CHAPTER IV

FINDING AND DISCUSSION

This chapter presents about the finding and discussion. It is presents and describes the result to answer the question about the effectiveness of teaching writing announcement text using INKredible handwriting note application in IPA X MIA 1 at SMA Muhammadiyah 10 Surabaya. This research was held in 23 April 2018 until 14 May 2018. The following is the finding and the discussion.

4.1 Finding

The researcher gave the questionnaire to the students in order to know how far the students' understanding about *INKdrible Handwriting Note Application* before the treatment was conducted. After the questionnaire was given to the students, there are three aspects to know the effectiveness of teaching writing announcement text by using *INKdrible handwriting note application* from this research. The first is the improvement of the students' writing ability which was measured from the result of the students' score in the pre-test and post-test that it was given before and after the treatment. In the pre-test, the students wrote an announcement text. After giving the pre-test, the students were given the treatment before they got the post-test. The result of the writing tests was calculated by normality and T-test. The second is class condition during teaching and learning process. The last is students' response toward this strategy by giving the questionnaire that consists of eleventh questions. To make it more clearly, it can be seen below.

4.1.1 The Improvement of Student's Writing Ability
A. Scores of pre-test and post-test

The pre-test was conducted at the first time of the research. The aim of the pre-test was to know the basic or prior knowledge that the students had in writing announcement texts before they were given the treatments. The pre-test for pre-experimental research was held in 23rd April 2018 which was followed by 22 students in one group pre-test treatment post-test design. This pre-test was in a

form of writing test in the class. The students were asked to make announcement texts by choosing one of the given themes. In order themes first to all students about sport competition among students in celebrating Independence Day, the second to 3rd year students who will join National Examination and tell about the requirement and the last to students from school about smoking restriction in school at the punishment

The post-test was conducted after students got the treatment. The aim of the post-test was to measure the students' skill in writing announcement texts after the treatment was given. The post-test from pre-experimental was held in April 30 2018 which was followed by 22 students' in one group pre-test treatment post-test. The form of the post-test was exactly the same as the pre-test. It was in a form of writing test. The students were asked to make announcement texts by choosing one of the given themes difference from the pre-test. First themes is to 3rd all students about graduation who will participate in graduation party in Pulau Dewata Bali, the second to all people about missing people who can find the person in the picture and please contact the number on the paper, and the last to all students about Kartini's day will be held fashion show with the provision of wearing the most interesting Indonesian native dress

After pre-test finish the result is check using rubric scoring was adopted by Heaton (1988:146). They are five categorization that scores: a) content, b) organization, c) vocabulary, d) language use, e) mechanic. The time in doing pre-test was 45 minutes.

Table 4.1 Scores of pre-test and post-test

No	Students	Pre-test	Post-test
1	Student 1	75	80
2	Student 2	63	75
3	Student 3	70	83
4	Student 4	52	65
5	Student 5	63	95
6	Student 6	71	75
7	Student 7	79	80
8	Student 8	80	95
9	Student 9	65	95
10	Student 10	70	95
11	Student 11	75	95
12	Student 12	52	65
13	Student 13	52	75
14	Student 14	75	70
15	Student 15	82	87
16	Student 16	70	75
17	Student 17	75	85
18	Student 18	65	70
19	Student 19	80	82
20	Student 20	95	95
21	Student 21	63	100
22	Student 22	75	100
Total score		1547	1837
Average		70.31818	83.5

From the calculation of pre-test scores, we can see that only 4 of 22 students who passed the passing grade. The passing grade of English lesson in SMA Muhammadiyah 10 Surabaya was 80. The score result of the pre-test shows that minimum score is 52 and maximum score is 95. In applying INKredible handwriting note application, the minimum and maximum scores of post-test one group are 65 and 100. There are 14 of 22 students who passed the passing grade.

