

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the result of the findings. It was intended to answer the problems of the study. In finding, the researcher described the process of calculating and presenting result of the data. Whereas; in the discussion section the researcher will analyze the finding.

A. RESEARCH FINDING

The researcher did the research and got the complete data from all the research instruments including test and questionnaire. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data was analyzed in order to draw conclusion about the objective of the study. Researcher described the findings in this chapter into three parts. They would be described as follows:

The first part showed the description of the application of photographs from *National Geographic* to improve students' ability in writing descriptive text in eleventh grade at SMA PGRI 2 Bangkalan. It described the activities happened during the teaching and learning process in the class.

The second part showed the description of the effectiveness of the use of photographs from *National Geographic* to improve students' ability in writing descriptive text in eleventh grade at SMA PGRI 2 Bangkalan. This part was aimed to present the students' achievement before and after the treatment,

Any significant differences of achievement on both groups based on the result of statistical calculation of t-test.

The third part was the students' responses toward the application of photographs from *National Geographic* to improve their ability in writing descriptive text.

1. The Application of Photographs from *National Geographic* in teaching writing descriptive text in eleventh grade at SMA PGRI 2 Bangkalan.

The researcher did the research at SMA PGRI 2 Bangkalan. It was done in three meetings, on August 21st 2013, August 23rd and August 26th 2013. The participants of this research were the students of XI IPA 1 and students of XI IPA 2. The treatment was given to the students of XI IPA 1 as the experimental group by applying photographs from *National Geographic* in teaching writing descriptive text. While to the control group, the researcher did not use photographs from *National Geographic* in the teaching process. They were taught using the method usually used by the English classroom teacher. It was undertaken through the following descriptions:

- a. Applying Photographs from *National Geographic* to Improve Students' Ability in Writing Descriptive Text in Experimental Group.

The first treatment was held on the second day of the research. It was on August 21st 2013. In this time researcher taught how to write descriptive text using photographs from *National Geographic*.

The lesson started with a discussion on definition of descriptive text in pairs. After that the students share their opinion in front of class. In the core activity the students read descriptive text then the researcher asked about the language features and generic structure based on the text. After that the researcher showed the photographs from *National Geographic* entitled “Traditional Home, Libya”. Then, individually, the students wrote descriptive texts based on the photographs. For the last activity was the researcher gave explanation about descriptive text is and clarified the students’ mistakes. The researcher also asked about the students’ difficulties and gave the conclusion about the lesson. (For detail information, see lesson plan 1 in appendix 1)

The second treatment was held on August 23rd 2013. Similar with the first treatment, this time the researcher also taught how to write descriptive text. First, the researcher made a review about language features and generic structure in the descriptive text. Then, the students discussed about it in pairs. After that the students share their opinion to others. In the core activity the students read an example of a descriptive text and the researcher asked about the language features and generic structure based on the text. Then, the researcher showed the students another photograph from *National Geographic* entitled “Bridal Procession of India”. The students wrote descriptive text based on the photograph. In the last activity the researcher gave explanation and clarified about

students' mistakes and provide conclusion about the lesson. (For detail information, see lesson plan 2 in appendix 2)

The third treatment was held on August 26 2013. First, the researcher showed photographs from *National Geographic* to the students and asked questions based on the photograph. In the core activity the researcher explained about language features and generic structure of a descriptive text. Then, the researcher showed photograph from *National Geographic* titled Traditional Home of Sulawesi. After that, the students wrote descriptive text based on the photographs. (For detail information, see lesson plan 3 in appendix 3)

b. The Implementation of the traditional method in the controlled group

Treatment for control group was done by the researcher herself. It was done by implementing the usual method in teaching and learning process. This group taught descriptive text without using photographs from *National Geographic*. There were no changes in his teaching and learning process in the classroom. The researcher did not do anything in the implementation of the treatment in control group.

