

CHAPTER IV

RESULT OF THE DATA

A. Description of the Data

In this chapter, the writer would like to present the description of the data obtained. As the writer mentioned at the previous chapter that the population of the study was the ninth grade of MTs Al -Muttaqin Sidamukti - Pandeglang. As Explanation in this chapter, the writer took 68 students as the sample. The purposes of the research is intended to gives significant of Collocation Instruction Towards Students' Writing Skill of Procedure Text. Then the students divided into two groups, 34 students as control class, it is from class IX D, and 34 students as experiment class, it is from IX B. To get data the writer gives out pre-test before giving treatment and post-test after giving treatment.

To know the result of the test, the writer makes the table of the students' score pre-test and post-test, the result of the test are tabulated and calculated in table. For the detail descriptions of students' score both experimental and control class as follow:

1. The Students' Pre-Test and Post-Test Score of Experimental Class

The students' pre-test and post-test score of experimental class could be shown on table 1 as follow:

Table 4.1

Students' Pre-Test and Post-Test Score of Experimental Class

NO	NAMA	ASPECT										TOTAL	
		C		O		V		LU		M		Pre	Post
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post		
1	AP	17	25	16	17	17	18	15	17	2	3	67	80
2	AP	17	22	13	17	16	17	15	17	2	3	63	76
3	ANR	16	23	16	17	16	17	17	19	3	4	68	80
4	AH	18	27	16	19	18	19	18	19	3	4	73	88
5	DMS	15	22	13	15	15	16	14	16	2	3	59	72
6	DS	16	20	15	17	16	17	17	18	2	3	66	75
7	DY	17	23	16	17	17	18	17	19	3	4	70	81
8	DP	17	23	18	19	17	18	17	19	3	4	72	83
9	DN	16	20	13	17	16	17	15	17	2	3	62	74
10	DNP	15	20	15	17	13	16	15	17	2	3	60	73
11	EP	18	25	18	18	18	18	17	19	3	4	74	84
12	FA	16	25	14	16	16	17	14	17	2	3	62	78
13	FN	14	23	16	17	13	15	13	17	2	3	58	75
14	FA	18	27	17	18	17	18	17	18	3	4	72	85
15	HR	14	17	15	18	13	16	15	17	2	3	59	71
16	I	15	25	13	16	15	17	15	16	2	3	60	77
17	LLL	17	25	16	18	17	18	15	16	2	3	67	80
18	MF	18	26	18	19	17	18	17	18	3	4	73	85
19	MF	18	26	17	19	18	19	17	18	3	4	73	86
20	MR	15	25	14	17	16	17	16	18	2	3	63	80

21	MNA	17	26	16	18	17	18	16	18	3	4	69	84
22	NFM	16	24	14	16	17	18	16	18	2	3	65	79
23	NM	16	24	14	16	17	18	17	19	2	3	66	80
24	NI	18	27	18	19	18	19	17	19	3	4	74	88
25	RA	15	20	15	17	16	18	15	17	2	3	63	75
26	RA	14	18	15	17	15	17	15	17	2	3	61	72
27	RA	14	25	16	18	15	16	15	16	2	3	62	78
28	S	17	23	17	19	17	18	16	18	3	4	70	82
29	SN	16	23	15	17	17	18	15	17	2	3	65	78
30	SN	15	24	13	16	16	17	15	17	3	4	62	78
31	S	18	26	18	19	17	18	17	18	3	4	73	85
32	S	18	27	17	19	17	18	17	18	3	4	72	86
33	TWI	15	24	16	18	16	17	15	17	2	3	64	79
34	EP	16	26	15	17	16	17	15	17	2	3	64	80
	TOTAL											2251	2707
	AVERAGE											66.20	79.61

Note:

C : Content LU : Language Use

O : Organization M : Mechanics

V : Vocabulary

Determine mean of pre-test and post-test experimental

class by formula:

$$a. M1 = \frac{\sum x1}{N1} = \frac{2251}{34} = 66,20$$

$$b. M2 = \frac{\sum x2}{N2} = \frac{2707}{34} = 79,61$$

Note:

$M1/M2$ = Mean of Pre Test / Post Test

$\sum x1/\sum x2$ = Total Score

$N1/N2$ = Number of sample

The table above show that the students' pre-test and post-test score of experimental class based on criteria in writing skill. The data shows that the lowest score of pre-test is 58 and highest score is 74. And the average score of pre-test is 66,20. Meanwhile the lowest score of post-test is 71 and highest score is 88, so the average score of post-test is 79,61.

