CHAPTER IV

RESULT AND DISCUSSION

In this chapter the data was presented and analyzing based on what the researcher obtained from the experiment conducted at the Eight Grade of SMP NEGERI 1 Bangsal Mojokerto. To measure the data, **t-test** formula was applied to calculate the result of pretest and posttest from experimental and control group.

A. Results

Short Note technique was used to improve the student writing ability in composing dialogues. This study was conducted to find out whether there is a significant difference between the students who are taught using shot note technique and those who are taught without using Short Note technique. The data showed the score is different from pretest and posttest of experimental groups and control groups.

1. The Result of the Experimental and Control Groups

The aim of this part was to find out the improvement in the pretest and posttest score of the experimental and the control groups. The data were collected from the pretest and posttest of both of groups. There were several steps to analyze the data. First, the researcher put the score of the pretest and posttest of experimental and control groups in the table. Second, the researcher calculated the

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pretest score and the mean. The result of the experimental and the control groups were presented in the following table.

Table 4.1

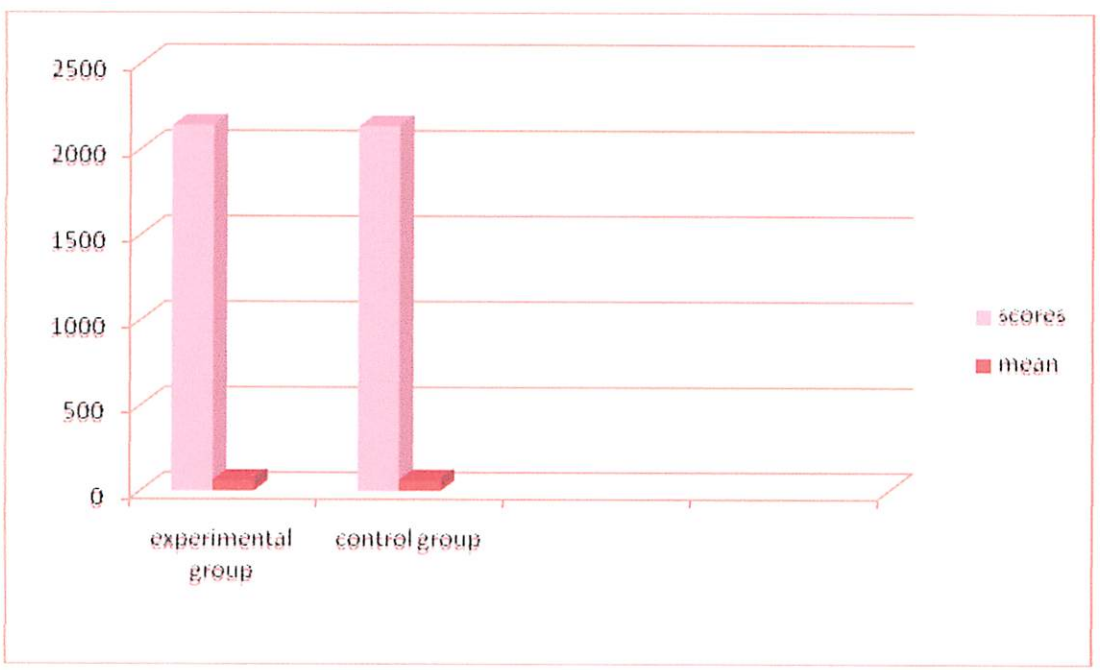
The pretest score and the means of experimental and control groups.

Group	N	Total Score	Mean
Experimental groups	34	2140	62.9
Control groups	34	2135	62.7

The result is described through the following figure.

Figure 4.1

Chart of pretest score and means in the both of groups.



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The table showed that the sum of the pretest scores was 2140 for the experimental groups and 2135 for the control groups. While, the mean of the pretest scores of the experimental group was 62.9 and the control group was 62.7. It means that the students of the two groups have slight difference of ability before the treatments were given.