Table 4.2 The Comparison Percentage X MIA 1 Class

Passing Grade	X MIA 1 Class		Percentage of Test	
	Pre-test	Post-test	Pre-test	Post-test
Complete grade > 80	4 students	14 students	18.18%	63.63%

According the table 4.2 above 4 students or 18.18% reached the passing grade in the pre-test and in the post-test there are 14 or 63.63% students reached the passing grade. So, it means that about 45.45% students' increased and reached the passing grade.

B. Normality Test

Normality test is used to know whether the test is normal or not. This test was taken from the score of pre-test and post-test between pre-experimental class one group pre-test post-test. To test the data, SPSS 17.0 using formula One Sample Kolmogrov- Smirnov Test.

The hypothesis of normality test:

    a. H_o : Data is normal distribution

    b. H_1 : Data is not normal distribution

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		22	22
Normal Parameters[a,b]	Mean	70.3182	83.5000
	Std. Deviation	10.56223	11.37562
Most Extreme Differences	Absolute	.126	.208
	Positive	.102	.136
	Negative	-.126	-.208
Kolmogorov-Smirnov Z		.590	.974
Asymp. Sig. (2-tailed)		.877	.299

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, the significance value of pre-experimental one group in pre-test is 0.877> α (0.05) and the significance value of pre-experimental one group in post-test is 0.299> α (0.05). The significance value of both tests (pre-test and post-test) is higher than α (0.05). It means that H_o accepted is and H_1 is rejected, it means that there is significant difference progress between pre-test and post-test in the pre-experimental class one group.
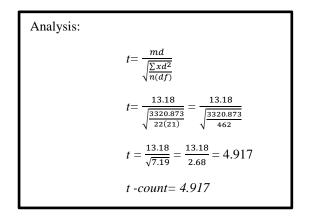
C. T- Test

T-test is used to determine whether two unrelated samples have different mean values. The t-test differentiation is done by comparing the difference between the two average values with the standard error of the average difference of two samples.

The standard error difference in the average value is normally distributed. It can be concluded that the different test of t-test is to compare the average of two groups that are not related to each other.

The hypothesis can be seen below:

H_o: INKredible handwriting note is effective to increase students writing ability in Announcement Text

H_1: INKredible handwriting note is not effective to increase students writing ability in Announcement Text.

Analysis:

$$t = \frac{md}{\sqrt{\frac{\sum xd^2}{n(df)}}}$$

$$t = \frac{13.18}{\sqrt{\frac{3320.873}{22(21)}}} = \frac{13.18}{\sqrt{\frac{3320.873}{462}}}$$

$$t = \frac{13.18}{\sqrt{7.19}} = \frac{13.18}{2.68} = 4.917$$

t -count= 4.917

D. Paired Sample of T-Test

According to Pallant (2010:246) to know the result of Paired Sample of T-test it can be seen from the final column which labeled Sig.(2-tailed). She also says that if the p $_{value}$ is less than 0.05, it means that there is significant difference between two score pre-test and post-test in pre-experimental one group. Table below illustrates the result of Paired Sample of Test.

Paired t-test is one method of hypothesis testing where the data used is not free or in pairs. Usually the researchers want to compare data before being given pre-test and after being treatment post-test. After being calculated using paired sample of test in SPSS 17.0 software the pre-test and post-test scores can be seen in the table below:

Table 4.3 pre-test and post-test scores using paired sample of test

Paired Samples Test

| | Paired Differences | | | | | | | |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | Df | Sig. (2-tailed) |
				Lower	Upper			
Pair 1 pretest – posttest	-13.18182	11.48762	2.44917	-18.27514	-8.08849	-5.382	21	.000

From the table above, it shows that the mean scores of paired sample t-test between pre-test and post-test in pre-experimental one group is -13.18182 with standard deviation 11.48762. This research used 95% confidence interval of the difference, it means that it used α = 5 % or 0.05 the sig. (2-tailed here shows.000 less than α 0.05. so it can be conducted that H_o is rejected and H_1 is accepted. Because of the significant 2 tailed is .000 < 0.05, it means that there is significant difference progress between pre-test and post-test in pre-experimental class one group.