2. The Students' Score of Pre-Test and Post-Test of Control Class

The students pre-test and post-test score of control class could be shown on table 2 as follow:

Table 4.2**The Students' Score of Pre-Test and Post-Test of Control Class**

NO	NAMA	ASPECT										TOTAL	
		C		O		V		LU		M			
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	AB	18	21	17	18	18	19	17	18	3	4	73	80
2	AJ	17	18	15	17	15	16	13	15	2	2	62	68
3	ART	17	18	16	17	16	17	17	18	2	3	68	73
4	A	14	18	15	17	12	16	13	16	2	2	56	69
5	AS	18	19	17	18	17	18	16	17	2	3	70	75
6	AS	16	18	15	17	15	17	17	18	2	3	65	73
7	BNH	17	19	16	17	16	18	17	19	2	3	68	76
8	EA	17	18	17	18	17	18	17	19	2	3	70	76
9	FR	14	18	13	16	15	17	15	16	2	3	59	70
10	FR	15	18	15	17	13	15	15	17	2	2	60	69
11	H	15	17	13	15	15	16	14	16	2	2	59	66
12	I	16	20	13	16	16	17	14	16	2	2	61	71
13	J	17	21	16	17	17	18	15	17	2	3	67	76
14	JA	18	20	16	18	17	18	17	19	3	4	71	79
15	MM	14	21	15	17	13	15	15	17	2	3	59	73
16	MM	15	19	13	16	15	17	15	16	2	3	60	71
17	MR	17	19	16	18	17	18	15	16	2	3	67	74
18	MM	18	21	17	19	17	18	17	18	3	4	72	80
19	N	18	23	17	18	18	19	17	18	3	4	73	82
20	N	15	19	14	17	16	17	16	17	2	3	63	73
21	PCR	17	21	15	17	17	18	16	17	3	4	68	77
22	RE	16	19	13	15	17	18	16	18	2	3	64	73
23	SSM	16	18	14	16	17	18	17	18	2	3	66	73
24	SN	14	18	15	16	12	15	13	15	2	3	56	67
25	S	15	18	15	17	16	18	15	16	2	3	63	72
26	S	14	18	15	17	15	17	15	17	2	3	61	72
27	SA	14	19	16	18	15	16	15	16	2	3	62	72
28	T	17	19	17	19	17	18	16	17	3	4	70	77

29	T	16	19	15	17	17	18	15	17	2	3	65	74
30	UND	15	17	13	16	16	17	15	17	3	4	62	71
31	V	18	26	18	19	17	18	17	18	3	4	73	85
32	WN	18	20	17	19	17	18	17	18	3	4	72	79
33	WN	15	19	16	18	16	17	15	17	2	3	64	74
34	YNY	16	18	15	16	16	17	15	17	2	3	64	71
	TOTAL											2213	2511
	AVERAGE											65.08	73.85

Note:

C : Content LU : Language Use

O : Organization M : Mechanics

V : Vocabulary

Determine mean of pre-test and post-test control class

by formula:

$$a. M1 = \frac{\sum x1}{N1} = \frac{2213}{34} = 65,08$$

$$b. M2 = \frac{\sum x2}{N2} = \frac{2511}{34} = 73,85$$

Note:

M1/M2 = Mean of Pre Test / Post Test

$\sum x1/\sum x2$ = Total Score

N1/N2 = Number of sample

The table above show that the students' pre-test and post-test score of control class based on criteria in writing skill. The data shows that the lowest score of pre-test is 56 and highest score is 73. And the average score of pre-test is 65,08. Meanwhile the lowest score of post-test is 66 and highest score is 85, so the average score of post-test is 73,85.

