

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 1.1 Results

##### 1.1.1 The result of Trying out Instrument

###### 1.1.1.1 Validity

The research aimed to measure the instrument to be valid or not to be tested for the students' writing skill of recount text. The writer conducted trying out of instrument on Monday, January 7<sup>th</sup>, 2019. It was given to the the expert judgment, there were three expert judgment that gave a rational analysis.

The expert judgment states that the question being tested for the students is valid and provides advice and opinions. The first, through make a recount text, students can improve their writing skill. The expert judgment suggest the writer that before giving the task, the writer should give some clues or tips how to make a good recount text. Such as, students should choose the unforgettable experience, when and where did it happen, keep everything in chronological order, etc. The second, according to the expert judgment the instruction of making written recount text is valid. The instrument is to evaluate the competence of students in

writing skill, it is done after the students understand the purpose, generic structure of the text, language features, and supporting tense, in order to they can write a good paragraph. The last, the experet judgment suggest the writer that before giving the task to the students, the writer should give a brainstorming to the students by giving the question to the students. Such as “Do you have some unique experience?”, “When did it happen?”, “Where did it happen?”, “How could it do?”, “Whom did you with?”.

It can be concluded that the question being tested for the students was valid to use for pre-test and post-test question.

### **1.1.2 The Data Description**

This purpose of this study was to know the effectiveness of Note-Taking Pairs in developing students' writing skill at eighth grade of MTs. Negeri 1 Jepara in the academic year of 2018/2019. The writer collected the data from student's pre-test and post-test. The data was described into two points as the data experimental group and control group VIII E consisted of 36 students as an experimental group that used Note-Taking Pairs technique and VIII F consisted of 36 students as control group without Note-Taking Pairs technique.

The writer used recount text as learning materials. Furthermore, test scores of students were compared using t-test statistically by SPSS 20.0 to determine the ineffectiveness Note-Taking Pairs technique in developing students' writing skill. The data which was obtained described as follows in the table 4.1.

### 1.1.2.1 The Result of the Pre-Test

The writer conducted pre-test in first meeting. The pre-test was given to experimental and control group. It was given on 17<sup>th</sup> of January 2019 for control group and 18<sup>th</sup> of January 2019 for experimental group. The purpose of pre-test was to know the initial ability of the students in writing skill. After the pre-test, the writer implemented the treatment for two meetings, and in the last meeting, the writer conducted post-test in both of group, experimental and control group.

The following table shows the score of the pre-test in experimental and control group.

**Table 4.1**

**The Pre-Test Score of Experimental and Control Group**

No.	Experimental Group	Control Group
1	45	40
2	47	41
3	46	43
4	49	41



5	58	51
6	47	40
7	56	49
8	46	40
9	55	50
10	57	51
11	53	47
12	54	48
13	50	43
14	40	35
15	57	52
16	55	50
17	50	46
18	51	45
19	59	42
20	48	41
21	64	59
22	50	44
23	64	58
24	56	50
25	55	49
26	52	45

27	54	49
28	59	52
29	57	53
30	70	56
31	62	58
32	56	49
33	52	45
34	36	31
35	42	37
36	37	31
<b>Σ</b>	<b>1889</b>	<b>1670</b>
<b>Mean</b>	<b>52,47</b>	<b>46,39</b>

Based on the table above, the mean score of pre-test in experimental group was 52,47, while the mean score of pre-test in control group was 46,39. It can be seen that the mean scores of experimental and control group were almost same. It can be concluded that the students' mastery of recount text in experimental and control group was equal and both of experimental and control group is the same level class.