Pretest in the experimental and control group was attended by 34 students and so was the posttest. After giving the pretest, the researcher did the treatment to the experimental and control groups. For the experimental groups, the researcher used short note while for the control group the researcher didn't use it. Then, the posttest was conducted.

The first meeting was pretest which all of the students from both groups were present in their meeting. The researcher gave pretest to those groups without using short note. Many students could not achieve the minimum score (70). Here, the students faced some problems in writing dialogues. They got difficulty in raising their idea logically. Some of them were poor in grammar and vocabulary it made them got difficulties in arranged the sentences into the good order.

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2. The Treatment

a. Experimental Group by using Short Note technique.

Based on the result of the pretest, the researcher conducted the treatment to solve the problem. The treatments were done twice, on May 11th and also May 14th. The first treatment used tourism object as the theme and the second treatment used pet as the theme. These treatments are using Short Note techniques.

The first treatment was started with the greeting and shared the purpose of the study. Then the teacher showed some pictures of temples. Next, the teacher asked the following questions;

- What do you think about this picture?
- What do you think about Prambanan temple?
- Have you ever gone there?
- Do you like to visit tourism places?
- When did you go there?

After asked some questions, students were asked to choose their partner. Next, paper was given to them and they were asked to form a dialogue in the form of question and answer. They wrote the questions in turn. Writing five pairs of questions and answers, students discussed their work on the blackboard.

The second treatment was started with the greeting and shared the purpose of the study. Then the teacher showed some pictures of animals. Next, she asked the following questions;

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- What do you think about this picture?
- What kind of animal is it?
- Do you have pet at home?
- Why do you like cat?
- Is a cat included a pet?

After asked some questions, students were asked to choose their partner. Next, paper was given to them and they were asked to form a dialogue in the form of question and answer. They wrote the questions in turn. Writing five pairs of questions and answers, students discussed their work on the blackboard.

In Short Note the teacher give new methods as learning strategy in teaching writing. The teacher builds the idea, main idea and the knowledge of students by using Short Note. In this technique each student can be applied this with ease and provided that it's apply in accordance by the material or topic in order to facilitate students in expressing their ideas. Before giving the theme the teacher gives picture and pre writing by orally based on the topic. For example, a teacher showed a picture of a Sport from these pictures students can make writing coherently and logically based on the image. Than give pre writing by orally based on the theme and the purpose to build the idea of student to increasing knowledge before do the writing. This technique runs in pairs. If the teacher wants more apply this to make a good questions and answer in the form of dialogue then

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teacher should create a more focused instruction for students' ideas in making the dialogue.

b. Control Group by Using Traditional Technique

Based on the result of the pretest, the researcher conducted the treatment to solve the problem. The treatments were done twice, on May 11th and also May 14th. The first treatment used tourism object as the theme and the second treatment used pet as the theme. These treatments are using Traditional techniques.

The first treatment was started with the greeting and shared the purpose of the study. Then the teacher ordered the students to open the book and gave some explanation based on the subject. Teacher asked the students to fill the blanks sentence and submit the work.

The second treatment was started with the greeting and shared the purpose of the study. Then the teacher ordered the students to open the book and gave some explanation based on the subject. Teacher asked the students to fill the blanks sentence and submit the work.

In traditional technique the teacher used the old method to the students. The teacher gives a material to the students beside on the explanation and book. The student just received teacher's explanation without expressing their idea in the writing form. The idea it's limited on the book. So, the idea of students can't pour on the writing form. For example the teacher ordered the students to open the book and gave some explanation based on the subject. Than teacher asked the students to fill the task.

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Each group gives the differences treatment to know the result whether the alternative technique is effective or not in teaching writing. Therefore in each group held posttest to answer the research problem is Short Note more effective than using traditional technique. Than the score both of group was analyzed to answer the hypothesis testing.