B. Analysis of The Data

Based on the data above, the writer arranges the students' pre-test and post-test from lower to higher as follow:

Table 4.3

Single Arrangement of Students' Pre-Test Experimental Class

58	59	59	60	60	61	62	62	62	62	63	63	63	64	64	65	65
66	66	67	67	68	69	70	70	72	72	72	73	73	73	73	74	74

Table 4.4**Single Arrangement of Students' Post-Test Experimental Class**

71	71	72	72	73	74	75	75	75	76	77	78	78	78	79	79	80
80	80	80	80	80	81	82	83	84	84	85	85	85	86	86	88	88

From the single arrangement that showed the score of experimental class there was different. From the detail description showed on table below:

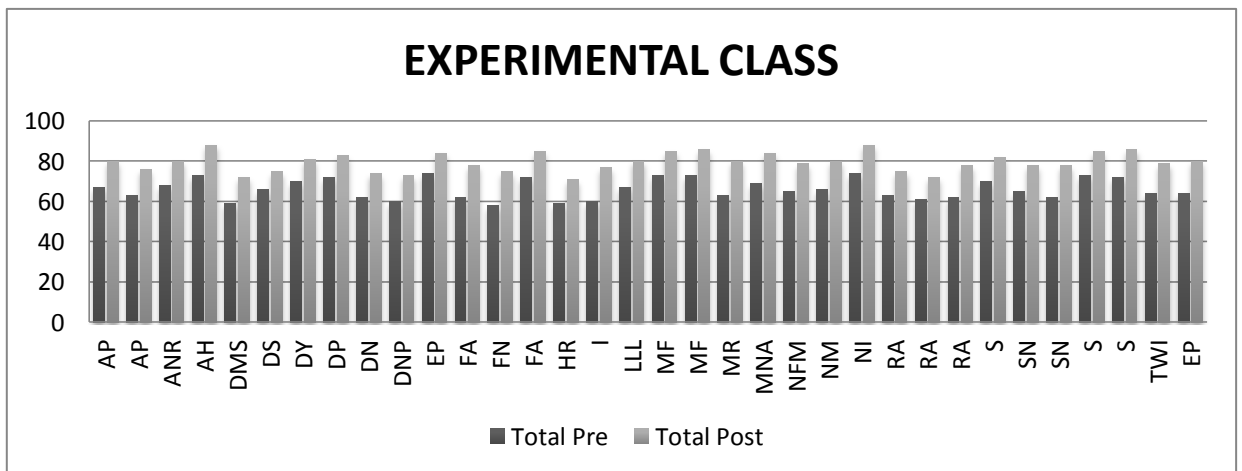
Table 4.5**The Students' Score of Pre-Test and Post-Test of Experimental Class**

Score Description	Pre-test	Post-test
Highest score	74	88
Lowest score	58	71
Mean score	66,20	79,61

Based on the table above, the highest score of students in pre-test was 74, while in post-test was 88. The lowest score of students in pre-test was 58, while in post-test was 71. Mean of students score in pre-test was 66,20, while in post-test was 79,61.

Graphic 4.1

Frequency Distributor of Pre-test and Post-test Score of Experimental Class



The graphic showed that pre-test and post-test at the experimental class. We could saw from the graphic above that the score of pre-test at experimental class the low score was 58 and the high score was 74. Meanwhile the score of post-test at

the experimental class the low score was 71 and the high score was 88.

