2.	Student 2	56	60
3.	Student 3	47	84	3.	Student 3	10	40
4.	Student 4	40	70	4.	Student 4	58	60
5.	Student 5	39	75	5.	Student 5	66	88
6.	Student 6	34	69	6.	Student 6	40	50
7.	Student 7	59	73	7.	Student 7	65	71

8.	Student 8	37	96	8.	Student 8	38	54
9.	Student 9	34	91	9.	Student 9	48	53
10.	Student 10	41	73	10.	Student 10	48	53
11.	Student 11	46	68	11.	Student 11	0	45
12.	Student 12	46	60	12.	Student 12	34	58
13.	Student 13	46	90	13.	Student 13	34	58
14.	Student 14	46	60	14.	Student 14	0	45
15.	Student 15	76	86	15.	Student 15	10	39
16.	Student 16	40	90	16.	Student 16	49	61
17.	Student 17	34	85	17.	Student 17	80	90
18.	Student 18	41	62	18.	Student 18	41	57
19.	Student 19	56	97	19.	Student 19	49	58
20.	Student 20	34	85	20.	Student 20	56	60
21.	Student 21	40	97	21.	Student 21	64	69
22.	Student 22	7	40	22.	Student 22	48	49
23.	Student 23	41	82	23.	Student 23	56	66
24.	Student 24	63	85	24.	Student 24	80	86
25.	Student 25	56	85	25.	Student 25	35	46
26.	Student 26	41	73	26.	Student 26	66	77
27.	Student 27	66	76	27.	Student 27	40	53
28.	Student 28	37	86	28.	Student 28	48	51
29.	Student 29	7	59	29.	Student 29	45	63
30.	Student 30	47	85	30.	Student 30	54	68
	Total	1271	2321		Total	1328	1783
	Mean	42.36	77.36		Mean	44.26	59.43

The result of pre-test above was calculated in normality calculation by using SPSS 16.0 , the researcher used normality calculation to know whether the data is in normal duistribution or not. To finding result, the researcher used formula Kolmogorov-Smirnov method. Here is the result of normality calculation:

Table 4.2.2.2

The Output of Normality Test

One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Pretestexperimental	Pretestcontrol	Posttestexperimental	posttestcontrol
N		30	30	30	30
Normal Parameters[a]	Mean	42.1333	44.2667	77.3667	59.4333
	Std. Deviation	15.72333	21.12350	13.66466	13.09036
Most Extreme Differences	Absolute	.202	.147	.166	.152
	Positive	.145	.114	.075	.152
	Negative	-.202	-.147	-.166	-.079
Kolmogorov-Smirnov Z		1.109	.804	.910	.835
Asymp. Sig. (2-tailed)		.171	.538	.380	.489

a. Test distribution is Normal.

The data analysis had been helped by using program of SPSS 16. It produced index that could show whether the data is normal distribution or not. The complete calculation could be seen in appendix page. This following table is a resume of the normality test result.

Table 4.2.2.3

The resume of normality test result

Class	P	Information
Pre-test of Experimental Class	0.171	P > 0.05 = Normal
Pre-test of Control Class	0.538	
Post-test of Experimental Class	0.380	
Post-test of Control Class	0.489	

Based on the hypothesis, shows that the data is in normal if H_0 is accepted. In this case, H_0 is rejected if significance value is lower than 0.05 (α = 5%) while H_0 is accepted if the significance value is higher than 0.05.

The table above showed that index which had been gotten from data normality test of pretest from experimental class was 0.171 > 0.05 (α: 5%) and 0.538 > 0.05 (α: 5%) from pretest of control class. While normality test of post test data in experimental class was 0.380 > 0,05 (α: 5%) and 0.489 > 0,05 (α: 5%) from post test of control class. Because the calculation of index was > 0,05 (α: 5%)**.** It means that H_0 is accepted and H_1 is rejected. So the conclusion of the data of this research was **normal distribution.**

4.2.3 Homogeneity Test

The researcher had done the test of homogeneity. It needed to know whether sample in the research come from population that had same variance or not. The data taken from pretest of experimental class and control class. In this research, the homogeneity of the test was measured by comparing the obtained score F_{count} with F_{table}. So, if the obtained F_{count} meant that the variance was homogeneous.

