

CHAPTER IV FINDING AND DISCUSSION

This chapter consist of two section, the finding of the research and the discussion of the research findings. The researcher describes the data that have been obtained in the implementation PQP technique.

4.1 FINDINGS

The findings of this research deal with the classification of students' pre test and post test. To find out the answer of the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' writing ability before giving them treatment, in doing treatment the researcher used Praise Question Polish (PQP) Technique.

4.1.1 The Students' Writing Ability at MA DDI Lil BANAT Parepare

This part covers the result of data analysis about students' writing ability of MA DDI LILBANAT parepare:

4.1.1.1 The Students' Score in Pre-test

The pre-test had done before implementation of PQP technique. It was conducted on Monday 4th 2019. The students assigned to write narrative text. The researcher found out the result of the students' pre-test base on the scoring rubric of wiriting narrative text which are content,organization,grammar,vocabulary and mechanics, before giving treatment through praise question polish technique which were analyzed and resulted in the information as shown in the following table:

Table 4.1. Students' Score in Pre-test Base on Scoring Rubric of Writing Narrative Text.

No	Name	Aspect					Total
		C	O	G	M	V	
1.	Nurahmi Sudirman	4	3	2	2	2	13
2.	Sri Wahyuni	4	4	3	2	3	16
3.	Annisa Suherman	4	2	2	2	2	12
4.	Nurul Aimy	4	2	3	3	2	14
5.	Nur Rahma	4	1	2	1	1	9
6.	Jumiati	4	3	2	3	3	15
7.	Nur Ilmy Pratiwi	4	2	1	2	2	11
8.	Rhini Farda Lestari	4	2	2	1	2	11
9.	Hastuti Intan Putri	4	2	2	2	2	12
10.	Musdalifa	4	2	2	2	2	12
11.	Husnul Mutmainna	4	3	2	2	2	13
12.	Mustika Ayu	4	3	2	2	2	13
13.	Harfiah	4	2	2	1	2	11
14.	Putri Naila Cahya	4	2	2	2	2	12
15.	Irmawati	4	2	3	1	1	11
16.	Rijky Aulia	4	3	2	1	2	12
17.	Putri Rahayu risky	4	2	1	1	2	10
18.	A.Nabila Putri	4	2	2	1	1	10
19.	Azharia Nur	4	2	2	2	2	12
20.	Nurul Apriliana H	4	2	2	2	2	12
21.	Alfaidah	4	2	2	2	2	12
22.	Nurul Qalbi	4	2	1	2	2	11

23	A.Khusnul fatimah	4	2	2	2	2	12
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(Source: Respondents score in Pre-test base on scoring rubric)

C=Content, O=Organization, G=Grammar, M=Mechanics, V=Vocabulay

After knowing the students' score in pre-test based on scoring rubric of writing narrative text, the following table are students' score to find out the mean score:

Table 4.2 The students' score in pre-test

No	Name	Pre-test of the students (X ₁)			
		Max score	Score (X)	x^2	Classification
1.	Nurahmi Sudirman	20	65	4225	Fair
2	Sri Wahyuni	20	80	6400	Good
3	Annisa Suherman	20	60	3600	Fair
4	Nurul Aimy	20	70	4900	Fair
5	Nur Rahma	20	45	2025	Poor
6	Jumiati	20	75	5625	Good
7	Nur Ilmy Pratiwi	20	55	3025	Poor
8	Rhini Farda Lestari	20	55	3025	Poor
9	Hastuti Intan Putri	20	60	3600	Fair
10	Musdalifa	20	60	3600	Fair
11	Husnul Mutmainna	20	65	4225	Fair
12	Mustika Ayu	20	65	4225	Fair
13	Harfiah	20	55	3025	Poor
14	Putri Naila Cahya	20	60	3600	Fair
15	Irmawati	20	55	3025	Poor
16	Rijky Aulia	20	60	3600	Fair
17	Putri Rahayu risky	20	50	2500	Poor
18	A.Nabila Putri	20	50	2500	Poor

19	Azharia Nur	20	60	3600	Fair
20	Nurul Apriliana H	20	60	3600	Fair
21	Alfaidah	20	60	3600	Fair
22	Nurul Qalbi	20	55	3025	Poor
23	A. Khusnul fatimah	20	60	3600	Fair
			$\sum X_1 = 1380$	$\sum X_1^2 = 84150$	

(Source: Respondents score in Pre-test)

Base on the table above, showing the result of students' writing before applying the praise question polish technique. There were two students gained good score, 13 students gained fair score, eight students gained poor score, total score in pre-test was 1380. It could be seen almost of the IX. IPA 1 students' writing skill was low. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of student's score in pre-test of the table 4.2