E. T-Test Calculation Using EXCEL

In this research, t-test calculation using Microsoft excel 2010 was also used to analyze the data. To knows the difference scoring from pre-test and post- test. The formula of t-test is stated bellow:

Table 4.3 The Result of T – Test

$$Md = \frac{\sum d}{N}$$

$$t = \frac{md}{\sqrt{\frac{\sum xd^2}{n(df)}}}$$

Explanation:

Md   = Meant from derivation (d) between pre-test and post-test

T   = t count

Xd   = Deviation difference with deviation mean

Df   = or db (n-1)

N   = Size of the sample

T_{table} = 1.721   df = N-1

                                         = 22-1

                                         = 21

T_{table} (21) = 1.721

Analysis:

A. To determine *Md*

$$Md = \frac{\sum d}{N} = \frac{290}{22} = 13.18$$

Md= 13.18

Table 4.4 T-test calculation using Microsoft excel 2010 to collect the data

No	Student	Pre-test	Post-test	d	d 2	d-md	(d-md)2
1	1	75	80	5	25	-13.18	173.7124
2	2	63	75	12	144	-6.18	38.12924
3	3	70	83	13	169	-5.18	26.8324
4	4	52	65	13	169	-5.18	26.8324
5	5	63	95	32	1024	13.82	190.9924
6	6	71	75	4	16	-14.18	201.0724
7	7	79	80	1	1	-17.18	295.1524
8	8	80	95	15	225	-3.18	10.1124
9	9	65	95	30	900	11.82	139.7124
10	10	70	95	25	625	6.82	46.5124
11	11	75	95	20	400	1.82	3.3124
12	12	52	65	13	169	-5.18	26.8324
13	13	52	75	23	529	4.82	23.2324
14	14	75	70	-5	25	-23.18	537.3124
15	15	82	87	5	25	-13.18	173.7124
16	16	70	75	5	25	-13.18	173.7124
17	17	75	85	10	100	-8.18	66.9124
18	18	65	70	5	25	-13.18	173.7124
19	19	80	82	2	4	-16.18	261.7924
20	20	95	95	2	0	-18.18	330.5124
21	21	63	100	37	1369	18.82	354.1524
22	22	75	100	25	625	6.82	46.5124
Total score		1547	1837	290	6594	-109.96	3320.873
Average		70.31818	83.5				

B. Analysis of *t - count*

$$t = \frac{md}{\sqrt{\frac{\sum xd^2}{n(df)}}}$$

$$t = \frac{13.18}{\sqrt{\frac{3320.873}{22(21)}}} = \frac{13.18}{\sqrt{\frac{3320.873}{462}}}$$

$$t = \frac{13.18}{\sqrt{7.19}} = \frac{13.18}{2.68} = 4.917$$

t -count= 4.917

After analyzing the data for one class using t $_{count}$ above, it shows that the value of md is 13.18, t $_{table}$ is 1.721, and the result of t $_{count}$ is 4.917 with significance value 0.05. Ho is accepted if t $_{count}$ > t $_{table}$ which is 4.917 higher than 1.721 and H1 is rejected if t count < t $_{table}$. So, based on the analysis above it can be seen that t $_{count}$ > t $_{table}$, it means that Ho is accepted and H1 is rejected. To conclude, according to the analysis above it shows that the use of *INKredible* hand writing in teaching writing announcement at tenth grade students is effective.