The score of the test after the second treatment was improved. It meant that, the student writing ability was increased. The post test was held to both of experimental and control groups on the same week. The purpose of posttest was to know whether there were improvements in the student's achievements on writing descriptive text in experimental group by using short note. The result of the posttest score and mean of the experimental and control groups were presented in following table.

Table 4.2

The posttest score and the means of experimental and control groups.

Group	N	Total score	Mean
Experimental group	34	2705	79,5
Control group	34	2410	70,9

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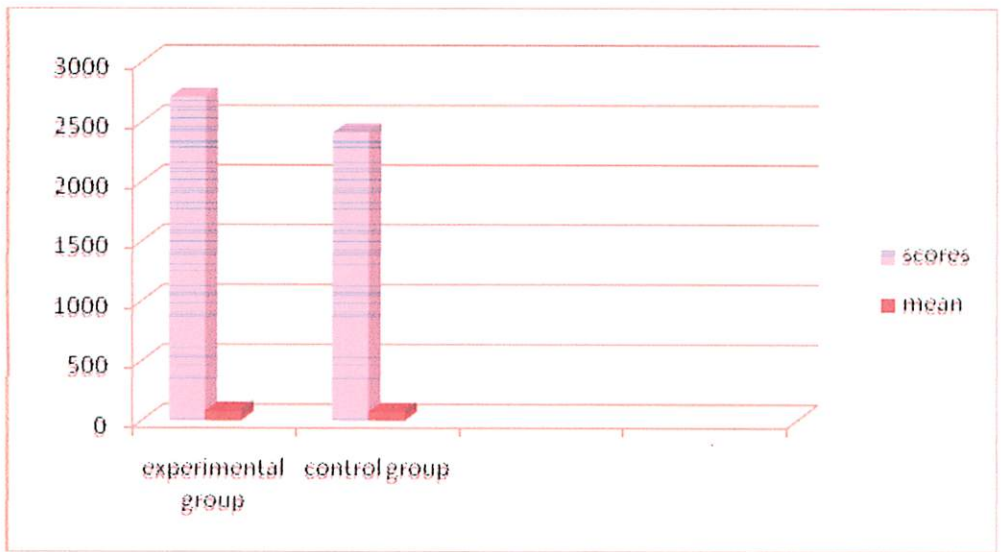
The result is described through the following figure.

Figure 4.2

Chart of posttest score and means in the both of groups.



From the result of pretest and posttest scores of experimental group, we could see that the posttest score was higher than pretest. It can be seen through the following table.

Table 4.3

The improvement of Experimental and Control Group

Group	Mean		
	Posttest	Pretest	Improvement
Experimental group	79.5	62.9	16.6
Control group	70.9	62.7	8.2

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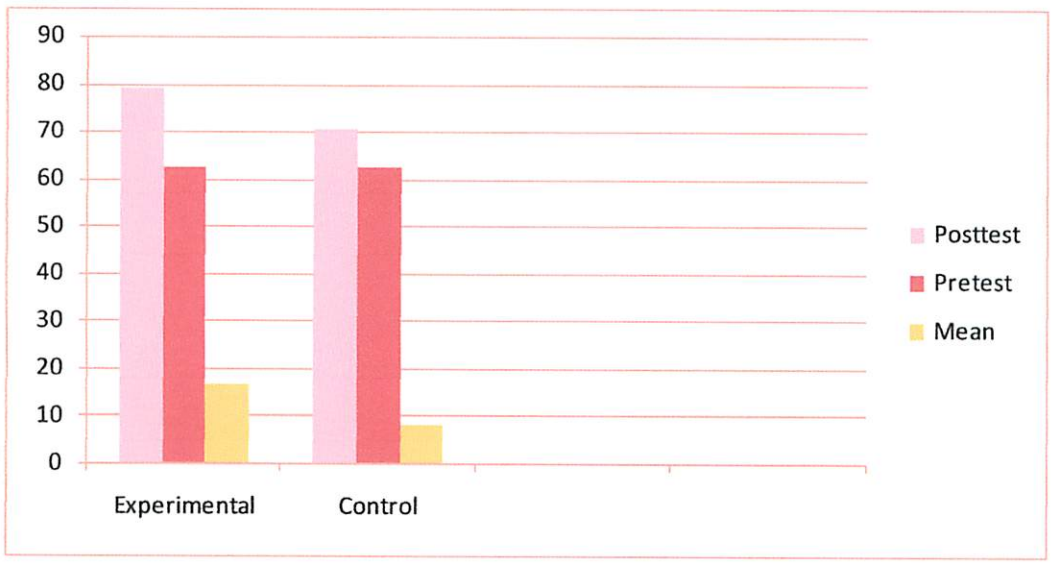
The result is described through the following figure.

