

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter discusses about the finding of research and the discussion of research. The findings describe about the result of the data collected from the test. And discussion explains and interprets the findings. The result of the research will be described in the part below:

#### 4.1. Findings

In findings of this research deal with classification of the students' pre-test and post-test. In addition the researcher had given pre-test and post-test to the students. The pre-test was given before treatment to know the students' writing in narrative paragraph, while the post-test was given after treatment. The result of post-test in this research can answer the question of this research that aims to find out whether using blended method will able to improve students' writing in narrative paragraph at MTs DARUL 'ULUM ATH-THAHIRIYAH PALADANG JAMPUE PINRANG

##### 4.1.1. The Data Analysis of Students' Test

The finding of the result deals with the classification of the students' score on the pre-test and post-test in the class.

##### 1. Pre-test scores

The research conducted pre-test to know students' ability before treatment. The data of the pre-test scores can be seen in the table below:

Table 4.1: The students' scores of pre-test

| <b>Students</b> | <b>Pre-test (X1)</b> | <b>X<sup>2</sup></b> |
|-----------------|----------------------|----------------------|
| Students 1      | 73                   | 5329                 |
| Students 2      | 49                   | 2401                 |
| Students 3      | 44                   | 1936                 |
| Students 4      | 59                   | 3481                 |
| Students 5      | 66                   | 4356                 |
| Students 6      | 34                   | 1156                 |
| Students 7      | 34                   | 1156                 |
| Students 8      | 34                   | 1156                 |
| Students 9      | 62                   | 3844                 |
| Students 10     | 80                   | 6400                 |
| Students 11     | 43                   | 1849                 |
| Students 12     | 56                   | 3136                 |
| Students 13     | 53                   | 2809                 |
| Students 14     | 45                   | 2025                 |
| Students 15     | 62                   | 3844                 |
| Students 16     | 67                   | 4489                 |
| Students 17     | 54                   | 2916                 |
| Students 18     | 54                   | 2916                 |
| Students 19     | 56                   | 3136                 |
| Students 20     | 47                   | 2209                 |
| Students 21     | 77                   | 5929                 |
| Students 22     | 44                   | 1936                 |
| Students 23     | 60                   | 3600                 |
| Students 24     | 63                   | 3969                 |

|             |      |       |
|-------------|------|-------|
| Students 25 | 70   | 4900  |
| Students 26 | 56   | 3136  |
| Students 27 | 56   | 3136  |
| Students 28 | 52   | 2704  |
| Students 29 | 66   | 4356  |
| Students 30 | 53   | 2809  |
| $\Sigma$    | 1669 | 97019 |

$$\begin{aligned} X &= \frac{\Sigma X}{N} \\ &= \frac{1669}{30} \\ &= 55,63 \end{aligned}$$

Thus, the mean score of pre-test is 55,63

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

$$SD = \sqrt{\frac{97019 - \frac{(1669)^2}{30}}{30-1}}$$

$$SD = \sqrt{\frac{97019 - \frac{2785561}{30}}{29}}$$

$$SD = \sqrt{\frac{97019 - 92852,03}{29}}$$

$$SD = \sqrt{\frac{4166,7}{29}}$$

$$SD = \sqrt{143,68}$$

$$SD = 11,98$$

Thus, the result of standard deviation of pre-test is 11,98

Based on the the result of analyzed in the table 4.1 showed that the total mean score of pre-test before giving the treatment by using Blended Method was 55,63, while the highest score was 80 and the lowest score was 34. Based on the result above, it could be concluded that the students' writing narrative paragraph still low category.