#### 4.1.2.2 The Result of the Post-Test

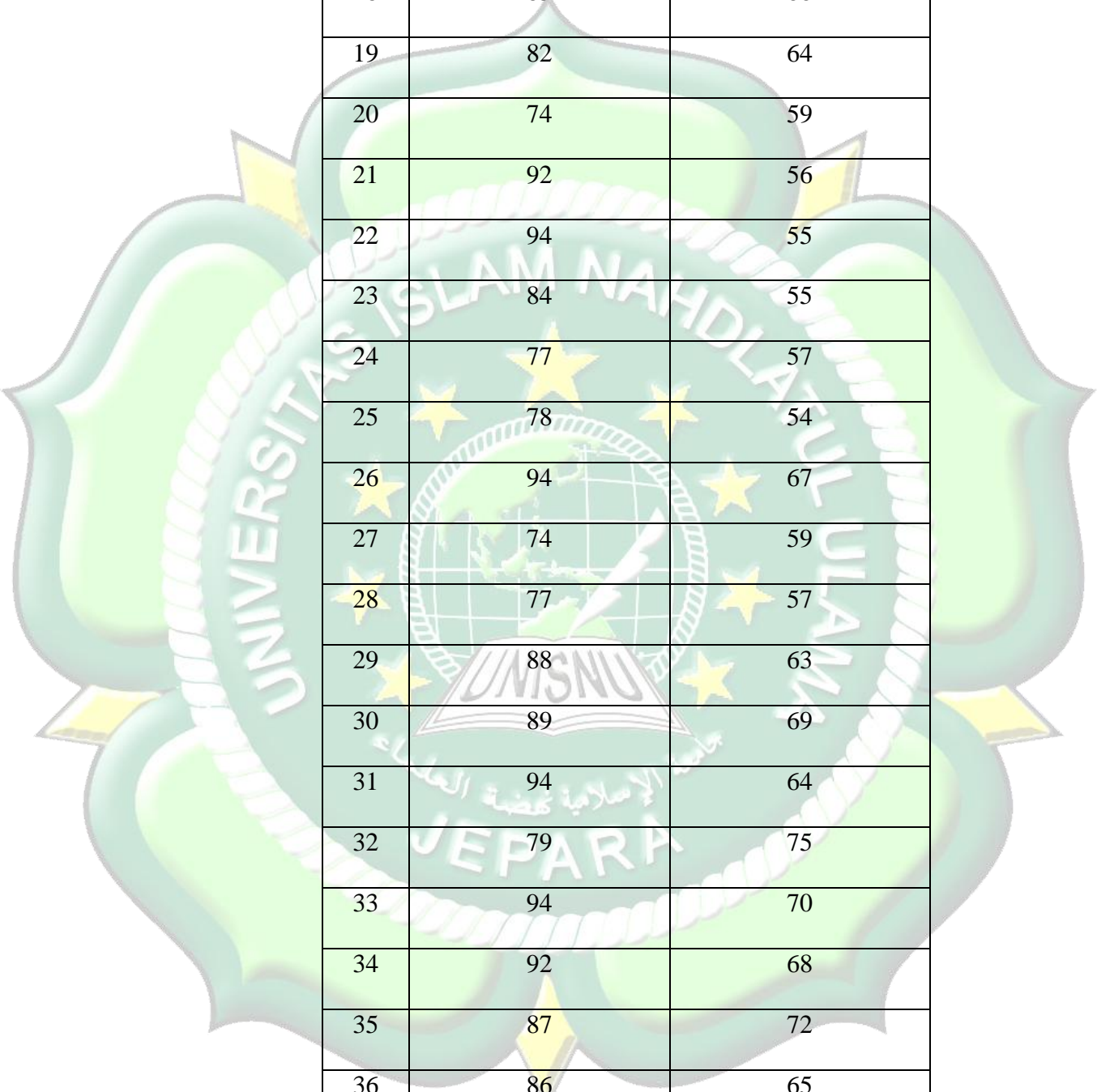
The post-test was given to experimental and control group after presenting the material about recount text.

It was given on 7<sup>th</sup> of February for control group and on 8<sup>th</sup> of February for experimental group.

The following table shows the score of post-test in the experimental and control group.

**Table 4.2**  
**The Post-Test Score of Experimental and Control Group**

No.	Experimental Group	Control Group
1	81	60
2	94	46
3	75	58
4	80	56
5	90	61
6	89	57
7	76	55
8	88	55
9	75	63
10	80	65
11	94	61
12	79	55
13	78	59
14	79	96
15	84	59



16	78	96
17	76	59
18	85	88
19	82	64
20	74	59
21	92	56
22	94	55
23	84	55
24	77	57
25	78	54
26	94	67
27	74	59
28	77	57
29	88	63
30	89	69
31	94	64
32	79	75
33	94	70
34	92	68
35	87	72
36	86	65
<b>Σ</b>	<b>3016</b>	<b>2278</b>

<b>Mean</b>	<b>83,78</b>	<b>63,28</b>
-------------	--------------	--------------

Based on the table above, the mean score of post-test in experimental group was 83,78, and the mean score of post-test in control group was 63,28. In the post-test, the mean score of experimental group was higher than the control group. It proved that there was the effect of Note-Taking Pairs technique on students' mastery of recount text.

### 1.1.3 The Data Analysis

The writer analyzed the data using Homogeneity test and T-test formula in SPSS statistic. This technique was useful to prove statistically whether there was any significant difference between students' mastery of recount text in experimental group. The result of analyzing the Homogeneity test and T-test using SPSS 20.0 program could be seen as follows:

#### 1.1.3.1 Homogeneity Test

**Table 4.3**

The Homogeneity test Result of Pre-test Score Experimental and Control Group.