2. The Effectiveness of Applying Photographs from *National Geographic* in Helping Students to Write Descriptive Text

This section aimed at answering the first research question whether applying photographs from *National Geographic* helps students in writing descriptive text. The data was collected from the pre-test and post-test of both

groups. Pre-test was given on the first meeting in both groups in order to measure the students' prior achievement before the treatment. Post-test was done on the last meeting to see any of the students' improvement after receiving the treatment.

There were several steps to analyze the data. First, the researcher looked for students' achievement by calculating the score of pre-test and post-test in both group. Then, the researcher measured significant different of the score from experimental group and control group by T-test statistical calculation to find out whether the mean difference between them were significant or not. Each step would be presented as follows:

a. Students' Improvement

To see the students' improvement, the researcher conducted pre-test and post-test in both group to get the data. They were compared and calculated to see the improvement of students' score in both group before and after received the treatment. The researcher used **ESL composition profile** (appendix 4) to assess the students' work. The result of pre-test and post-test was described as follows:

1) Pre-test Score

Pre-test for the experimental and control group was given in the first meeting before conducting the treatment. It was attended by 30 students. Data was collected through pre-test in both groups in order

to measure the students' prior achievement before the treatment. The pre-test result was presented in the following table. More complete data can be viewed in appendix 5.

Table 4.1

Pre-test score and mean of experimental and control group

Group	N	Total score	Mean
Experimental group	30	2195	73,166
Control group	30	2155	71,833

The result would be described through the following figure.

Figure 4.2

Chart of pre-test score of experimental and control group

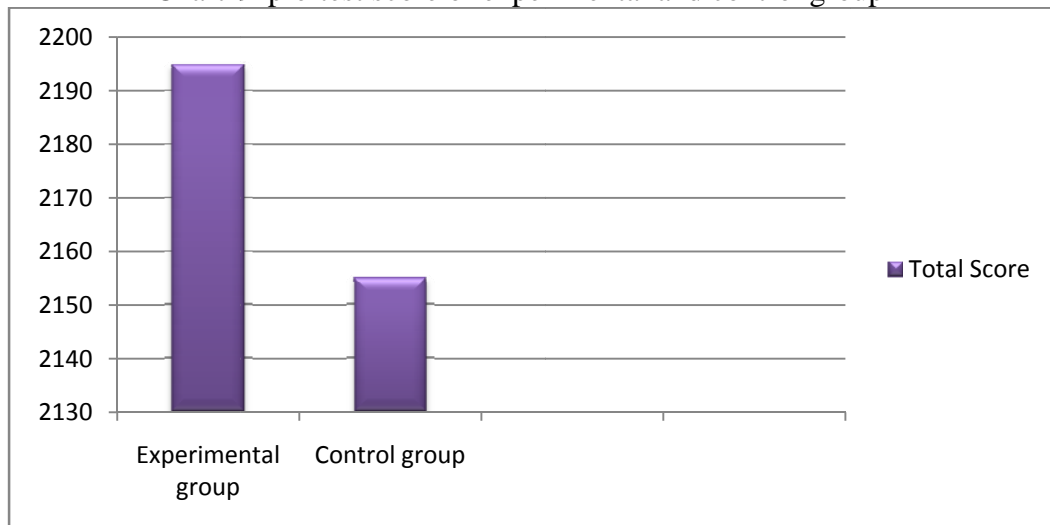
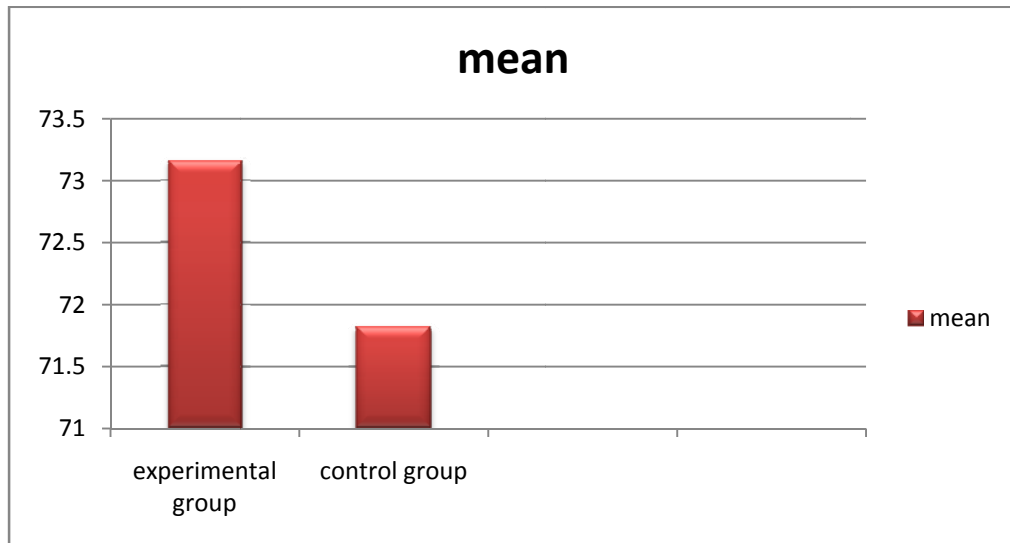