Firstly, the researcher calculated the mean score of the pre-test:

$$X = \frac{\sum X_i}{n}$$

$$X = \frac{1380}{23}$$

$$X = 60$$

So, the mean score (X_1) of pre-test is 60

Secondly, the researcher calculated the standard deviation of pre-test:

$$SD = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}$$

$$SD = \frac{\sqrt{84150} - \frac{(1380)^2}{23}}{22}$$

$$SD = \frac{\sqrt{84150} - \frac{1904400}{23}}{22}$$

$$SD = \frac{\sqrt{84150} - 82800}{22}$$

$$SD = \frac{\sqrt{1350}}{22}$$

$$SD = \sqrt{61,36}$$

$$SD = 7,83$$

So, the result of the standard deviation of the pre-test is 7,83.

4.1.1.2 The Students' Score in Post-test

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.3 The Students' Score in Post-test Based on Scoring Rubric of writing Narrative Text.

No	Name	Aspect					Total
		C	O	G	M	V	
1.	Nurahmi Sudirman	4	4	3	3	3	17
2.	Sri Wahyuni	4	4	3	4	4	19
3.	Annisa Suherman	4	4	2	3	3	16
4.	Nurul Aimy	4	3	2	3	2	14
5.	Nur Rahma	4	3	2	3	2	14
6.	Jumiati	4	4	2	3	2	15
7.	Nur Ilmy Pratiwi	4	4	2	3	2	15
8.	Rhini Farda Lestari	4	3	2	2	2	13
9.	Hastuti Intan Putri	4	4	2	3	3	16
10.	Musdalifa	4	3	2	2	2	13

11.	Husnul Mutmainna	4	3	2	3	2	14
12.	Mustika Ayu	4	4	2	3	3	16
13.	Harfiah	4	3	2	2	3	14
14.	Putri Naila Cahya	4	3	2	3	3	15
15.	Irmawati	4	3	2	3	3	15
16.	Rijky Aulia	4	4	2	3	3	16
17.	Putri Rahayu risky	4	3	2	2	2	13
18.	A.Nabila Putri	4	3	2	3	3	15
19.	Azharia Nur	4	3	2	3	2	14
20.	Nurul Apriliana H	4	3	3	3	3	16
21.	Alfaidah	4	4	4	3	4	19
22.	Nurul Qalbi	4	3	2	3	3	15
23.	A.Khusnul fatimah	4	3	2	2	3	14

(Source: Respondents score in Post-test base on scoring rubric)

C=Content, O=Organization, G=Grammar, M=Mechanic, V=Vocabulary

Table 4.3 is students' score in post-test based on scoring rubric of writing narrative text. The following table are students' score to find out the mean score.

Table 4.4 The Students' Score in Post-Test

No	Name	Post-test of the students (X2)			
		Max score	Score (X2)	x^2	Classification
1.	Nurahmi Sudirman	20	85	7225	Excellent
2	Sri Wahyuni	20	95	9025	Excellent
3.	Annisa Suherman	20	80	6400	Good
4.	Nurul Aimy	20	70	4900	Fair
5.	Nur Rahma	20	70	4900	Fair
6.	Jumiati	20	75	5625	Good

7.	Nur Ilmy Pratiwi	20	75	5625	Good
8.	Rhini Farda Lestari	20	65	4225	Fair
9.	Hastuti Intan Putri	20	80	6400	Good
10.	Musdalifa	20	65	4225	Fair
11.	Husnul Mutmainna	20	70	4900	Fair
12.	Mustika Ayu	20	80	6400	Good
13.	Harfiah	20	70	4900	Fair
14.	Putri Naila Cahya	20	75	5625	Good
15.	Irmawati	20	75	5625	Good
16.	Rijky Aulia	20	80	6400	Good
17.	Putri Rahayu risky	20	65	4225	Fair
18.	A.Nabila Putri	20	75	5625	Good
19.	Azharia Nur	20	70	4900	Fair
20.	Nurul Apriliana H	20	80	6400	Good
21.	Alfaidah	20	95	9025	Excellent
22.	Nurul Qalbi	20	75	5625	Good
23.	A.Khusnul fatimah	20	70	4900	Fair
			$\sum X_2 = 1740$	$\sum X_2^2 = 133100$	

(Source: Respondents score in Post-test)

The table showed that there was an improvement of students' score after did the treatment. There were three students gained excellent score, eleven students gained good score, and there nine students gained fair score. The total score in post-test is 1740. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in applying Praise Question Polish technique.