Table 4.6

Single Arrangement of Students' Pre-Test Control Class

56	56	59	59	59	60	60	61	61	62	62	62	63	63	64	64	64
65	65	66	67	67	68	68	68	70	70	70	71	72	72	73	73	73

Table 4.7

Single Arrangement of Students' Post-Test Control Class

66	67	68	69	69	70	71	71	71	71	72	72	72	73	73	73	73
73	73	74	74	74	75	76	76	76	77	77	79	79	80	80	82	85

From the single arrangement that showed the score of control class there was different. From the detail description showed on table below:

Table 4.8**The Students' Score of Pre-Test and Post-Test of Control Class**

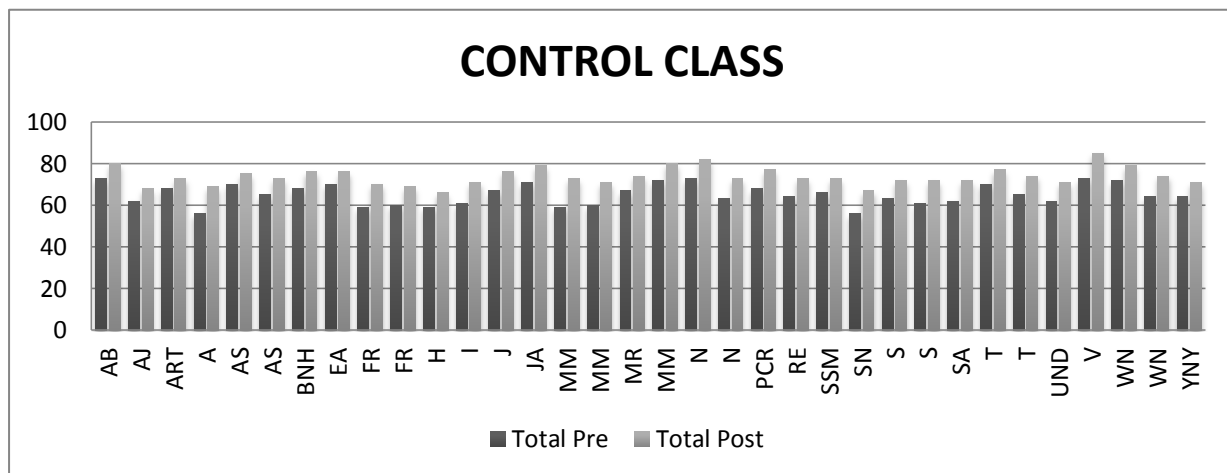
Score Description	Pre-test	Post-test
Highest score	73	85
Lowest score	56	66
Mean score	65,08	73,85

Based on the table above, the highest score of students in pre-test was 66, while in post-test was 85. The lowest score of students in pre-test was 56, while in post-test was 73. Mean of students score in pre-test was 65,08, while in post-test was 73,85.

Graphic 4.2

Frequency Distributor of Pre-test and Post-test Score of Control

Class



The graphic showed that pre-test and post-test at the control class. We could saw from the graphic above that the score of pre-test at control class the low score was 56 and the high score was 74. Meanwhile the score of post-test at the control class the low score was 69 and the high score was 86.

After arranging and displayed graphic score result of the research, the writer calculated the post-test score of experimental and control class.

Table 4.9**The Post-Test Score of Experimental and Control Class**

No	X_1	X_2	x_1	x_2	X_1^2	X_2^2
1	80	80	0.39	6.15	0,1521	37.8225
2	76	68	-3.61	-5.85	13.0321	34.2225
3	80	73	0.39	-0.85	0.1521	0.7225
4	88	69	8.39	-4.85	70.3921	23.5225
5	72	75	-7.61	1.15	57.9121	1.3225
6	75	73	-4.61	-0.85	21.2521	0.7225
7	81	76	1.39	2.15	1.9321	4.6225
8	83	76	3.39	2.15	11.4921	4.6225
9	74	70	-5.61	-3.85	31.4721	14.8225
10	73	69	-6.61	-4.85	43.6921	23.5225
11	84	66	4.39	-7.85	19.2721	61.6225
12	78	71	-1.61	-2.85	2.5921	8.1225
13	75	76	-4.61	2.15	21.2521	4.6225
14	85	79	5.39	5.15	29.0521	26.5225
15	71	73	-8.61	-0.85	74.1321	0.7225
16	77	71	-2.61	-2.85	6.8121	8.1225

