CHAPTER IV

RESULT AND DISCUSSION

In this chapther the researcher describes about the result of this study in some aspect, and these are as following : Result and Discussion.

4.1 Result

The process of this research has done 5th March to19th March 2018. First of all, the researcher chooses two groups of three classes based on teacher suggestion as sample of the data. The Pre-test had been given to both of experimental and control class, in order to measure the condition both of those two group before getting the treatment from the teacher. Both of classes got the same Pre-test, which is made of a short paragraph about recount text based on the video the the teacher show on the slide. After doing the Pre-test, the teacher taught the experimental class by using social media "Instagram" for the next meeting and continuing with the treatment. In the end of the lesson, the teacher gave Post-test to the two classes. After conducting the Pre-test and Post-test the researcher scored the Pre-test and Post-test both of classes adopted on Oshima and Hogue rubric assesment. Last, the researcher calculated the data using Microsoft Excel and SPSS 22.0.

4.2 Data Analysis

4.2.1   Normality Test

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

The sample of the data is 15 students. Than researcher shows the pre-test and post-test, the table could be seen below.

Table 4.1Normality test in Pre-Test experimental class and control class
Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Experimental	15	42.13	12.906	15	66
Control	15	46.93	6.756	40	62

One-Sample Kolmogorov-Smirnov Test

		Experimental	control
N		15	15
Normal Parameters[a,b]	Mean	42.13	46.93
	Std. Deviation	12.906	6.756
Most Extreme Differences	Absolute	.174	.201
	Positive	.166	.201
	Negative	-.174	-.152
Test Statistic		.174	.201
Asymp. Sig. (2-tailed)		.200[c,d]	.104[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

From the table above showed that the significant value of experimental group in pre-test is $0,200 > \alpha$ (0,05)and the significance value of control group in pre-test is $0,104 > \alpha$ (0,05). The significance value of both group is higher than α (0,05). 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 post-test.

Table 4.2Normality test in Post-Test experimental and control class.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Experimental	15	90.73	8.181	76	99
Control	15	59.93	13.477	40	84

One-Sample Kolmogorov-Smirnov Test

		experimental	Control
N		15	15
Normal Parameters[a,b]	Mean	90.73	59.93
	Std. Deviation	8.181	13.477
Most Extreme Differences	Absolute	.207	.148
	Positive	.156	.148
	Negative	-.207	-.148
Test Statistic		.207	.148
Asymp. Sig. (2-tailed)		.084[c]	.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

table above, the table shows that significance value of experimental group in post-test is $0.84 > \alpha(0,05)$ and the significance value of control group is post-test is $0,200 > \alpha$ (0,05). The significance value of both groups are higher than α (0,05). Means that H_0 is accepted and H_1 is refused. So, the test distribution of both two groups is normal.

4.2.2   Homogenity Test

For the next, after the researcher calculated the normality test, the researcher would like to find the homogenity test between experimental and control class in pre-test. It is because pre-test score of both groups are homogeneous. The purpose of homogeneouse is to know the population has same level or characteristics in writing skill. It can be seen below.

Table 4.3 Test of Homogeneity of Variances

Post Test

Levene Statistic	df1	df2	Sig.
3.489	1	28	.072

The criteria of homogenity 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 0,72 is lower than α (0.05), means that students ability of both groups is not homogeneous.

From the table above, shows that P value is higher than α (0.05). The P value is higher than α (0.05), means that students ability of both groups is homogeneous.

4.2.3   Reliability of Pre-test

According to Heaton (1988:162) that Realiability is a necessary characteristic of any good test, for it to be valid at all, a test must first be reliable as a measuring instrument. Creswell (2012:161) there are five types of reliability which are test-rtes reliability, alternate forms reliability, alternate forms and test retest reliability, inter rater reliability, internal consistency reliability.