Table 4.2.3

The Output of Homogeneity Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretestexperimentalandcontrol	Equal variances assumed	2.551	.116	-.444	58	.659	-2.13333	4.80772	-11.75703	7.49036

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
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		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretestexperimentalandcontrol	Equal variances assumed	2.551	.116	-.444	58	.659	-2.13333	4.80772	-11.75703	7.49036
	Equal variances not assumed			-.444	53.588	.659	-2.13333	4.80772	-11.77393	7.50727

This following table is the resume of homogeneity of the test based on SPSS 16.00 Independent Sample Test.

Table 4.2.3.1

Class	F_{count}	F_{table}	P	Information
Pretest of Experimental Class	2.551	2.045	0.159	$F_{count} < F_{table}$ = Homogen
Pretest of Control Class				

Table above shows that F_{count} that taken from variant homogeneity of pretest from two classes is 2.551. The F_{count} is smaller than F_{table} (2.045) so it means that the pretest from two classes is homogeneous.

4.2.4 T-Test

The T-Test technique was used to analyze the significant difference of the students' ability in writing narrative text before and after using comic, the researcher used paired sample T-Test through SPSS 16.00 to analyze the data posttest ofexperimental class and control class.

The hypotheses formula of the T-Test are:

a. H_0: If the t_{count} is lower than t_{table}, it means that there is no significant difference between the students who are taught by using comic and those who are not taught by using comic.

b. H_1: If the t_{count} is higher than t_{table}, it means that there is significant difference between the students who are taught by using comic and those who are not taught by using comic.

This following is the resume of T-Test calculation from the result of scoring the experimental and control post-test.

Table 4.2.4

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 x - y	1.79333E1	17.63017	3.21881	11.35012	24.51655	5.571	29	.000

Table 4.2.4.1

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	X	77.37	30	13.665	2.495
	Y	59.4333	30	13.09036	2.38996

Table 4.2.4.2

Class	Mean	t_{count}	t_{table}	Df	P
Experimental	77.36	2.551	2.045	29	0.005
Control	59.43				

Based on the hypotheses above shows that H_0 is accepted if the t_{count} is lower than t_{table}, it means that there is no significant difference between the students who are taught by using comic and those who are not taught by using comic. While, H_0 is rejected if the t_{count} is higher than t_{table}, it means that there is no significant difference between the students who are taught by using comic and those who are not taught by using comic.

After calculating the data based on the calculation of SPSS 16.00 above, the t_{count} is 2.551. After being consultated by t_{table} in significant level 5% and df (11) is 2.045, the t_{count} is higher than t_{table} (2.551 > 2.045). It means that H_0 is rejected and H_1 is accepted. From this case, the researcher can conclude that there is significant difference between the students who are taught by using comic and those who are not taught by using comic**.**

4. 3 Discussion of the Research

In this part, the researcher analyzed the data that had been collected and then described the result of the research. In the first meeting of the two classes, the researcher gave try out test, then a pre test for students without any explanations about narrative text. Almost of the students found it difficult to write on the blank paper and said that they did not have any ideas.

In the second meeting (treatment process), the researcher gave different learning process to the two classes. The control class was taught without comic. So as usual, almost of students could not focus and pay their attention to the researcher's explanation. They felt bored and noisy because the researcher used speech method to explain about it. Speech method is teaching learning process with oral speech. The researcher only used speech method and presentation by using LCD as media of slide presentation in teaching. Without seeing comic, the student cannot focus to the material.

On the other hand, the experimental class (it was taught by using comic) the students were more enthusiastic and more interesting in learning process because the students enjoy with the material that is comic as a medium material. They were happy in studying because there were new learning processes. And score was increase after they got the material. The students can follow the picture series to comprehend more about the story and start to create a narrative text based on the story. Through this method, the teacher will be much easier to guide the students comprehends and create a narrative written text. Thus, comics can be useful and effective as reading and writing material.

In the last meeting, after the treatment was given, the students of experimental class were easier to write than control class in doing the post test. It happened because using comic could be seen as the guidance in arranging the events of the story. So, it made them get higher score in post test than control class.

In the list/data that "D" is the difference in value of pretest and posttest experimental and control class. The resercher assessing the content of the given task, wheter increasing or not. And the result of research in the experimental classes showed increased result are greatly increased than control classes. The research proved a result aspect of content with the highest percentase on a pretest control class 16,4%, posttest control class 20,5% and pretest experimental 139,5%, posttest experimental class 26,7%. Comic as a media an effective to the teaching learning process, this proved with the data. (see table the result students work on appendix)

The result of the research can be seen as the table below. It is based on the calculation of One Sample Kolmogorov-Smirnov:

No	Result	Experimental Class	Control Class
1.	Mean of		

	a. Pre-test b. Post-test	a. 42.36 b. 77.36	a. 44.26 b. 59.43
2.	Standard Deviation a. pre test b. post test	 a. 15.72 b. 13.66	 a. 21.12 b. 13.09

Based on the table above, it can be seen that the score of pre test between two classes have no significant difference. But, after the teacher gave the treatment to experimental class, there is significant improvement from mean of pre test to post test of experimental class (42.36 to 77.36).