4.1.2 Class Condition During Teaching and Learning Process

This subtitle describes about class condition during teaching and learning process. The data was taken from observation check list and field note by the observer during teaching and learning process. To explain more clearly can be presented as follow:

The observer filled ''yes to all of the questions is observation checklist the teacher was did relate the lesson plan. Besides the condition of students that they focus on the teacher while being explained about the announcement text material, students understand the teacher who is giving lessons in the classroom, meanwhile they receive the text announcement material as a writing learning process. They really like participating in the announcement text lesson. If students have difficulties can ask the teacher to provide an explanation that is easier to understand by students and for student talk loudly with their friends when the teacher gave learning and process in class. Besides the students' also understand while the teacher given a new media to write announcement text, there are very

interested to used *INKredible handwriting note application* especially in writing skill.

For the students observer fill'' yes to the questions is observation checklist the students are visibly excited and interested in announcement text using *INKredible handwriting note application* as a new media to write announcement text but the students are not active in learning because students are often called to take extracurricular activities.

Beside that the observers fill ''no to the questions is observation checklist the causes of students were not happy with the lesson, so they invited other students to be busy. Then the students do not like the subjects being discussed of course every student has favorite subjects and hated subjects. They were comment the first is in generally, the students focused while the teacher given explain about announcement text by using *INKredible handwriting note application*, the second students enthusiasm to listen while the teacher given a new media to write announcement text but the students are easily affected by friends in one group who can be wrong, but because they are correct, we just believe it. That's why discussion and debate are needed to overcome this problem, the third students active ask the question to the teacher about their difficult, the fourth students very excited in teaching and learning process but a few students did not involve in group when the teacher asked them to do the task.

On the other hand, a few students made a noisy in the classroom then when the teacher explained the lesson a few students not focused, but noise caused by group discussion activities or noise because students scramble to ask questions or answer some questions posed by the teacher to students in the class.The students are more likely to do things that are less related to the task or lesson. Most students have a tendency to enjoy gossip then lazy students who apparently only rely on group learning in the hope that they can be taught the same or the term "sprayed smart". Meanwhile, a few students did not do the task with their member in the group.

4.1.3. Students' Response Award to *INKredible Handwriting Note Application*

There were two questionnaires (Appendix page and 1) given to each of the student in the class. This purpose of the questionnaire was to know how the students' response before and after giving treatment by using *INKredible*

handwriting note application in teaching writing announcement text. The questionnaire before giving treatment consists of fifth questions and after giving treatment consists of eleventh question in form checklist.

Before learning writing announcement text a questionnaire was given to find which students were unfamiliar and familiar with *INKredible handwriting note application* as instructional media especially writing skill.The result as follows:

Table 4.5 Students response before giving the treatment

Question	Response					
	Yes		Do not know		No	
	No student	%	No student	%	No student	%
1	6	27.27%	16	72.73%	-	-
2	5	22.73%	17	77.27%	-	-
3	4	18.18%	18	81.82%	-	-
4	4	18.18%	18	81.82%	-	-
5	3	13.64%	19	86.36%	-	-

Based on the table 4.5, it can be seen that as many 72.73% of students are not familiar with this application and the rest (27.27%) are familiar. Meanwhile 77.27% of those have never tried this application 22.73% have ever tried but 81.82% of the students have never use *INKredible handwriting note application* especially in writing skill, so 18.18% ever use it *INKredible*. Although there are 81.82% never utilized *INKredible handwriting note application* but 18.18 have ever utilized. Besides that 86.36% did not know to use *INKredible handwriting note application* but 13.46% of the students were very interesting to use *INKredible handwriting note application* as a new media to write announcement text.

Table 4.6 Students Response after Giving the Treatment

Statement	Response		
	Agree	neutral	Disagree
	Percentage	Percentage	Percentage
1	68.18%	27.27%	4.55%
2	77.27 %	22.73%	-

3	63.63 %	18.18%	18.18%
4	6818 %	27.27%	4.55%
5	63.63 %	36,36%	-
6	63.64 %	27.27%	9.09%
7	63.64 %	22.73%	13.64%
8	63.64 %	36,36%	-
9	68.18 %	22.73%	9.09%
10	59.09 %	22.73%	18.18%
11	68.18 %	27.27%	4.55%