The purpose of reliability is to measure the reliable. In this research the researcher using Oshima and Hogue rubric assessment. And for measuring the data, the researcher is using inter rater reliability which are two raters for scoring the pre-test both of the class. The first rater is English Teacher of 9 [th] Muhammadiyah junior high school. Than the second rater is the researcher itself. The researcher using SPSS 22.0 to calculated the pre-test to know whether two raters are reliable or not to give some score. Then the researcher analyzed by using Correlation Pearson Product Moment, the table can be seen below :

Table 4.4 Reliability of Pre-test in Experimental Class

Correlations

		firstrater	secondrater
Firstrater	Pearson Correlation	1	.600[*]
	Sig. (2-tailed)		.018
	N	15	15
secondrater	Pearson Correlation	.600[*]	1
	Sig. (2-tailed)	.018	
	N	15	15

From table above, means that the score of pre-test in experimental class is reliable. It can be seen from the rater 1 and 2 are 0,600*. It showed us that the level of correlation of the data is very strong. Than the result of reliability test of pre-test in experimental class is reliable. And 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 pearson correlation is (0,600*) larger than r table (0,361). Means that the data is reliable.

Table 4 5Reliability of Pre-test in control class
Correlations

		rate_1	rate_2
rate_1	Pearson Correlation	1	.539[*]
	Sig. (2-tailed)		.038
	N	15	15
rate_2	Pearson Correlation	.539[*]	1
	Sig. (2-tailed)	.038	
	N	15	15

*. Correlation is significant at the 0.05 level (2-tailed).

From the table above, means that score of pretest in control class is reliable. Than, it can be seen from rater 1 and 2 are 0,539*. Showed that level of correlation of the data is very strong. And the result of reliability test of pre-test in control class is reliable. Based on the criteria of degree of freedom (df=30 with sig. 5%). The score of r table is 0,361 so if the pearson correlation on the table above (0,539*) it is larger than r table (0,361). It means that data is valid.

4.2.4   Reliability of Post-test

The researcher uses inter reliability to calculate the Post-test score. It means there are two raters who scoring Post-test both of classes. From explanation before, that the first rater is the English teacher and the second rater is the researcher. The researcher used the SPSS 22.0 to calculate the Post-test.

Table 4.6 Reliability of Post-test in Experimental class.

Correlations

		rater_1	rater_2
rater_1	Pearson Correlation	1	.766**
	Sig. (2-tailed)		.001
	N	15	15
rater_2	Pearson Correlation	.766**	1
	Sig. (2-tailed)	.001	
	N	15	15

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

From the table above, means that the instrument of Post-test in experimental class is reliable. It can be seen from the rater 1 and 2 are 0,766**. It showed us that r table is 0,361 so is the pearson correlation on the table is (0,766**) higher than r table (0,361).than means that the data is reliable.

Table 4.7Reliability of Post-test of control Class

Correlations

		rater_1	rater_2
rater_1	Pearson Correlation	1	.990**
	Sig. (2-tailed)		.000
	N	15	15
rater_2	Pearson Correlation	.990**	1
	Sig. (2-tailed)	.000	
	N	15	15

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

From the table above that the instrument of Post-test in control class is reliable. It can be seen from the rater 1 and 2 are 0,990**. Means that level of correlation of data is very strong, and the result of reliability test of control class in Post-test 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 pearson correlation on the table above is (0,990**) higher than r table (0,361), and it means that the data is reliable.

4.3 The Pre-test score of both classes

These are the lists of score of both experimental and control class students and result of pre-test as can be seen in the table below.

Table 4.8 the Pre-test score of Experimental and Control

Students number	Passing Grade	Pre-Test Score	
		Experimental	Control
1	75	46	62
2	75	45	47
3	75	44	53
4	75	59	60
5	75	54	43
6	75	45	56
7	75	43	47
8	75	41	50
9	75	15	56
10	75	36	53
11	75	52	53
12	75	57	47
13	75	45	61
14	75	43	51
15	75	36	47
Everage		44	52

From the table above, it shows that the passing grade of this research is 75. It is the passing grade of English lesson in 9th Muhammadiyah Junior High School. The result score in pre-test show that minimum score in experimental is 15 and the maximum score in experimental class is 59. Whereas, the minimum 43 and 62 is the maximum score of control class. Whereas, the maximum score that must be reached is 100.