The first, to get the mean score of the post-test, used formula:

$$X = \frac{\sum X_i}{n}$$

$$X = \frac{1740}{23}$$

$$X = 75,65$$

So, the mean score (X_2) of post-test is 75,65

The second, to get the standard deviation of post-test, used formula:

$$SD = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{n-1}$$

$$SD = \frac{\sqrt{133100 - \frac{(1740)^2}{23}}}{22}$$

$$SD = \frac{\sqrt{133100 - \frac{3027600}{23}}}{22}$$

$$SD = \frac{\sqrt{133100 - 131634,78}}{22}$$

$$SD = \frac{\sqrt{1465,22}}{22}$$

$$SD = \sqrt{66,60}$$

$$SD = 8,16$$

So, the SD of the post-test is 8,16

4.1.1.3 The Result of the Pre-test and Post-test were Presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.5 The mean score and standar deviation of the pre-test and post-test

Test	Mean score	Standard deviation (SD)
Pre-test	60	7,83
Post-test	75,65	8,16

(Source: Mean score and standard deviation in Pre-test and Post-test)

The data in table 4.5 indicates that there was an improvement while doing pre-test up to post-test, in pre test had score 60 and the post-test score increased become 75,65. The standard deviation of pre-test was 7,83(SD) while the standard deviation of post-test was 8,16(SD).

As the result at this item was the mean score of post-test was greater than the mean score in pre-test. It mean that the students' writing ability had improvement after doing the learning process that used the praise question polish technique.

4.1.1.4 The rate percentage of the frequency of the pre-test and pos-test

the following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 The rate percentage of the frequency of the pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	86-100	0	3	0	13,04%
2	Good	71-85	2	11	8,69%	47,82%
3	Fair	56-70	13	9	56,52%	39,13%
4	Poor	41-55	8	0	34,78%	0
5	Very poor	<40	0	0	0	0
Total			23	23	100%	100%

(Source: Result of Research)

The table 4.6 showed the students' percentage of pre-test was most common in fair score namely thirteen students and it was the high percentage 39,13%, then there is no students who are in excellent score. It means that the students' writing ability was still low. Especially in writing narrative text. Whereas the percentage of post-test indicated that there was improving percentage of the students in writing because there were three students had gotten excellent score with the 13,04%, even though, as can be seen, in a great majority of score was good score namely eleven students with 47,82% but in this case, there was no students who got very poor score. It meant that there was an improving percentage after doing pre-test up to post-test.

4.1.2 Praise Question Polish technique is able to improve students' writing ability at MA DDI LILBANAT parepare

This part discusses the result of data analysis about praise question polish technique able to improve the students' writing ability in narrative text at eleventh grade students of MA DDI LILBANAT parepare.

4.1.2.1 The worksheet of the calculation of the score on pre-test and post-test on the students' writing ability in narrative text.

Table 4.7 The worksheet

No	Pre-test X_1	Post-test X_2	Pre-test quadrat $(X_1)^2$	Pre-test quadrat $(X_2)^2$	$D(X_2-X_1)$	$D(X_2- X_1)^2$
1.	65	85	4225	7225	20	400
2.	80	95	6400	9025	15	225
3.	60	80	3600	6400	20	400
4.	70	70	4900	4900	0	0
5.	45	70	2025	4900	30	900
6.	75	75	5625	5625	0	0
7.	55	75	3025	5625	20	400

8.	55	65	3025	4225	10	100
9.	60	80	3600	6400	20	400
10.	60	65	3600	4225	5	25
11.	65	70	4225	4900	5	25
12.	65	80	4225	6400	15	225
13.	55	70	3025	4900	15	225
14.	60	75	3600	5625	15	225
15.	55	75	3025	5625	20	400
16.	60	80	3600	6400	20	400
17.	50	65	2500	4225	5	25
18.	50	75	2500	5625	25	625
19.	60	70	3600	4900	10	100
20.	60	80	3600	6400	20	400
21.	60	95	3600	9025	35	1225
22.	55	75	3025	5625	20	400
23.	60	70	3600	4900	10	100
Total	1380	1740	84150	133100	355	7225

(Source: Result of Research)

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used formula as follow:

$$D = \frac{\sum D}{N} = \frac{355}{23} = 15,4$$

The calculation the t-test value

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{15,4}{\frac{\sqrt{7225 - \frac{355^2}{23}}}{23(23-1)}}$$

$$t = \frac{15,4}{\frac{\sqrt{7225 - \frac{126025}{23}}}{23(22)}}$$

$$t = \frac{15,4}{\frac{\sqrt{7225 - 5479,3}}{508}}$$

$$t = \frac{15,4}{\frac{\sqrt{1745,7}}{508}}$$

$$t = \frac{15,4}{\sqrt{3,4}}$$

$$t = \frac{15,4}{1,8}$$

$$t = 8,5$$

Thus, the t-test value is 8,5

Table 4.8 The test of significance

Variable	T-test	T-table value
Pre-test-post-test	8,5	1,753

(Source: Result of Research)

The data above showed that the value of t-test was greater than t-table value. It indicates that there was a significant difference between the results of students' pre-test and post-test.