Based on table 4.6, it can be seen that as many 68.18% agree, only one of them disagreed or 4.55% and 27.27% was neutral this application is right strategies in writing announcement text. Meanwhile 77.27% the students agree to use *INKredible handwriting note application* as media especially in writing skill and only five of them declared neutral or 22.73%. Although there are 63.63% students agree to use *INKredible handwriting note application* as instructional media especially in writing class very easier to students make announcement text but 18.18% was neutral to use *INkredible* and only four of them disagreed. Besides 68.18% agree, only six of them neutral to use it and 4.55% can motivate students to make announcement text. On the other hand, 63.63% agree to improve my comprehension to announcement text lesson, and 36.36% was neutral. In other words, 63.64% agree like studying announcement text by using *INKredible,* 27.27% was neutral and only two of them disagreed. Besides 63.64% agree to understand writing announcement text well by using *INKredible,* 22.73% was neutral and only three of them disagreed. Meanwhile 63.64% agree can improve the result of my study in writing announcement text, and only eight of them neutral. Beside 68.18% agree more acceptable to use *INKredible* in writing announcement text, 22.73% was neutral and only two of them disagreed. In other hand, 59.09% agree this application is easier to write announcement text by using *INKredible*, 22.73% was neutral and only four of them disagreed. The last 68.18 agree using the media in teaching and learning makes the learning more interesting, 27.27 was neutral and only one of them disagreed.

Including conclusion remarks, the researchers can see from the response of students to know the ability to write, especially the text of the announcement. There are very interested to used *INKredible handwriting note application* as

instructional media in writing skill because students can create more creative announcement text according to the theme they want and also do not forget to give the picture as beautify the text of the announcement. So, that used media for research is very acceptable for students because some students argue that using the media application for the learning process will make students not easily bored and they can also send the task via email or whatsapp to be able to gather to the teacher.

4.2 Discussion

The researcher gave the diagnostic test before giving the treatment to know the students' knowledge as general in English and to categorize the students in the group level. There were 35 multiple choice questions that were modified by TOEFL. The result of the diagnostic test was there were 2 students or 9.09% students in the high group, 72.72% students or 16 students in the middle group and 4 students or 18.18% students in the low group.

From the result of the post-test score, it was known that there was only one student of the high group reached the passing grade (50%). Meanwhile, there were 12 students or 75% students of the middle group reached the passing grade. On the other hand, there was only one student of the low group reached the passing grade and three other students did not reach the passing grade.

The students who did not reached the passing grade because the students did not have the smartphone then the students could focus on the task of the writing announcement text by using an application on the smartphone. There were some students in the group did not have internet access then they were difficult to install the application on the smartphone. The problems made the learning process writing announcements text took a long time. On the other hand, the students' responses showed that the students liked the learning writing announcement text by used *INKredible handwriting note application* as a media. The weakness of using media was the students preferred to use smartphone to play and they did not want to interact with the surroundings. The students were allowed to use the smartphone in the break time but they were not allowed to use the smartphone in the learning activity.

INKredible handwriting note application made the students easily to study about the foreign language, especially in the writing skill. *INKredible*

handwriting note application had many benefits to increase the students' writing skill such as *INKredible handwriting note application* could make the students easily to understand about the learning. Besides, the media could make the students enjoyed during the learning activity. The students could not be bored in the learning. The lack of using *INKredible handwriting note application* was it could only use for the smartphone and the tablets. So, the researcher used *INKredible handwriting note application* as a new media for the treatment in this research.

Based on the result of this research, the students' writing activities using *INKredible handwriting note application* got a significant improvement score in the announcement text. The result of the data was 4.917. It was higher than 1.72. It meant that Ho was accepted if t $_{count}$ > t $_{table}$ then H1 was rejected. So the students were interested to write the announcement text by using *INKredible handwriting note application* as the media to teach skill writing. It also made the students were not bored in the class, but made them to active in the learning.