Figure 4.3

Chart of The improvement of Experimental and Control Group.



Overall the improvement between pretest and posttest score of the experimental group was higher than the control one. Then the researcher calculated the two meant posttest scores by using t–test formula to know whether it was significant or not.

B. The Calculated of t-test.

After researcher gave the posttest treatments and posttest, then the researcher calculated the different meaning of pretest and posttest score between experimental and control groups to know whether the result different was significant or not between both of groups. Then, the result was analyzed by using

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t-test formula before it was done, the standard deviation of the two groups was calculated first. This table presented the result of the calculation.

Table 4.4

The calculation result of standard deviation (SD).

Group	N	Mean	SD
Experimental group	34	62.9	79.5
Control group	34	62.7	70.9

Result on the data in table above, the standard deviation (SD) of the experimental group 79.5 was higher than control group 70.9. It meant that there were the differences of the posttest scores between experimental groups and control.

After knew the mean of pre-test and post-test, then the researcher fined the mean different between pretest and posttest both of class. It was described below:

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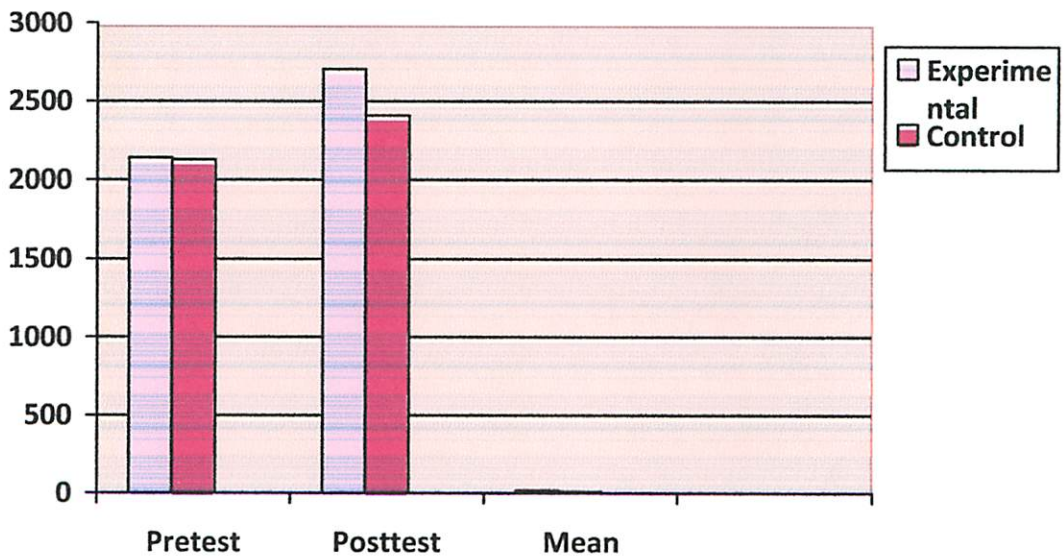
Table 4.5

The calculation result of Mean Difference (MD).

Group	Number of students	pretest	posttest	Mean difference
Experimental	34	2140	2705	17
Control	34	2135	2410	8

Figure 4.4

Chart of Mean Difference (MD) of Experimental and Control Group.