## 2. Post-test

The research also gave post-test to know students' writing narrative paragraph after treatment. The data of post-test scores can be seen in the table below:

Table 4.2: The students' scores of post-test

| Students   | Post-Test (X <sub>2</sub> ) | X <sup>2</sup> |
|------------|-----------------------------|----------------|
| Students 1 | 75                          | 5625           |
| Students 2 | 53                          | 2809           |
| Students 3 | 47                          | 2209           |
| Students 4 | 62                          | 3844           |
| Students 5 | 70                          | 4900           |
| Students 6 | 42                          | 1764           |
| Students 7 | 42                          | 1764           |

|             |      |        |
|-------------|------|--------|
| Students 8  | 37   | 1369   |
| Students 9  | 56   | 3136   |
| Students 10 | 83   | 6889   |
| Students 11 | 45   | 2025   |
| Students 12 | 60   | 3600   |
| Students 13 | 56   | 3136   |
| Students 14 | 56   | 3136   |
| Students 15 | 64   | 4096   |
| Students 16 | 78   | 6084   |
| Students 17 | 57   | 3249   |
| Students 18 | 56   | 3136   |
| Students 19 | 55   | 3025   |
| Students 20 | 52   | 2704   |
| Students 21 | 79   | 6241   |
| Students 22 | 48   | 2304   |
| Students 23 | 64   | 4096   |
| Students 24 | 67   | 4489   |
| Students 25 | 75   | 5625   |
| Students 26 | 70   | 4900   |
| Students 27 | 58   | 3364   |
| Students 28 | 75   | 5625   |
| Students 29 | 68   | 4624   |
| Students 30 | 67   | 4489   |
| $\Sigma$    | 1817 | 114257 |

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{1817}{30} \\ &= 60,57 \end{aligned}$$

Thus, the mean score of post-test is 60,57

$$\begin{aligned} SD &= \sqrt{\frac{X1^2 - \frac{(\sum X)^2}{N}}{N - 1}} \\ SD &= \sqrt{\frac{114257 - \frac{(1817)^2}{30}}{30 - 1}} \\ SD &= \sqrt{\frac{114257 - \frac{3301489}{30}}{29}} \\ SD &= \sqrt{\frac{114257 - 110049,63}{29}} \\ SD &= \sqrt{\frac{4207,37}{29}} \\ SD &= \sqrt{145,09} \\ SD &= 12,04 \end{aligned}$$

Thus, the result of standard deviation of post-test is 12,04

Based on Table 4.2 showed that after giving the treatment by using Blended Method, it showed that the highest total score was achieved by the student 10 with 83

total score. On the other, the student 8 achieved 37 as the lowest total score. The overall students achieved 60,57 as the average score and standar deviation was 12,04. Based on the result of post-test the table above, it could be concluded the students' writing narrative paragraph after applied the treatment and gave post test was got high category.

This research score showed that the method which the researcher applied in learning process has worked successfully on the students in the class. It is based on data percentated in the table 4.1 and 4.2. The data show that there are significant difference between the students score in pre-test and post-test, where students score in post-test was higher than students score in pre-test.

#### 4.1.2. The Mean Score and Standard Deviation of Pre-test and Post-test

To know the result of the students' pre-test and post-test, after calculating the mean score and standard deviation are presented in the following table:

Table 4.3. The Mean Score and Standard Deviation of Pre-test and Post-test

| Sample    | Mean score | standar deviation |
|-----------|------------|-------------------|
| Pre test  | 55,63      | 11,98             |
| Post test | 60,5       | 12,04             |

The table 4.3 shows that before giving the treatment in pre-test, the students' writing narrative paragraph got the mean score 55,63 and the standar deviation 11,98. After giving the treatment the mean score obtain by students in post-test was higher

than pre-test. It indicates that after giving treatment for six times through Blended Method, the students' ability in writing narrative paragraph is increasing. Furthermore, the main score in post tests was 60,57 and standar deviation was 12,04

#### 4.1.3. The Rate Percentage of the frequency of the pre-test and post-test

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

Table 4.4 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  | Very Good      | 86-100 | 0         | 0         | 0          | 0         |
| 2  | Good           | 71-85  | 3         | 6         | 10         | 20        |
| 3  | Fair           | 56-70  | 13        | 15        | 43,3       | 50        |
| 4  | Poor           | 41-55  | 11        | 8         | 36,7       | 26,7      |
| 5  | Very Poor      | ≤40    | 3         | 1         | 10         | 3,3       |
|    |                |        | 30        | 30        | 100%       | 100%      |