Figure 4.3

Chart of mean of pretest score of experimental and control group



The chart shows that the sum of the pre-test scores was 2195 for the experimental group and 2155 for the control group. While, the mean of the pre-test scores of the experimental group was 73,166 and the control group were 71,833. The score of both groups have littledifferences, it means their ability are not really different.

1) Post-test Score

Post-test was conducted to both of experimental and control groups at the same week after received the treatment. The purpose of post-test was to know whether there were improvements in the students' achievements of experimental group. The result of the post-test score and mean of the experimental and control groups were presented in the following table. More complete data can be viewed in appendix 6.

Table 4.4

The post-test score of experimental and control groups.

Group	N	Total score	mean
Experimental group	30	2575	85.833
Controlled group	30	2356	78.533

The result would be described through the following figure.

Figure 4.5

The post-test score of experimental and control group.

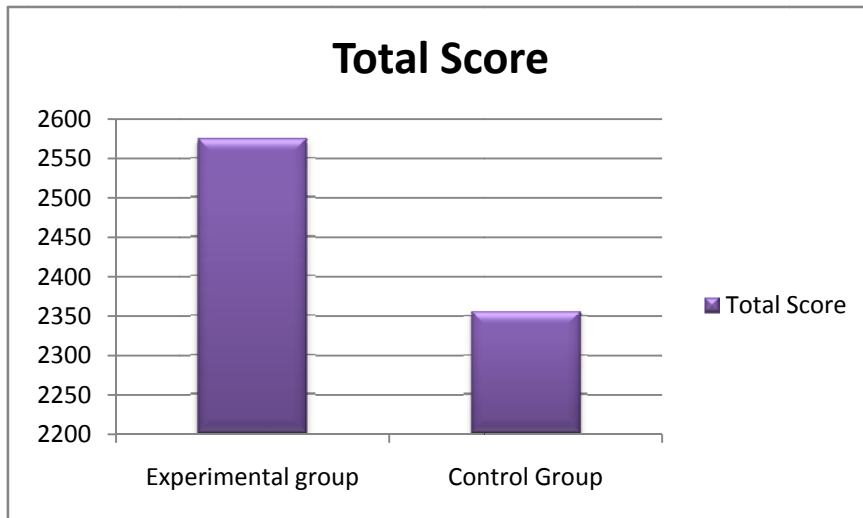
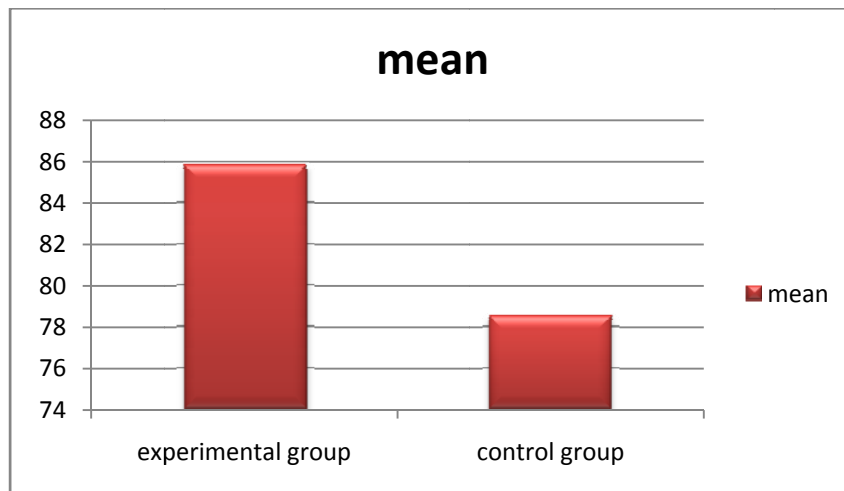


