

## **CHAPTER IV**

## DATA PRESENTATION AND DISCUSSION

This study investigated the effectiveness of comic strips as a media in teaching writing in helping students in generating idea to start writing. This chapter presents the answer to the statement of the problem in this study. The result of the finding and the data analyzed was from the research conducted at MTs. At-Taqwa. The data obtained in this study was the quantitative data from the comparison of the test values in the experimental and the control group. Then, the data was calculated to find the means scores of both groups. Then the t-test formula was used to analyze the significance of the result of this study. It is to find out whether there is a significant difference between the students who were taught using comic strips as a media and those who were taught using LKS as a media. This chapter is divided into two subheadings, they are finding and discussion.

## A. Data Presentation

The score of the test was assessed based on the ESL Composition that was showed in five components: content, organization, vocabulary, language use and mechanic. The result of this test is presented in the following table.



Component	The Result of Control Group						
	С	0	V	L	М		
Total	601	544	509	510	140		
Mean	19	17	16	16	4		

Table 4.1 The Result of Control Group



Component	The Result of Experimental Group					
	С	0	V	L	М	
Total	732	586	527	599	143	
Mean	23	18	16	19	4	

Based on the table above, it can be seen that the total scores of the final test in experimental group is higher than control group.

The result above shows that the students' ability in writing was different. The mean of the content component of control group is 19. It means that the students had limited knowledge in the content of the paragraph; the content had to be developed more, and it also showed inadequate development of the topic. But the mean of the content component of experimental group is 23. It means



that most of content in the students' writing support the topic but it was lack details.

At the organization component of control group the means is 17. It means that logical sequence of generic structure (orientation, events, and conclusion), loosely organized but main ideas were stand out, and also the supported ideas are limited. While at the organization component of experimental group, the mean is 18. It means that the students' writing was well organize and had complete generic structure of recount (orientation, events, and conclusion), the ideas were clearly stated, and also there were logical sequencing of events.

For vocabulary component of the experimental group and control group, the mean was the same. The mean was 16. It means that the use of language feature of recount text was appropriate, and there were occasional errors of word choice but the meaning was obscured.

Meanwhile the mean of the language use component of control group was 16. It means that the students' writing rarely mentioned the order of event, and there were major problem in the use of simple past tense, action verb, articles, proper noun and pronouns but meaning were obscured. In contrary the mean of the language use component of experimental group was 19. It means that the students' language use were limited showing the order events, the use of simple past tense, action verb, articles, proper noun and pronouns but meaning seldom obscured.



And the last one is the mean of mechanic component, it is 4. It means students' writing was readable and there were occasional errors of spelling but meaning not obscured. Both control group and experimental group have the same mean value. It can be conclude that overall the experimental group is better than control group.

No	Experimental	Control
Total	2587	2304
Mean	80.84	72.00
Standard dev	8.3	6.4
Variants	68.25	41.09

Table 4.3The Result of Mean, Standard Deviation, and Variants

From the calculation using form at Microsoft Excel (=average) and drag all the score of experimental group, it is found that the mean of the experimental group is 80, 84. Then using the same form, it is found that the mean of the control group is 72.00. The mean of the both class are different. And using form of the Microsoft Excel (=STDEV) it found that the standard deviation of the experimental group is 8.3 and the control group is 6.4. Meanwhile the variants at each group is 68.25 and 41.09. It means that the dispersion is stabile. The result is described through the following figure:





Figure 4.1 Chart of the Total Score and Mean in the both of Group

Then, to know whether it is significant that those groups were different or it was just by chance, it was tested using t-test. The terms of use the t-test are normal distribution and homogeneous variants. Therefore, the normality and homogeneity data were analyzed.

1. Normality test

Table 4.4 Normality test

Interval	f <sub>0</sub>	f <sub>h</sub>	$f_0 - f_h$	$\frac{(f_0 - f_h)^2}{f_h}$	$\frac{\left(f_0 - f_h\right)^2}{f_h}$
58-64	4	2	2	5	2.98726
65-71	12	9	3	11	1.28891
72-78	14	22	-8	62	2.81624
79-85	22	22	0	0	0.00113
86-92	8	9	-1	0	0.05018
93-99	4	2	2	5	2.98726



Total	64	64			10.13			
From the calculation, it was found that $X^2_{hit}$ was 10.13 and $X^2_{table}$ was								

11.070 with df= 5 and  $\alpha$ =0.05. Compared the  $X^2_{hit}$  and  $X^2_{table}$ ,  $X^2_{hit}$  was smaller than  $X^2_{table}$ , It could be concluded the data distribution was normal.

2. Homogenity test

In table 4.3, it was defined that the variants is 68.25 of experimental group and 41.09 of control group.

$$F_{hit} = \frac{S1^2}{S2^2}$$
  
 $F_{hit} = \frac{68,25}{41,09}$   
 $F_{hit} = 1,66$ 

From the calculation, it was found that  $F_{it}$  1.66 and  $F_{tabel}$  was 1.67. So,  $F_{hit}$  is smaller than the  $F_{tabel}$ . It meant that the score of the test of the both group was homogenous. Therefore, the comparative test could go on using t-test.

3. T-test

The t-test formula was used to find out whether there was a significant difference score between the students of the experimental group and control group before the treatment or only by chance. Before using t-test, the normality and the homogeneity data has been approved.



