

CHAPTER IV

FINDING RESEARCH AND DISCUSSION

This chapter discuss about researcher finding and discussion.

4.1.Finding

The researcher has done the research and got the complete data from the research instrument test. The researcher describes and analyzing the result of the data. There was analyzing the result of pre-test, treatment activities, post-test, t-test statistical, and discussion of the research findings. The writer also gave pre-test and post-test to know whether any significant difference between before and after the students was taught by using Tutorial Video as media in teaching writing procedure text.

4.1.1. Pre-test Score of Experimental and Control Group

Table 4.1

Experimental Class			Control Class		
NO	Students	Score	NO	Students	Score
1	IS-1	41	1	IS-1	42
2	IS-2	42	2	IS-2	48
3	IS-3	48	3	IS-3	46
4	IS-4	45	4	IS-4	49
5	IS-5	42	5	IS-5	46
6	IS-6	51	6	IS-6	45
7	IS-7	51	7	IS-7	42
8	IS-8	48	8	IS-8	49
9	IS-9	45	9	IS-9	48

10	IS-10	50	10	IS-10	40
11	IS-11	44	11	IS-11	46
12	IS-12	41	12	IS-12	47
13	IS-13	48	13	IS-13	49
14	IS-14	50	14	IS-14	48
15	IS-15	46	15	IS-15	49
16	IS-16	48	16	IS-16	48
17	IS-17	40	17	IS-17	47
18	IS-18	44	18	IS-18	50
19	IS-19	48	19	IS-19	46
20	IS-20	48	20	IS-20	43
21	IS-21	45	21	IS-21	40
22	IS-22	42	22	IS-22	46
	Σ	1007		Σ	1014
	Mean	45,77		Mean	46,18

The description from the table above presented the pre-test score of experimental and control group. In Experimental class, the highest pre-test score is 51 while, the lowest pre-test score is 41. On the other hand, in the Control class the highest pre-test score is 50 while, the lowest pre-test score is 40. Moreover, in the Experimental class, the average score or mean is 45,77. On other hand, in the Control class, the average score or mean is 46,18.

Based on the result of pre-test from the student's pre-test score mean it can be assumed that students from the control class performed better than students from experimental in the pre-test. This assumption was tested by using t_{test} in the next section.

The T-Test of Pre-Test score of Experiment and Control Class

Table 4.2

Class	N	Mean	Std. Deviation	Std. Error Mean
Score experimental	22	45.7727	3.44939	.73541
Control	22	46.0909	2.95859	.63077

Table 4.3

	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
Score Equal variances assumed	1.678	.202	-.328	42	.744	-.31818	.96887	-2.27344	1.63707
Score Equal variances not assumed			-.328	41.048	.744	-.31818	.96887	-2.27478	1.63842

From the calculation, using SPSS above, the $T_{\text{count}} = -328$. The df was 42. In this t_{table} showed 2.074. To know the significant from this score between experimental group and control group the t_{count} should $>$ from t_{table} .

The calculation showed that $-328 < 2.074$, it means that the result there is no significant difference between experimental group and control group in pre- test

score. From this result, there is no significance between XI IS 1 (Experimental Class) and XI IS 2 (Control Class) in writing procedure text.

4.1.2. Post-test Score of Experimental and Control Group

Table 4.4

	Experimental Class			Control Class	
No	Students	Score	No	Students	score
1	IS-1	75	1	IS-1	51
2	IS-2	70	2	IS-2	60
3	IS-3	75	3	IS-3	64
4	IS-4	75	4	IS-4	64
5	IS-5	75	5	IS-5	61
6	IS-6	80	6	IS-6	59
7	IS-7	75	7	IS-7	66
8	IS-8	77	8	IS-8	61
9	IS-9	77	9	IS-9	64
10	IS-10	79	10	IS-10	61
11	IS-11	70	11	IS-11	57
12	IS-12	72	12	IS-12	50
13	IS-13	71	13	IS-13	63
14	IS-14	75	14	IS-14	59
15	IS-15	70	15	IS-15	65
16	IS-16	75	16	IS-16	63
17	IS-17	71	17	IS-17	62
18	IS-18	71	18	IS-18	65
19	IS-19	74	19	IS-19	50
20	IS-20	80	20	IS-20	62
21	IS-21	77	21	IS-21	60
22	IS-22	75	22	IS-22	64
	Σ	1639		Σ	1331

The description from the table above, presented the post-test score of experimental and control group. In experimental class, that taught by using Tutorial Video get the highest post-test score is 80 while the lowest post-test score is 70. On the other hand, in the control class that taught without Tutorial Video get the highest score is 66 while the lowest post-test score is 50. Moreover, in the experimental class the average score or mean is 74,50. On other hand, in the control class, the average score or mean is 60,50. Based on the description above, it can be concluded that there was a good effect by using Tutorial Video in writing Procedure Text.