Figure 4.6

The post-test mean of experimental and control group.



From the result of pre-test and post-test scores of the experimental group, it can be seen that the post-test score was higher than pre-test. It would then be compared with pre-test to find out the improvement. The improvement can be seen through the following table.

Table 4.7

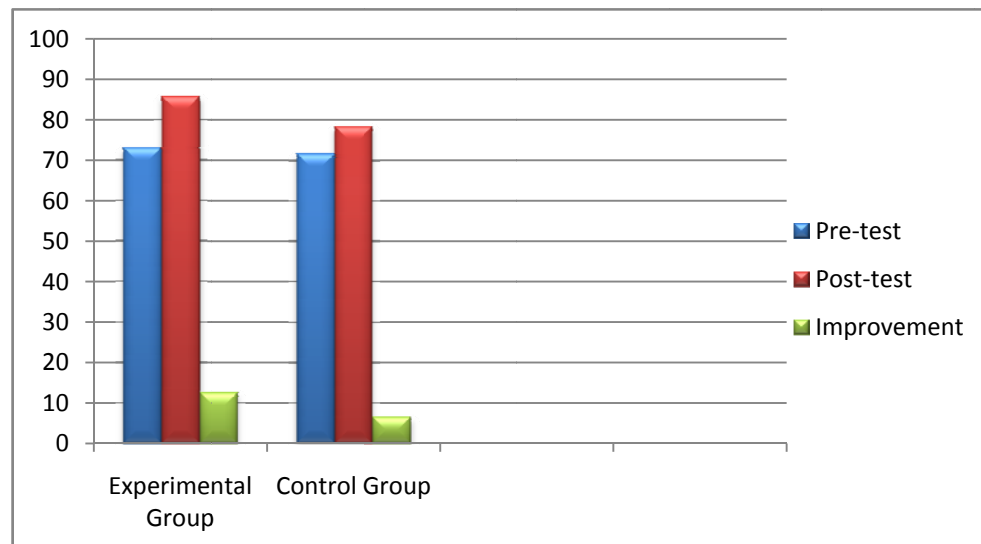
The improvement of Experimental and Control group

Group	Mean		
	Post-test	Pre-test	Improvement
Experimental group	85.833	73.166	12.667
Controlled group	78.533	71.833	6.65

The result was described through the following figure

Figure 4.8

The improvement of Experimental and Control group



From the table above, it can be seen that the mean difference of experimental group was higher than control group. The score of experimental group's mean difference was 12.667 where control group's mean difference was 6.65. The researcher concludes based on the score above that the group where the photographs from *National Geographic* were used performed better than controlled group.

Overall improvement between pre-test and post-test score of the experimental group was higher than the controlled group. Then the researcher calculated the two mean post-test scores by using t-test formula to know whether the improvement was significant or not.

b. Significant Different of Achievement between experimental group and control group.