4.4 The Post-test score of both classes

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

Table 4.9the Post-test score of Experimental and Control

Students number	Passing Grade	Post-test score	
		Experimental	Control
1	75	95	61
2	75	97	55
3	75	80	56
4	75	92	83
5	75	96	60
6	75	88	44
7	75	90	53
8	75	93	55
9	75	98	52
10	75	82	75
11	75	88	72
12	75	96	72
13	75	85	40
14	75	80	72
15	75	76	41
Everage		89	60

From the table above, shows that the passing grade of this research is 75. It is passing grade of English lesson in 9th of Muhammadiyah Junior High

School. The result score of Post-test show that the minimum score in experimental class after they got treatment is 80 and the maximum score is 98. Than the result score of Post-test show that the minimum score in control class without treatment is 40 and the maximum score is 83. Whereas the maximum score that must be reached is 100.

4.5 T-Test Calculation

4.5.1   4.5.1   T-Test Calculation of Pre-test

Than after the researcher calculated normality and homogenity for both of 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 pre-test to find the differences between both groups before treatment applied. Meanwhile, the researcher compares the result score of post-test between both of classes to identify whether "Instagram" is effective or not in teaching writing "recount text".

In this research, the researcher took 15 students in each experimental and control class for pre-test and post-test. To know the differences of score, the researcher using SPSS 22.0, it can be seen below:

Table 4.10Mean score both of classes in Pre-test
Report

	experimental	Control
Mean	44.0667	52.4000
N	15	15
Std. Deviation	10.50487	5.75450
Minimum	15.00	43.00
Maximum	59.00	62.00

From table above shows that both groups which experimental and control group consist of 15 students. Minimum score of experimental class was 15 and 59 was the maximum score. Then, minimum score of control class was 43 and 62 was the maximum score. In adition, the table shows us that the mean score of experimental group was 44,06 and 52,40 was control group. So, the researcher find out that the score of experimental class is lower than control class. For the next, the researcher analyze using Independent

Sample T-Test, it can be seen the table below :

Table 4.11Independent 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
Score	Equal variances assumed	.910	.348	-2.695	28	.012	-8.33333	3.09264	-14.66833	-1.99834
	Equal variances not assumed			-2.695	21.708	.013	-8.33333	3.09264	-14.75209	-1.91458

From the table above, the significant value of Levene's Test for Equality of Variances is $0,348 > \alpha$ (0,05). It means that the significant value is larger 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. And it means that, there is no different significant between experimental and control class. So, it showed that the writing skill ability between of two classes here (experimental and control class) were same equal at the beginning of the research.

4.5.2   T-Test Calculation of Post-test

Than after organize the pre-test 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 teacher given treatment in experimental class, the conducted post-test in both of class. Post-test was given to find out the significance different of the students writing skill in recount text between control and experimental class before and after the treatment. Next, the researcher calculate all of the data of post-test. So the researcher use SPSS 22.0 to analyze the score both two classes with Independent T-test analysis. It can be seen below.

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

Report

	VAR0000 1	VAR0000 2
Mean	89.0667	59.4000
N	15	15
Std. Deviation	7.08587	13.03183
Minimum	76.00	40.00
Maximum	98.00	83.00

From the table above shows that both experimental and control group consist of 15 studentd. Minimum score of experimental was 76 and the maximum score was 98 whereas the minimum score of control class was 40 and the maximum score was 80. Furthermore, tha table shows us that the mean score of experimental class was 90.0, and the mean score of control class was 60.7. So, the researcher had find out that the score of experimental class higher than control class. Then the researcher analyze using Independent Sample T-Test. It can be seen belom:

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					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	5.115	.032	7.746	28	.000	29.66667	3.83004	21.82119	37.51215
	Equal variances not assumed			7.746	21.613	.000	29.66667	3.83004	21.71539	37.61794

From the table above, it can be seen that the sig.(2-tailed) is 0,000 < 0,05 so H₀ is refused and H₁ is accepted. It means that the mean score of experimental and control group in post-test have the significant different with 95% Confidence Interval of the Difference. So there is significant different in the mean score between control and experimental class after having class using "Instagram" in writing recount text.