<b>Test of Homogeneity of Variances</b>					
		Levene			
		Statistic	df1	df2	Sig.
pretest x	Based on Mean	.003	1	70	.960



	Based on Median	.006	1	70	.939
	Based on Median and with adjusted df	.006	1	69.907	.939
	Based on trimmed mean	.003	1	70	.957

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	666.125	1	666.125	12.019	.001
Within Groups	3879.528	70	55.422		
Total	4545.653	71			

The table above described the homogeneity test analysis using SPSS of pre-test in experimental and control group. There were two tables, first table was named “Test of Homogeneity of Variance” and the second table was named “ANOVA”. Based on the table of “Test of Homogeneity of Variance” the significance of the variance was 0,960. The significant level of  $0,960 > 0,05$ . It indicates that the variance of the data was homogeneous.

The second table was named “ANOVA”. The analysis showed that the probability or significance was 0,01. It meant there

was significant of the data variance in experimental group and control group. The significant level of  $0,01 < 0,05$ . It meant  $H_0$  was rejected and when compared with  $F_{hit} \{12,019\} > F_{table} \{0,01\}$  it means  $H_0$  was rejected. It can be conclude that the testing of variable of pre-test in experimental and control group had a same variance or homogeneous.

**Table 4.4**

The Homogeneity test Result of Post-test Score Experimental and Control Group.

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	1.109	1	70	.296
	Based on Median	.391	1	70	.534
	Based on Median and with adjusted df	.391	1	43.440	.535
	Based on trimmed mean	.770	1	70	.383

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7564.500	1	7564.500	90.462	.000
Within Groups	5853.444	70	83.621		
Total	13417.944	71			

There were two tables above, first table was named “Test of Homogeneity of Variance” and the second table was named “ANOVA”. Based on the table of “Test of Homogeneity of Variance” the significance of the variance was 0,296. The significant level of  $0,296 > 0,05$ . It indicates that the variance of the data was homogeneous.

The second table was named “ANOVA”. The analysis showed that the probability or significance was 0,00. It meant there was significant of the data variance in experimental group and control group. The significant level of  $0,00 < 0,05$ . It meant  $H_0$  was rejected and when compared with  $F_{hit} \{90,462\} > F_{table} \{0,00\}$  it means  $H_0$  was rejected. It can be conclude that the testing of variable of pre-test in experimental and control group had a same variance or homogeneous.

### 1.1.3.2 T-test

**Table 4.5**

The T-test Result of Pre-test Score Experimental and Control Group.

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test Score	Group 1	36	52.47	7.428	1.238
	Group 2	36	46.39	7.461	1.244

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	f	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Pre-test Score	Equal variances assumed	.003	.960	3.467	70	.001	6.083	1.755	2.584	9.583
	Equal variances not assumed			3.467	69.999	.001	6.083	1.755	2.584	9.583

The table above described the t-test analysis using SPSS of pre-test in experimental and control group. There were two tables, first table was named "Group Statistic" presented the statistical results of pre-test in experimental and control group were different. The mean score of experimental group was 52.47 and the mean score of control group was 46.39, it mean that the score of experimental and control group almost same. It can be seen from the score that it was not reached from the Minimum

Criteria of Mastery Learning (KKM), so the writer decided to proceed to the treatment stage.

The second table was named “Independent sample test” described about the statistical of this study. The analysis showed that the difference was significant. It meant there was significant the pre-test score of experimental and control group. The significant level was  $0,01 < 0,05$ . In independent sample test table also described about the value of this study. The result of t-value in this study was 3,467. Furthermore, the t-value was compared to the t-table to know whether through Note-Taking Pairs the students can develop their writing skill or not. The t-table was taken from the requirement of t-table to analyse the data. The t-table of 0,05 as the significant level was 2,000 with 70 the degree of freedom (df). Then, it can be started that t-value (3,467) of pre  $>$  t-table (2,000). It can be conclude that there was significant between experimental and control group in developing the students’ writing skill of recount text at the eight grades of MTs. Negeri 1 Jepara in the academic year 2018/2019. But even though there were significant differences, the writer decides to proceed to the treatment stage. Because seeing the pre-test result of students in the experimental and control group has not reached the Minimum Criteria of Mastery Learning (KKM).