After the researcher conducted the pre-test, treatments and post-test, then the researcher calculated the different means of pre-test and post-test score between experimental and control groups to know whether the result of applying photographs from *National Geographic* in taught writing descriptive text was significant or not between both groups. Then, the result was analyzed using t-test formula. Standard deviation and variant for both groups were calculated using SPSS. This table below presented the result of calculation, for the more complete data can be viewed in appendix.

Table 4.9
The Result Calculation of Standard Deviation (Sd) And Variance (V)
in Experimental and Control Class

EXPERIMENTAL GROUP	
TOTAL SCORE	2575
MEAN	85.83
STD. DEVIATION	5.831445
VARIANCE	34.005

CONTROL GROUP	
TOTAL SCORE	2356
MEAN	78.53
STD.DEVIATION	4.21
VARIANCE	17.71

ter that, the researcher looked for the significant difference between both groups used t-test formula. The formula was:

$$\begin{aligned}
 t &= \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1 - 1} + \frac{s_2^2}{n_2 - 1}}} \\
 &= \frac{85.83 - 78.53}{\sqrt{\frac{34.04}{29} + \frac{17.71}{29}}} \\
 &= \frac{7.3}{\sqrt{1.311 + 0.61}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{7.3}{\sqrt{1.921}} \\
&= \frac{7.3}{1.389} \\
&= 5.25
\end{aligned}$$

Then, to calculate the t-test the researcher should determine the degrees of freedom first by using formula as below:

$$\begin{aligned}
df &= (N_1 + N_2) - 2 \\
&= (30 + 30) - 2 \\
&= 60 - 2 \\
&= 58 \text{ (} t_{\text{tabel}} = 1.980 \text{)}
\end{aligned}$$

From the calculation of the data above, it was found that standard deviation of the experimental group was 5.83 while the control group was 4.21. T-value comparing with t-table distribution with significant 0,05 and degree of freedom (df) 58. It was found that t-table was 1.980 while the result of t-value was 5.572.

So it was clear that there was significant different between the students' English writing achievement who were taught by applying photographs from *National Geographic* in teaching writing descriptive text and those who are not taught using them. In other words, the application of photographs from *National Geographic* to improve students' ability in writing descriptive text in eleventh grade at SMA

PGRI 2 Bangkalan in the experimental group is more effective than the control group who are not taught using them.

3. The Students' Responses Toward the Application of Photographs *From National Geographic* in Writing Descriptive Text

The second research question of this study was about the students' response toward applying photographs from *National Geographic* in writing descriptive text. In this research, the researcher used questionnaire to get information from the participants. It was arranged in form of rating scale. Students' response was rated in the scale of excellent, good, enough, less and poor. Participants indicated their opinion by checking or putting mark on the position on the scale which most represent what they feel. Then, the students' response scores were assessed with the following scale⁸⁹:

- a. Excellent = 5
- b. Good = 4
- c. Enough = 3
- d. Less = 2
- e. Poor = 1

Every single question was then multiplied with score of students' response and was looked for the percentage. After that, the researcher looked for the criterion from the percentage in each item with the following table:

⁸⁹ Sugiyono, *Statistika Untuk Penelitian*,..... page 93-95

Table 4.10
Student response Criterion

Percentage	Criterion
0% - 20%	Poor
21% - 40%	Less
41% - 60%	Enough
61% - 80%	Good
81 - 100%	Excellent

The result of student respond was described below:

Table 4.9
The percentage of Questionnaire

No	SA (5)		A (4)		N (3)		D (2)		SD (1)		$\sum SRS$	%SRS	Criterion
	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS			
1	11	55	9	36	9	27	2	4	-	-	122	78,9%	Strong
2	19	95	10	40	2	6	-	-	-	-	144	90,9%	Very strong
3	6	30	13	52	10	30	2	4	-	-	116	74%	Strong
4	14	70	13	52	4	12	-	-	-	-	134	74,8%	Very strong
5	16	80	12	48	3	9	-	-	-	-	137	88,4%	Very Strong
6	17	85	11	44	3	9	-	-	-	-	138	89,1%	Very Strong
7	16	80	13	52	2	6	-	-	-	-	138	89,1%	Very Strong
8	14	70	12	48	5	15	-	-	-	-	133	85,8%	Very strong
9	14	70	15	30	2	6	-	-	-	-	106	68,4%	Strong
10	10	80	8	32	13	39	-	-	-	-	121	78,1%	Strong

After getting the criteria on of each item, researcher presented the data in qualitative presentation to get overall criterion of the students' response

Very strong criterion, $\frac{6}{10} \times 100\% = 60\%$

Strong criterion, $\frac{4}{10} \times 100\% = 40\%$

From the percentage of each item above, it can be found that there are 60% of respondents were favored with "Very Strong" criterion, and 40% of respondents were favored with "Strong" criterion. "Very strong" criterion means the students very interesting to the lesson. While, "strong" criterion means the students interesting to the lesson. It means the implementation of applying photographs from *National Geographic* in writing descriptive text was welcomed by the students; because they have fun and enjoy in teaching writing descriptive text using photographs from *National geographic*. In other words, the result of applying photographs from *National Geographic* in writing descriptive text at SMA PGRI 2 Bangkalan is "positive"

B. DISCUSSION

This section presents the discussion based on the findings of the study. It is concerned about the effectiveness of applying photographs from *National Geographic* to improve students' ability in writing descriptive text and students' response on the use of *National Geographic* photograph in learning to write descriptive text.

1. The effectiveness of applying photographs from *National Geographic* to improve students' ability in writing descriptive text.

According to Murcia, "media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and presenting language in its more complete communication complex".⁹⁰ Therefore, media is important in teaching and learning process. Media helps teacher to deliver the material being taught. It also helps the students to be able to understand the material more easily. Moreover, media is good way to engage the students in learning English.

Based on the research, the application of visual aids (photographs) in the experimental group in teaching writing descriptive text is more effective than the control group who are not taught using them. Ganguly stated that, "visual media have played a significant role, for majority of people it is easier to remember pictures than to remember just words".⁹¹ Photographs are used in this study because they "shares many of the rewards of teaching with objects".⁹²

Based on the data finding above, positive result has been indicated. It was proven by the results of students' post-test which has increased to 85,833 from 73,166. Also, the calculation of t-test showed that the t-value was

⁹⁰ Celce and Olstain, *Teaching English as A Second or Foreign Language*, 142.

⁹¹ Ganguly, *Communication, Media and Strategy*.....

⁹² Sieber, *Teaching With Object and Photograph*.....

5,572. It was higher than t-table 1,980. The experimental achieved higher improvement than control group.

The figures show that applying photographs from *National Geographic* could help the students to elaborate their idea before writing an essay by applying photographs from *National Geographic* to make it easier for them to write their opinion so that they can get good writing result which is appropriate with the criteria of ESL Composition Profile.

2. Students' Response about *National Geographic* photograph

Data collected from the students' response showed strong positive response from the participants. Seventy six percent of the participants think that the application of photographs from *National Geographic* was good because they can help the students improve their ability in writing descriptive text. Also, they excited in teaching and learning process. Students also showed good interest during the treatment. They were actively worked in their group and collaborated with each other. They confidently said their opinion and were interested to do the student worksheets. This result supported by Anderson in his theory, he stated that there are some characteristics of students who had interesting in learning. The characteristics are having motivation in learning, having self confident in learning and many more.⁹³

⁹³Anderson Neil J, *Practical English Language Teaching Reading*,

Except for the time consuming in inquiry and formulation stages, there were no significant problem during the treatment. Based on the statement above, the researcher concluded that photographs from *National Geographic* can be used to improve students' ability in writing descriptive text and it was effective.