The T-Test of Post-Test score of Experiment and Control Class

Table 4.5

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	22	74.5000	3.12821	.66694
	Control	22	60.5000	4.70815	1.00378

Table 4.6

		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
Score	Equal variances assumed	1.674	.203	11.617	42	.000	14.00000	1.20515	11.56791	16.43209
	Equal variances not assumed			11.617	36.517	.000	14.00000	1.20515	11.55705	16.44295

From the calculation, using SPSS above the T_{count} 11.617. The df was 42. In this t_{table} showed 2.074. To know the significant from this score between experimental group and control group the t_{count} should $>$ from t_{table} .

The calculation showed that **11.617** $>$ **2.074**, it means that the result there is significant difference between experimental group and control group in post test score. From this result, there is significance between students writing procedure text using Tutorial video and without Tutorial Video.

4.2. Testing of the Hypothesis

The researcher held to answer the question whether Tutorial Video has any effect on student's ability in writing Procedure text at Eleventh grade students of

MA Masalikil Huda Tahunan. To provide for the question above, the Alternative Hypothesis (H_a) and Null Hypothesis (H_o) were proposed as follows:

- a. H_a (Alternative Hypothesis) Tutorial Video has significance effectiveness in writing Procedure Text.
- b. H_o (Null Hypothesis) Tutorial Video has no significant effectiveness in writing Procedure Text.

To prove the hypothesis above, the obtained data from experimental class and control class were calculated by using t-test formula with assumption as follows:

- a. If the $T_o > t$ table in significant degree 1%. Null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. It was proven that tutorial video was effective in improving students' procedural text writing.
- b. If the $T_o < t$ table in significant degree 1%. Null hypothesis (H_o) was accepted and the alternative hypothesis (H_a) was rejected. It was proved that Tutorial Video was not effective in improving students' procedural text writing.

According to the statistic calculation above, the value is the (**11.617 > 2.508**). according to those result it can be drawn that the H_o was rejected meanwhile H_a was accepted.

4.3. Discussion

The result of this study shows that Tutorial Video is effective to improve students' ability in procedure text writing. It can be proved from the result of

experimental and control group got the treatment the researcher was gave pre-test to know the students writing skills.

Table 4.7

The Result of Mean Score

	Experimental Class	Control Class
Pre – Test	45,77	46,18
Post – Test	74,50	60,50

The students' score from the experimental class were different from those in the control class. The result in pre-test the mean is 45,77 in experimental class, and 46,18 in control class. Both have same ability because the value is almost same. Even though, the value of the control class is higher. While, the result in post-test the mean is 74,50 in experimental class, and 60,50 in control class. It can be concluded that there was a good effect by using Tutorial Video in writing Procedure Text

Based on the researcher method, the study is done in three steps is preliminary's day study where the researcher wants to know the students' ability in writing skill by administering a pre-test. The second step is giving treatment to the students, the treatment given to the experimental group only. The treatment here is teaching writing by using Tutorial Video. To apply this method, the researcher explained material about procedure text to the students by using tutorial video. In the other hand, the control group get a conventional method or

use textbook. The last, the researcher gives a test again with the same theme for experimental group and control group.

Table 4.8

The Result of T-test Score

T- test Score	
Pre – test	-328
Post – test	11.617

As it was previously stated that the T-test is used to check significant different score achievement. The data analysis shows that t_{count} bigger than t_{table} (**11.617 > 2.074**). It means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It shows that the significant different score of the students before and after being taught by using Tutorial Video. Based on the result above, teaching writing procedure text by using Tutorial Video is effective and make the student's enjoyable, more active and easier to understand the material especially in writing a text. Based on the result of analysis shows that mean score of class that taught by using Tutorial Video is get higher score than class who are taught without Tutorial Video.