For the Level, significant (p) 5% and df= 22 and the value of the t-table is 1,753, while the value of t-test is 8,5, it means that the t-test value is greater than t-table ($8,5 \geq 1,753$). Thus, it can be concluded that the students' writing ability in narrative text is significantly better after getting the treatment. So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted. It has been found that there is an improvement of praise question polish technique in students' writing ability in narrative text.

4.1.2.2 Hypothesis testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 23-1 \\ &= 22 \end{aligned}$$

4.2 Discussion

In this research, the researcher used PQP technique to teach the students in writing narrative text. The researcher also always provides motivation to the students to be diligent in writing.

The test was a writing test that given before and after treatment. There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test its purpose to know students' ability in writing narrative text before getting the treatment. The step of this test was the researcher

started to introduced herself and gave information about her aim with made the students interest to do the next instruction of the researcher.

The first meeting, the researcher gave greeting for the students, gave information about her aim with the students. After that, the researcher gave explanation about the material. After that the researcher gave students a chance to asked the researcher if they did not understood about how to write a text well. There were some students asked about the material, and the researcher explained once more.

The second meeting, beginning the activity the researcher ordered to pray together before the lesson began. Then the researcher explained the material about PQP technique in narrative text, and then the researcher also helped them how to translate the text, all the student understood well about the text and although there was some of them was still confused to translate the text.

In the third meeting, in this meeting the researcher devide the students to some group, every group consisted of four students. After that the researcher gave instruction to write a narrative text.

In the four meeting, the researcher gave instruction to the groups to changed the task and one of them read the text in front of the other group, after that the other group check the text based on PQP technique.

In the last meeting, the researcher gave the post test for the last. the class was running enjoyable although half of the students were not ready to get the test.

4.2.1 How is the students' writing ability before and after using Praise Question Polish technique at MA DDI Lil banat parepare

From the data above shows that there is a diferences students' writing ability before and after using Praise Question Polish, in the pre-test the students' score was

still low and after the researcher gave the treatment by using Praise Question Polish in the post-test shows that there is an improvement of students' writing ability.

The students' ability before apply this technique is they only write what they want to write without having and understanding what concepts they want to write first, students do not know how to write a text well and properly, nor do students know their concept of good writing so that when they write a text, they simply write without any concept and without knowing the parts of writing. In addition to their lack of understanding of how to write well and right students also lack vocabulary mastery so as to make it difficult for the students to write a text, then they also lack understanding of the reading signs in the text, as well as the student also do not understand how to make a text, sometimes they repeat the words in a one paragraph to the other, because of the students' lack of understanding of this writing learning after the researcher know of the problem that students experience, the first thing that researcher do is give the basic vocabulary to study by the student, then the researcher teach how to write a text well and properly then teach the textual writing and the parts of writing and explaining the punctuation of correct writing, after researcher have taught how to write well, the researcher have created exercises to train students so that they can make the text well and structured according to the text concept. However, to teach students is not easy, many of the obstacles that researcher and students encountered, in addition to some students lacking in computer learning, there are some students who lack interest in learning English, so that the researcher devise ways and strategies for students to understand and be interested in learning English, researcher create and explain materials by giving the interesting materials so that the students who read material do not get bored or ienense material texts provided by reseaaarcher.

4.2.2 Is using Praise Question Polish technique able to improve students' writing ability at MA DDI Lil banat Parepare.

From the data of pre-test, clearly to see that there were no students who got excellent score, two students got good score (8,69%), thirteen students got fair score (56,52%), eight students got poor score (34,78%) but there were no students got very poor score. From the data of post-test, three students got excellent score (13,04%), eleven students got good score (47,82%), nine students got fair score (39,13%) and there were no students got poor and very poor score. From the result, the researcher concluded that the students' writing ability improved from poor up to fair up to good and excellent classification.

There were some examples that Praise Question Polish is able to improve students writing ability in narrative text by looking at the aspect of writing, they are content, organization, grammar, mechanics and vocabulary. Example (1) Nur rahmi sudirman in pre-test, she got 13 point and then increased become 17 point at the post-test (2) Irmawati in pre-test, she got 11 point and then increased become 15 point at the post-test (3) Nurul apriliana in pre-test, she got 12 point and then increased become 16 point at the post-test.

Overall, from the statement, it can be seen that there was an improvement of students writing, especially in writing narrative text after the researcher applying Praise Question polish technique to the students.