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From the table above, it showed that the mean difference of experimental class was higher control class. The score of Short Note Class was mean difference 17 where Traditional technique class was mean difference 9. It can be concluded that the treatment given by Short Note technique was more influence than Traditional technique.

Then, the researcher found the significant difference between both classes using t-test formula

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum X^2 + Y^2}{N_x + N_y - 2}\right]\left[\frac{1}{N} + \frac{1}{N}\right]}}$$

$$= \frac{17 - 8}{\sqrt{\left[\frac{11665 - 3984}{34 + 34 - 2}\right]\left[\frac{1}{34} + \frac{1}{34}\right]}}$$

$$= \frac{9}{\sqrt{\left[\frac{7681}{66}\right]\left[\frac{2}{68}\right]}}$$

$$= \frac{9}{3{,}364}$$

$$= 2{,}675$$

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The result of the calculation was presented in the table below:

Table 4.6

The result calculation of deviation square and t-test

subject	N	Deviation square		t-value	t-table
		Experiment	control		
Experimental groups	30	17	-	2.67	2.00
Control groups	30	-	9	2.67	2.00

Next, to calculate the t –test the researcher must determine the degrees of freedom first by using formula as bellow:

Degree of freedom: N 1 + N2 – 2

= 34 + 34 -2

=66

The data showed the sum of deviation of each groups. From the presentation above, it could be seen that the deviation square of the experimental groups was 17 while the control group was 9. Based on the calculation of t-test, then t-value comparing with t-table distribution with the significant level of 0,05

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and degree of freedom 66 on the table was 2.00. Then the result of t-value was 2.67 it was found out that t-table was 2.00.

So, it was clear that there was significant difference between the students who were taught by using short note (experimental groups) and who were not taught by using traditional technique (control groups). In another words, the treatments by using short note significant influence to the students' scores of writing ability.

C. Hypothesis Testing.

By looking at the calculation above which states t bigger than t table, which is the score was 2.67 > 2.00 then the conclusion hypothesis is nothing (H0) rejected and the alternative hypothesis (H_a) is accepted. this means between the two variables there are differences significant, namely the Short Note is significant has been able to demonstrate and effectiveness as learning method. It can be concluded that with the applied technique Short Note decisively to improve writing skill in class VIII.

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D. Discussion

This research study is about the effectiveness of teaching writing by using the quasi experimental method. Short Note Technique was used as a new method and compared to traditional methods. Because this study uses the quasi experimental method, so it used two classes for the subscription sample. Class VIII-A used Short Note Technique and class VIII-F used traditional methods.

Experimental study was conducted over four meetings. On *the first* meeting the pretest was conducted for both classes VIII –A and VIII –F. On *The second and the third* meeting, the use of Short Note techniques in experiment class and Traditional technique in the control class was conducted with the same theme. In Short Note techniques the students give some questions, students were asked to choose their partner. Next, paper was given to them and they were asked to form a dialogue in the form of question and answer They wrote the questions in turn. Writing five pairs of questions and answers, students discussed their work on the blackboard. Than in traditional techniques the teacher ordered the students to open the book and gave some explanation based on the subject. Teacher asked the students to fill the blanks sentence and submit the work. The difference on these techniques is the method in teaching writing. Than on *the fourth* meeting, posttest was conducted on two classes that is VIII-A (experimental) and VIII-F (control). This test is to know the result of the effectiveness the treatments on both of groups.

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The result of students' achievement could be seen from the pretest and posttest result. From the results of pretest, the means of the writing ability were slightly different, the score in experimental group 2140 and 2135 in control group. On the other hand, the result of the posttest shows different values, the score in experimental group 2705 and 2410 in control group. Moreover, the mean of Experimental and Control Group's improvement were different. The experimental group achieved higher improvement than the control group. Thus, the effectiveness of the Short Note technique was proven.

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