17	80	74	0.39	0.15	0.1521	0.0225
18	85	80	5.39	6.15	29.0521	37.8225
19	86	82	6.39	8.15	40.8321	66.4225
20	80	73	0.39	-0.85	0.1521	0.7225
21	84	77	4.39	3.15	19.2721	9.9225
22	79	73	-0.61	-0.85	0.3721	0.7225
23	80	73	0.39	-0.85	0.1521	0.7225
24	88	67	8.39	-6.85	70.3921	46.9225
25	75	72	-4.61	-1.85	21.2521	3.4225
26	72	72	-7.61	-1.85	57.9121	3.4225
27	78	72	-1.61	-1.85	2.5921	3.4225
28	82	77	2.39	3.15	5.7121	9.9225
29	78	74	-1.61	0.15	2.5921	0.0225
30	78	71	-1.61	-2.85	2.5921	8.1225
31	85	85	5.39	11.15	29.0521	124.3225
32	86	79	6.39	5.15	40.8321	26.5225
33	79	74	-0.61	0.15	0.3721	0.0225
34	80	71	0.39	-2.85	0.1521	8.1225
Σ	2707	2511			728.0314	606.265

μ	79.61	73.85				
-------	-------	-------	--	--	--	--

The conclusion from this research can be seen from the result of the t_0 :

$$t = \frac{M1 - M2}{\sqrt{\left\{ \frac{\sum X_2^1 + X_2^2}{N_2 + N_1 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

$$t = \frac{79,61 - 73,85}{\sqrt{\left\{ \frac{728.0314 + 606.265}{34 + 34 - 2} \right\} \left\{ \frac{34 + 34}{34 \cdot 34} \right\}}}$$

$$t = \frac{5,76}{\sqrt{\left\{ \frac{1334,296}{66} \right\} \left\{ \frac{68}{1156} \right\}}}$$

$$t = \frac{5,76}{\sqrt{20,21 \cdot 0,05}}$$

$$t = \frac{5,76}{1,005}$$

$$t = 5,73$$

Note:

M1 = Mean of post-test experimental class

M_2 = Mean of post-test control class

X_1 = Score of post-test (experimental class)

X_2 = Score of post-test (control class)

x_1 = Deviation score variable X_1

x_2 = Deviation score variable X_2

X_1^2 = The squared value of x_1

X_2^2 = The squared value of x_2

$$\begin{aligned} Df &= N_1 + N_2 - 2 \\ &= 34 + 34 - 2 \\ &= 66 \end{aligned}$$

C. Data Interpretation

From the result of experimental class is mean of pre-test score 66,20 and post-test score 79,61. The result of control class is mean of pre-test score 65,08 and post-test score 73,85. So, it's means that mean of control class is lower than experimental class. To prove it,

the data obtained from the experimental class and control class are calculated with assumption as follow:

1. If $t_{\text{observation}} > t_{\text{table}}$ the alternative hypothesis is accepted. It means there is significant effectiveness of using collocation instruction towards students' writing skill of procedure text.
2. If $t_{\text{observation}} < t_{\text{table}}$ the alternative hypothesis is rejected. It means there is no significant effectiveness of using collocation instruction towards students' writing skill of procedure text.

Based on calculation above, it is known that t_{table} with level significance 5% = 1,66 and with level significance 1% = 2,38. So $t_{\text{account}} = 5,73$. So, $1,66 < 5,73 > 2,38$. It means that $t_o > t_t$, and the writer concludes the alternative hypothesis is accepted. It means that there is significant effectiveness of using collocation instruction towards students' writing skill of procedure text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research about The Effectiveness of Collocation Instruction Towards Students' Writing Skill of procedure Text at the ninth grade of MTs Al-Muttaqin Sidamukti - Pandeglang. The writer can take conclusions as follow:

1. From the result of the research about the students' writing skill at MTs Al-Muttaqin Sidamukti - Pandeglang is still less, basically the students are difficult to writing English, the students often have problem to arrange the words for constructing the text. The students often confuse to combine words in an appropriate pattern. It can be assumed that students do not know the words that usually come together. Students often confuse to arrange procedure text because they do not know the key words that become important for their writing.
2. The difficulties faced by the students when implementation of Collocation Instruction are they felt confuse, doubt to writing, because their also less vocabulary. But in the teaching learning process used Collocation Instruction in teaching writing skill of

procedure text the students' understanding of combining words in an appropriate pattern and arranging them into a text. It could be seen from the of the average score of pre-test and post-test of experimental class, the average score of pre-test is 66,20 and the average score of post-test is 79,61. And the average score of pre-test and post-test of control class, , the average score of pre-test is 65,08 and the average score of post-test is 73,85.

3. From the result of statistical calculation in chapter IV, the writer concluded that collocation instruction is effective towards students' writing skill of procedure text for grade IX at MTs Al-Muttaqin Sidamukti - Pandeglang. According to the data, the value of $t_{observation}$ is higher than t_{table} $1,66 < 5,73 > 2,38$, in degree of significant 5% and 1%. It means that H_a (alternative hypothesis) of research is accepted and H_o (null hypothesis) is rejected. It means collocation instruction is effective towards students' writing skill of procedure text for grade IX at MTs Al-Muttaqin Sidamukti - Pandeglang.

B. Suggestions

The writer presents some suggestions related to the conclusion above. These suggestions proposed for English teachers, the students, the next researchers in the same subject.

1. For English teachers, they should consider the using of collocation instruction in learning writing skill of procedure text in the classroom. With using collocation instruction, students can be easier to construct text because it makes them think about the words that usually come together in a sentence. Teachers also give them list of common collocation related to the context of procedure text in order to enrich their knowledge.
2. For the students, writing is important subject to be learn. But, most of students have difficulties in producing writing text. The students should be more confident to share their ideas into writing even though they make many mistakes. They have to develop their knowledge and do many exercises in order to get a better achievement in producing wiring text.

3. For the next researchers, this study can be a reference for their studies on the similar field. In general, the writer wishes that this study will bring considerable benefits to readers.

REFERENCES

- Anderson, Mark and Cathy Anderson. *Text types in English 2*. South Yarra: Mc Millan Education Ltd, 2003.
- Creswell, J. W. *Education Research Methodology*. Boston: Pearson Education, Inc. 2012.
- Darwyan Syah & Supardi, *Pengantar Statistik Pendidikan*, (Jakarta:Diadit Media), 2009.
- Delpech, Estelle & Patrick Saint-Dizier, *Investigating the Structure of Procedure Text: Identification of Titles and Instruction*, JADT. Journées Internationales d'Analyse Statistique des Données Textuelles, 2008.
- Hadfield, J & Hadfield, C. *Oxford Basics Introduction to Teaching English*. Oxford: Oxford University Press. 2008.
- Harmer, Jeremy. *The Practice of English Language Teaching*, England: Longman. 2004.
- Hornby, As. *Oxford Advanced Dictionary Of Current English*, New York: Oxford University Press, 1974.
- Knapp, Peter & Watkins, Megan. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sidney: University of New South Wales Press Ltd., 2005.
- Linse, C. T. & Nunan, David. *Practical English Language Teaching: Young Learner*, New York: McGraw-Hill Companies, Inc. 2005.
- McCarthy, M & O'dell, F. *English Collocations in Use*. Cambridge: Cambridge University Press. 2005.
- Nunan, David. *Research Methods in Language Learning*, New York: Cambridge University Press, 1992.

- Paltridge, Brian. *Genre, Text type, and the Language Learning Classroom*, ELT Journal Volume 50, Oxford University Press, 3 July 1996.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia No.23 Tahun 2006.
- Seretan, Violeta. *Syntax-Based Collocation Extraction*. Text, Speech and Language Technology Series Vol.44, Dordrecht: Springer, 2011.
- Sinclair, John. *Corpus, Concordance, Collocations*. Oxford University Press, 1991.
- Weigle, S.C. *Assessing Writing*. Cambridge: Cambridge University Press. 2009.