Table 4.4 showed the students' percentage of pre-test was most common in fair score namely thirteen students and it was the high percentage 43,3%. Besides that, there were eleven students got poor score, three student got very poor score and there is no students got a very good score. It means the students' ability in writing narrative paragraph was still low. Whereas, the percentage of post-test indicated that there was an increasing percentage of the students in writing narrative paragraph because there were six students got good scores with percentage 20%. Even though,



as can be seen, in a great majority of the score was fair score namely fifteen students with percentage is 50%. But, in this case, there were a students still got a very poor score. It can be concluded that there was an increasing percentage after doing pre-test up to post-test.

#### 4.1.4 Blended Method is Able to Improve the Students' Ability in Writing Narrative Paragraph of Second Year Students at MTs Darul 'Ulum Ath-Thahiriyah Paladang Pinrang.

This part discusses the result of data analysis about Blended Method able to improve students' ability in writing narrative paragraph of second year students at MTs Darul 'Ulum Ath-Thahiriyah Paladang.

##### 4.1.4.1 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.5 The worksheet of the calculation of the score on pre-test and post-test.

| NO | X1 | X2 | (X1) <sup>2</sup> | (X2) <sup>2</sup> | D(X2-X1) | D(X2-X1) <sup>2</sup> |
|----|----|----|-------------------|-------------------|----------|-----------------------|
| 1  | 73 | 75 | 5329              | 5625              | 2        | 4                     |
| 2  | 49 | 53 | 2401              | 2809              | 4        | 16                    |
| 3  | 44 | 47 | 1936              | 2209              | 3        | 9                     |
| 4  | 59 | 62 | 3481              | 3844              | 3        | 9                     |
| 5  | 66 | 70 | 4356              | 4900              | 4        | 16                    |
| 6  | 34 | 42 | 1156              | 1764              | 8        | 64                    |
| 7  | 34 | 42 | 1156              | 1764              | 8        | 64                    |
| 8  | 34 | 37 | 1156              | 1369              | 3        | 9                     |

|       |      |      |       |        |     |      |
|-------|------|------|-------|--------|-----|------|
| 9     | 62   | 56   | 3844  | 3136   | -6  | 36   |
| 10    | 80   | 83   | 6400  | 6889   | 3   | 9    |
| 11    | 43   | 45   | 1849  | 2025   | 2   | 4    |
| 12    | 56   | 60   | 3136  | 3600   | 4   | 16   |
| 13    | 53   | 56   | 2809  | 3136   | 3   | 9    |
| 14    | 45   | 56   | 2025  | 3136   | 11  | 121  |
| 15    | 62   | 64   | 3844  | 4096   | 2   | 4    |
| 16    | 67   | 78   | 4489  | 6084   | 11  | 121  |
| 17    | 54   | 57   | 2916  | 3249   | 3   | 9    |
| 18    | 54   | 56   | 2916  | 3136   | 2   | 4    |
| 19    | 56   | 55   | 3136  | 3025   | -1  | 1    |
| 20    | 47   | 52   | 2209  | 2704   | 5   | 25   |
| 21    | 77   | 79   | 5929  | 6241   | 2   | 4    |
| 22    | 44   | 48   | 1936  | 2304   | 4   | 16   |
| 23    | 60   | 64   | 3600  | 4096   | 4   | 16   |
| 24    | 63   | 67   | 3969  | 4489   | 4   | 16   |
| 25    | 70   | 75   | 4900  | 5625   | 5   | 25   |
| 26    | 56   | 70   | 3136  | 4900   | 14  | 196  |
| 27    | 56   | 58   | 3136  | 3364   | 2   | 4    |
| 28    | 52   | 75   | 2704  | 5625   | 23  | 529  |
| 29    | 66   | 68   | 4356  | 4624   | 2   | 4    |
| 30    | 53   | 67   | 2809  | 4489   | 14  | 196  |
| Total | 1669 | 1817 | 97019 | 114257 | 148 | 1032 |