**Table 4.6**

The T-test Result of Post-test Score Experimental and Control Group

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test Score	Group 1	36	83.78	6.916	1.153
	Group 2	36	63.28	10.927	1.821

		Levene's Test for Equality of Variances	t-test for Equality of Means							
Post-test Score	Equal variances assumed	f	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test Score	Equal variances assumed	1.109	.296	9.511	70	.000	20.500	2.155	16.201	24.799
	Equal variances not assumed			3.467	69.999	.001	6.083	1.755	2.584	9.583

The table above described the t-test analysis using SPSS of pre-test in experimental and control group. There were two tables, first table was named "Group Statistic" presented the statistical results of post-test in experimental and control group were different. The mean score of experimental group was 83.78 and the mean score of control group was 63.28, it mean that the experimental was the higher score than control group. It can be concluded that the experimental and control group had different understanding in writing recount text.

The second table was named "Independent sample test" described about the statistical of this study. The analysis showed that the difference was significant. It meant there was significant the pre-test score of experimental and control group. The significant level was  $0,00 < 0,05$ . In

the independent sample test table also described about the value of this study. The result of t-value in this study was 9,511. Furthermore, the t-value was compared to the t-table to know whether through Note-Taking Pairs the students can develop their writing skill or not. The t-table was taken from the requirement of t-table to analyse the data. The t-table of 0,05 as the significant level was 2,000 with 70 the degree of freedom (df). Then, it can be stated that t-value (9,511) of post-test  $>$  t-table (2,000). It can be concluded that Note-Taking Pairs technique can develop the students' writing skill at the eight grades of MTs. Negeri 1 Jebara in the academic year 2018/2019.

#### **1.1.4 The Hypothesis Testing**

This study aimed to answer the problem statement of the study, the writer will find out the effectiveness of Note-Taking Pairs technique to developing the students' writing skill. To prove the hypothesis, the data obtained in experimental and control group were calculated by using t-test formula of SPSS. Based on the description of the data calculation, it shows that:

1. The t-value was 9,511
2. The degree of freedom (df) was 70, so the value t-table was 2,000 in significance level of 0,05.

It showed that the result of post-test both experimental and control group was t-value (9,511) was higher than t-table (2,000). To conclude, the t-

value  $>$  t-table means that  $H_0$  (the Null hypothesis) was rejected and  $H_a$  (the Alternative hypothesis) was accepted. Moreover, the stating that “Note-Taking Pairs technique was effective to developing the students’ writing skill at eight grades of MTs. Negeri 1 Jeparu in the academic year 2018/2019”.

## 1.2 Discussion

Note-Taking Pairs technique was a teaching method which assigns students in pairs to work together to gather information from the teachers, books, or any other situation that they will later have to memorize or use in order to successfully complete their notes or their academic program. Students in experimental group which was taught through Note-Taking Pairs and control group which was taught without Note-Taking Pairs technique.

The result of pre-test and post-test data happened in both classes, experimental group and control group. The experimental group which was taught through Note-Taking Pairs technique and control group which was taught without Note-Taking Pairs technique. The experimental group which was taught by Note-Taking Pairs technique was higher to improve the students’ writing skill than the control group which was taught without Note-Taking Pairs technique. The mean of pre-test in experimental group was 52.47 became 83.78 was mean score in post-test. Meanwhile, the mean score of the pre-test in control group was 46.39 and post-test was 63.28. It shows from the mean score of the post-test in the experimental group was higher than control group’s post-test. In other side, the data analysis used t-test, the value  $t_0$  of pre-test in experimental and control group



was 3,467 with the degree of freedom 70 in the level significance ( $\alpha$ ) of 0,05,  $t_{table}$  was 2,000 and the value  $t_o$  of post-test in experimental and control group was 9,511 with the degree of freedom 70 in the level significance ( $\alpha$ ) of 0,05,  $t_{table}$  was 2,000. It means that  $t_o$  was higher than  $t_{tabke}$  in pre-test and post-test of experimental and control group. So, the Null hypothesis ( $H_o$ ) was rejected then alternative hypothesis was accepted that there was an effectiveness of Note-Taking Pairs technique to developing the students' writing skill at eight grades of MTs. Negeri 1 Jepara in the academic year of 2018/2019.

It can be seen that the students in experimental group looked enjoy, more interesting, and attractive in learning activity, because they learnt with sharing each other. In teaching learning students individually take notes of major points from a body of content, the teacher assigned the students to in pairs. They could work with their partner to solve the problems and to complete their notes to achieve the goals. Anita states that using Note-Taking Pairs technique students were expected to work collaboratively with their pairs. In pairs, they were can answer the tasks, and giving suggestions and corrections to their pairs. These activities were placed the students as the central of the whole classroom activities. It was also gives the students experiences of structurally steps by using the graphic organizers in taking their notes.