4.5.3   Paired sample of T-Test

For the next, after the researcher calculated all of the pre-test and post-test score. The researcher analyze the pre-test and post-test of experimental class using paired sample of T-Test in SPSS 22.00. it can be seen the table below :

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

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	pretest – posttest	-45.00000	12.04752	3.11066	-51.67170	-38.32830	-14.466	14	.000

From the table above it show that the mean score between post-test and pre-test in experimental class is -45,00000 with standard deviation 12.04752. 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 defferences between pretest and posttest of experimental class.

4.6 Questionnaires

After the resrearcher gave all the data, the researcher give experimental class students the questionnaires consists of ten questions (see appendix). The result can be seen below.
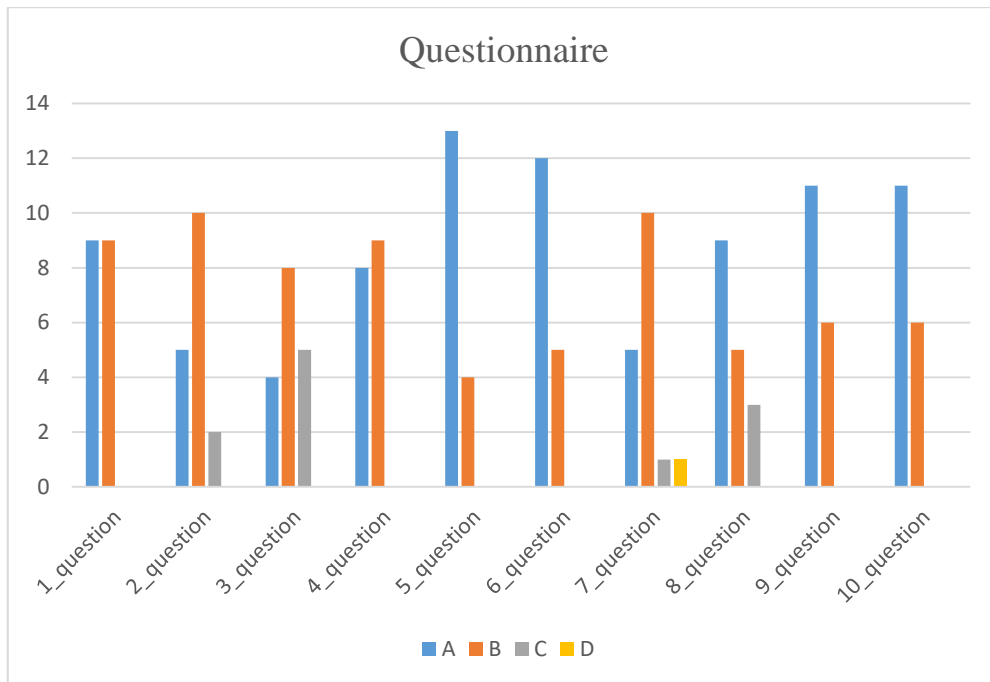
Table 4.15 Diagram of Questionnaire

Based on the diagram above, it shows that :

In the first question," do u ever used Instagram for learning media ?" . there are in the same level of percentage answere between A and B.

In the second question," do u understand the explanation about recount text using Instagram ?". There are 5 students who answered A, 10 students who answered B and 2 student who answered C. it proves that students understood the explanation about recount text using Instagram.

In the third question," what do u think about the topic that has been given to write the recount text using Instagram?". There are 4 students answered A, 10 students answere B and 5 students answered C. Means that almost the student interest for the topic.

The fourth question,"are the Instagram can explain it to you about the recount text?". There are 8 students answered A and 9 students answered B. Means that the students proves about the explanation of recount text using Instagram.