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

$$D = \frac{\sum D}{N} = \frac{148}{30} = 4,93$$

The calculation of the t-test value as follow:

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

$$t = \frac{4,93}{\sqrt{\frac{1032 - \frac{148^2}{30}}{30(30-1)}}$$

$$t = \frac{4,93}{\sqrt{\frac{1032 - \frac{21904}{30}}{30(30-1)}}$$

$$t = \frac{4,93}{\sqrt{\frac{1032 - 730,13}{30(29)}}$$

$$t = \frac{4,93}{\sqrt{\frac{1032 - 730,13}{30(29)}}$$

$$t = \frac{4,93}{\sqrt{\frac{301,87}{870}}}$$

$$t = \frac{4,93}{\sqrt{0,35}}$$

$$t = \frac{4,93}{0,60}$$

$$t = 8,28$$

Thus, the t-test value is 8,28

Table 4.6 The Test of Significance

| Variable             | T-test | T-table Value |
|----------------------|--------|---------------|
| Pre-test – Post-test | 8,28   | 2,045         |

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

#### 4.1.4.2 Hypothesis Testing

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

$$\begin{aligned} \text{Df} &= N - 1 \\ &= 30 - 1 \\ &= 29 \end{aligned}$$

For the level, significant (p) 5% and df = 29, and the value of the table was 2.045. While the value of t-test was 8,28. It can be concluded that t-test value was greater than t-table ( $9,03 \geq 2,045$ ). Thus, it means that the students' ability in writing narrative paragraph was significantly better getting the treatment. So, the null hypothesis ( $H_0$ ) was refused and the alternative hypothesis ( $H_1$ ) was accepted. It has been found that there was an improvement of blended method on students' ability in writing narrative paragraph.

## 1.2 Discussion

This section provides the discussion about the finding that showed in previous section. The discussion of this research insight about the students' writing skill before learning process by blended method and students' writing skill after learning process by using blended method.

#### 4.21 Students' writing skill before learning process by blendad method.

Before giving treatment, students faced some problem in learning writing narrative, like some of them have less vocabulary, they also not try to using English in their writing narrative. Sometime they also used Indonesian language in their writing. Therefore, that is important to give attention for students to use the target language in language learning especially English in the learning process. So, the researcher concluded that in fact students in MTs DARUL ULUM ATH-THAHIRIYAH PALADANG PINRANG class VIII.1 had knowledge about English but lacked in writing. The data from the pre-test showed that at first meeting the researcher conducted research on students' writing narrative text based on content, organization, vocabulary, grammer, and mechanics.

Improvement of students' speaking writing narrative text using blended method. After knowing the students' writing narrative text in the first meeting, there researcher then continued to give treatment to students using blended method. This method was choosen by researcher because blanded method is method that can bring students try their self to created text using English. There are some opinions said that the ability to writing using a foreign language is improved through direct practice in writing text.

In treatment the researcher,for the first meeting, the researcher gave pre-test to students to made narrative paragraph about “ Monkey and Crocodile”. Before the students started of pre-test, the researcher gave greeting for the students, and also gave information about her aim with tehe students. It was administrered to know students' achievement in writing narrative text before they were given the treatment by the researcher. After that, the researcher gave explain about how to do the pre-test

and guide the students to discipline during the process. Then the researcher gave students a chance to ask the researcher if they did not understand about the process. If there is no question from the students, well the researcher gave students change to started did the pre-test.

For the second meeting, the students were given treatment. The students were taught by blended method. Before the activity was started, the researcher took a few minutes to arrange the students to sit in a chair and pray before the lesson began. After everything was controlled, then the researcher checked they are ready to start the lesson by introduced the method which used. After that, the researcher explain about the blended method and narrative paragraph. After that, the researcher gave the students change for asked about what they do not understand. Then, the researcher answer the students' question. At the end of the lesson, the researcher gave the students evaluate about blended method and narrative text. Then the researcher gave conclusion of the lesson. This activity had the purpose to check the students' understanding about the lesson.