Table 4.5
The result of the test

No	Ex (X)	Co (Y)	X	$x^2$	Y	$y^2$
1	63	66	-9	73	-6	35
2	69	65	-3	6	-7	48
3	65	78	-7	43	6	37
4	71	66	-1	0	-6	35
5	83	72	11	132	0	0
6	74	59	2	6	-13	166
7	71	79	-1	0	7	50
8	63	70	-9	73	-2	4
9	82	75	10	110	3	10
10	68	64	-4	12	-8	62
11	73	75	1	2	3	10
12	74	63	2	6	-9	79
13	77	71	5	30	-1	1
14	70	70	-2	2	-2	4
15	86	73	14	209	1	1
16	69	66	-3	6	-6	35
17	76	70	4	20	-2	4
18	76	70	4	20	-2	4
19	68	73	-4	12	1	1
20	76	64	4	20	-8	62
21	85	77	13	181	5	26
22	68	79	-4	12	7	50
23	58	86	-14	183	14	199
24	59	70	-13	157	-2	4
25	75	77	3	12	5	26
26	64	76	-8	57	4	17
27	68	76	-4	12	4	17
28	80	68	8	72	-4	15
29	68	65	-4	12	-7	48
30	81	74	9	90	2	4
31	63	86	-9	73	14	199
32	66	78	-6	31	6	37
total	2289	2301	0	1676	0	1289



To answer the question above, it should have an alternative hypothesis  $(H_a)$  and null hypothesis  $(H_o)$ .

- $H_a$ : there is a sigificant difference score between the students of the experimental group and control group before the treatment.
- $H_o$ : there is no significant difference score between the students of the experimental group and control group before the treatment

Next, the students' score of the test was calculated using the formula bellow:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$t = \frac{71,9-71,5}{\sqrt{\left[\frac{1676+1289}{32+32-2}\right]}\left[\frac{1}{32}+\frac{1}{32}\right]}}$$

$$t = \frac{0,38}{\sqrt{[1,728][0,062]}}$$
$$t = 0,216$$

Using the form above, it was found that the result of t is 4.78. The next step compared the  $t_{score}$  to  $t_{tabel}$ . To compare it, the number of degree freedom (df) was calculated.



df = (N1+N2) - 2df = (32+32) - 2df = 62

The score of df=62 was assessed on a table by significance level 5%.

The T-table score was 2.000. The criteria is if  $t_{score} \le t_{tabel}$  means = H<sub>0</sub> is accepted and Ha rejected. Or if  $t_{score} \ge t_{tabel}$  means H<sub>0</sub> is rejected and Ha is accepted.<sup>1</sup> It is seen that t score was higher than t table. So, Ha is accepted.

## **B.** Discussion

This study is about the effectiveness of teaching writing by using the quasi experimental research design. There were two groups, the control group and the experimental group. To determine the control and experimental group, before the treatment a test was given to the students. And on the last meeting, a final test was conducted on two classes of control and experimental groups. The test was to know whether comic strips are more effective in generating idea to start writing than LKS.

The result of the test of both groups showed different value. The mean score of experimental group was 80.84 and mean score of control group was 72.00. The experimental group achieved higher than control group. Next, using t-test to verify the significant those different score or it was only by chance.

<sup>&</sup>lt;sup>1</sup> Sugiyono, *Statistika untuk* ......97



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Then from the calculation of t-test, the result shows that t value was higher than t table. The criteria was if  $t_{score} \le t_{tabel}$  means = H<sub>0</sub> is accepted and Ha is rejected. Or if  $t_{score} \ge t_{tabel}$  means H<sub>0</sub> is rejected and Ha is accepted. Since the experimental group achieved higher than control group, it means that the alternative hypothesis (Ha) that say there is a significant difference score between the students of the experimental group and control group after the treatment is accepted. It concluded that the difference treatment of the two groups gave a significance difference of their writing ability. It can be said that teaching writing using comic strips as a media is more effective in generating idea to start writing than teaching writing using LKS as a media among the eighth graders at MTs At-Tawas Kalanganyar, Lamongan.

This effectiveness is possibly because the criteria of recount text and comic strips are well matched. Recount text is a kind of text that retell past events, usually in the order in which they occurred. The purpose of writing recount text is to give the readers information by presenting series of events. And comic strips present a series of picture that tell a story.

Looking at the definition and the purpose of the recount text and comic strips, the writer assumed that comic strips and recount text have a similar thing. Both of them are a series story. They tell the reader information step by step. But comic strips present it by picture. And recount text presents it by text or in paragraph. Comic strips are an appropriate teaching aid to write recount text. Therefore, teaching writing using comic strips as a media is more effective in



helping students in generating idea to start writing than teaching writing using LKS as a media, especially in recount text.

Comic strips can ease one of the toughest parts of the writing process: finding ideas and getting started. Based on my pre observation, many students regularly groan that they do not have anything to write about. Teachers can use comic strips as visual aids to help students improving their writing skills. This aid is useful to be an outline to make students easy to express what they want to write. Furthermore, comic strips as a media made the students feel that writing was not a difficult activity. Comic strips as a media help students to organize their idea to start writing.

The result of this study shows that a comic strip is an effective media in teaching writing in helping students in generating idea to start writing. It could help the English teacher in teaching writing to increase their students' achievement. Teaching English writing by using LKS makes the students feel bored and did not interested to the learning process. Unfortunately, writing was felt quite difficult to be taught. So, the teacher needs a new media that involves students actively in the learning process. So students do not just shut up and accept the explanation from the teacher only. Teacher must be able to make learning interesting and fun by using an interesting media. The result of this study can be used as the reference for teachers to use comic strips as a media in teaching writing to increase the students' achievement in writing.