The fifth question," are the Instagram can helping you understand about recount text?". There are 13 students that answere A and only 4 students that answered B. means that they answered Yes and proves the Instagram can helping them to understand the recount text.

The sixth question," are the Instagram can helping you to write the paragraph of recount text?". There are 12 student that answered A nd only 5 students that answered B. Means that most of them choosing Yes and proves that the Instagram helping them in writing recount text.

In the seventh question," what is your opinion about the used of the Instagram for learning media in recount text?". There are 5 students answered A, 10 students answered B, 1 student answered C and 1 student also answered D. And the most answer is B means that they interest and clear in learning recount text using Instagram.

The eighth question,"do u like learning recount text using Instagram?". There are 9 students answere A, 5 students answered B and only 3 students answered C. Means that most of them they like learning recount text using Instagram.

In the ninth question," do you agree if the Instagram used for media in learning recount text?". There are 11 students answered A and 6 students answered B. means that they agree if the Instagram used for media in learning recount text.

The last question, "do you agree if the Instagram used for media in learning English for other skill in writing?". There are 11 students answered A and 6 students answered B. Means that most of the agree if the Instagram used for media in learning English for other skill in writing.

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The result of this questionnaire is to answer the second statement of the problem above. That is, how is the students response toword the teaching writing using instagram? Than the result from the questionnaire is shows us that most of the students give the positive respond and they are interest on learning writing recount text using the instagram as the media.

4.7 Discussion

Based on the result of this research, Can be concluded that the use of social media "Instagram" in teaching writing recount text at 9th Muhammadiyah Junior High School give a significant effect. It showed that the experimental class students get better score than control class in recount text in the post-test. Experimental class also gets the significant different resut after getting the treatment by using "Instagram" in writing recount text. Indeed there is different significant of students in writing ability both of 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 recount text. To conclude, that the "Instagram" is effective to improving and help students ability in writing descriptive text in Junior High School.

Based on the result of student responses in the questionnaire above, it can be conclude that using "Instagram" as learning media in teaching writing recount text make all students interest and enjoy to learn with the media. They felt interested because they used the social media as learning media so it make them enthusiast to learn writing recount text.

After 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 the lesson plan. The teacher explained the material and the step so clearly and gave the students during the teaching learning process. In addition, almost of the students gave good opinion in the questionnaire toward the use of "Instagram" for learning recount text. They were

quite interested with using "Instagram" as media because they could open the social media also and they learn writing recount text . in addition, the teacher role as the reminder for students that using of "Instagram" as learning media is important and also can help them in learning writing. The teacher asked all the students to do their practice to know the students writing bility is raising or not, so the teacher should encourage students to keep practice writing recount text by using "Instagram".

The goal of using "Instagram" as media was to make all of the students enjoyable and help them to write a paragraph of recount text best on the video that already uploaded by the teacher on the group instagram. Social media "Instagram" is suitable to use in teaching writing recount text especially for eighth grader students in Junior High School because the studentd 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 eighth grader of 9th Muhammadiyah Junior High School Surabaya.

The result from this study, that the Instagram is effective for teaching English especially in recount text. And this support from the previous study of other researcher that also approve if the Instagram is effective as media for teaching English. There are some studies, and this is one of some studies deal with journal writing in learning writing through the social media.

The study showed that the use of Instagram in the teaching and learning process significantly improved the students writing skill. The study is the research by Gisty Listiani with the title " The effectiveness of Instagram writing compared to teacher contered writing to teach recount text to students with high and low motivation". This study was conducted by using experimental research with 40 students participated. Those students were divided into experimental and control group. And the result indicate that the final average score of experimental group was 73. Meanwhile, the control group got a lower average score with 67.15. thus, the higher achivement of experimental group

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indicate that the use of instagram promoted a better understanding for students with high and low motivtion wich improved the quality of their writing.

From the research above showed that the Instagram is effective for teaching English and to improve their skills in English lesson.