On the other side, there is little significant improvement from pre test to post test mean of control class (44.26 to 59.43). It could happen because the students were given speech method by the researcher.

After calculating the score of T – test, the t_{count} is higher than t_{table} (2.551> 2.045). It means that there is significant difference between the students who are taught by using comic and those who are not taught by using comic**.** The researcher has conclusion that using comic medium is effective in writing narrative text. The comic medium can help the students to write easier and it proves that by using this medium, the students' ability in writing narrative text is increased. Acording Jacob (1981) there are five aspects to prove that this data is effective: content, organization, vocabulary, linguistics features, and mechanics.

The criteria of scored the students writing skills from content aspects divided four differents scored are: score 30-27 is knowledge, relevant to the assigned topic of narrative text. Score 26-22 is Some knowledge on the subject/topic, mostly relevant to the topic of narrative text but lacks detail. Score 21-17 is limited knowledge on the subject/topic, inadequate development of topic of narrative text. And the last score 16-13 is does not show

knowledge on the subject/topic of topic of narrative text. And the content aspect below is dominan score than other.

Organization aspect, there are the criteria of organization aspect scored the students writing skills are: score 20-18 is ideas clearly stated/supported, well organized (the text made by the student presents the generic structure of narrative text: Orientation, Complication, Sequences of event, Resolution, Re-Orientation) logical sequencing. Score 17-14 is loosely organized but main idea stand out ; logical but incomplete sequencing. Score 13-10 is ideas are confusing or disconnected, lacks logical sequencing and development. And score 9-7 is does not communicative, no organization. From the data above, the students score is middle than other.

Vocabulary aspect, some criteria of vocabulary aspect scored the students writing skills are: score 20-18 is Sophisticated range, Effective word/idiom choice and usage. Score 17-14 is Adequate range; Occasional errors of word/idiom. Score 13-10 is Limited range, Frequent errors of word/idiom form, choice, usage; meaning is confusing or obscured. Score 9-7 is Essentially translation; Little knowledge of English vocabulary, idioms; word form. The students score in vocabulary aspect is alomst same as the organization aspect.

Linguistic Features aspect, criteria scored of linguistic features aspect are: score 25-22 is Effective complex constructions; Few errors of tense of narrative text (past tense) specific participant, temporal conjunction, material or action processes, relation and mental processes. Score 21-18 is effective but simple construction; minor problems in complex construction; several errors of tense, specific participant, temporal conjunction, material or action processes, relation and mental processes. Score 17-11 is major problems in simple/complex construction; frequent errors of tense, specific participant, temporal conjunction, material or action processes, relation and mental processes; meaning confused or obscured. And score

10-5 is dominated by errors, does not communicate. The score in linguistics aspect is lowest than other.

And the last criteria is mechanics aspect are: score 5 is demonstrates mastery of conventions, Few errors of spelling, punctuation, capitalization, paragraphing. Score 4 is occasional errors of spelling, punctuation, capitalization, paragraphing but meaning is not obscured. Score 3 is frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning is confusing or obscured. Score 2 is no mastery or conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, illegible handwriting. The score in mechanics aspect is better than linguistics, vocabulary and organization.

Based on the explanation about the criteriaof scored to the research at the second year students of MTS AL-HIKMAH MOJOKERTO, it can be summarized that the criteria score of content aspect of writing narrative text by using comic is better than that of without comic. Beside that, the students who learned writing narrative text through comic medium and those who are not have such a significant difference that the students writing scores taught by using comic are higher than those who are not given treatment. (see table on appendix)

After doing this research, the researcher has conclusion that using comic as medium to increase students ability in writing narrative text can motivate students to engage in language learning. It can make the students feel happy when the are studying in the class. It also has another advantages, it can also be used to create situation for writing classes more clearly, that the students have motivation and enthusiasm in teaching learning process in writing class.

In a short time, comic medium is good method in developing writing narrative text. It is proven that the writing achievement in the experimental class is increased.