The third activity was the same with the second meeting. When the students were taught by blended method but in different topic. Beginning the activity, the writer took 10 minutes to review the previous activity given in order to refresh their mind. The topic was about how to made narrative text. The situation was still the same as the second activity, some of the students were very enthusiastically. To create a conducive situation, the researcher gave a motivation to the students. This meeting the researcher asked to students made narrative paragraph after the researcher showed the manner and the example of narrative paragraph. During the treatment the researcher was monitoring the students' activities.

The fourth activity was same with the previous meeting but different topic. The material of this meeting is “Sangkuriang”. That is theme example off narrative text from the researcher prepare for showed to the students. In this meeting, the researcher asked the students made story of narrative paragraph. Before starting this activity, the researcher checked they are ready to start the lesson. When the students were really ready, the class began.

After giving treatment, the researchers giving a post-test to know the developed of writing narrative paragraph. Before giving them treatment the score of pre test is 55,63 and after giving treatment the researcher did post-test. And the score of post-test is 60,57. The mean score between the result of pre-test and post-test had significant difference. The result of pre-test and post-test of t-test value (8,28) in which the result of t-table value (2,045).

From the explanation above, it can be inferred that there is significant difference between the students' speaking skill before and after giving treatment through teaching using blended method. It shows that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It can be concluded that Teaching using blended method is able to develop students' writing narrative text in class VIII.1 at MTs DARUL ULUM ATH-THAHIRIYAH PALADANG PINRANG.

Based on the explanation of some expert above, it was true that Using Blended method gave effect to the students' writing skill in narrative text, like they have new vocabulary, new knowledge about English. After teaching writing skill using blended method the description of the data explained about the students writing skill in narrative text have develop. Its showed by the of pre-test and post-test result. The data above, explain that using blended method can develop students' writing skill in

narrative text in learning English, because most of the students are interested in learning English use this method.

The researcher concludes that before giving treatment, the students feel difficult to understand about English like they do not know how to use English in writing narrative paragraph. So, after study by using blended method which asked to students for practice their English in writing text almost of the students are able to made it, and they also more active in classroom.

#### 4.2.2 The Improvement of Students' ability in Writing Narrative Paragraph through Blended Learning.

By looking at the test finding, from the data provided in the classification table based on the aspect of writing, clearly to see that there were no students who got very good score and good score. There were eleven (36,7%) students got poor score and three (10%) students got very poor. Whereas, in the pos-test, there were six (20%) students got good score, fifteen (50%) students got fair score, eight (26,7%) students got poor score and nine (3,3%) students got very poor score. From the result, the researcher concluded that the students' ability in writing narrative paragraph improved form very poor up to good classification.

The use of blended method was able to develop the students' ability in writing narrative paragraph . It was supported by some previous related research findings. One of them was Adas and Bakir. The research comparing in the result of the experimental group to those of the control group, the researcher found significant differences in students' achievement scores in favor of the experimental group. They improve significantly their writings using topic sentence, improved their spelling and



grammar, used the punctuation marks and capitalization better than in the pre-test, and developed better coherent paragraphs.

The blended method becomes an important alternative because the teacher can use two methods in the classroom, and in this research, the researcher used two methods they are demonstrative and collaborative method in teaching writing. Demonstration method is a method of teaching by demonstrating the goods, events, rules, and sequence of carrying out an activity, both directly and through the use of teaching media that are relevant to the subject matter or material being presented. Collaboration is defined as people working together to achieve goals. It means that the concept of collaborative writing is student's pairs or group work to write a formal paper together in order to produce descriptive text together than alone.

Based on the result of the research above and the previous chapter, it can be concluded that using blended method could improve the students' ability in writing. It is because students were involved in the reconstruction stage and correction and analysis stage. It implies that the researcher needs to use blended method. And blended could improve the students' participation in English teaching and learning process. It means that blended had a positive effect to improved the students' ability in writing narrative paragraph of second-year students at MTs DARUL 'ULUM ATH-THAHIRIYAH PALADANG PINRANG.