

## **CHAPTER IV**

### **THE RESULT OF THE RESEARCH**

#### **A. The Description of the Data**

In this chapter, the researcher describe the data that gotten from the students of MTs Miftahul Huda Pasirngangka and the subject of this research is the second grade students. In this research, the researcher took 70 Students as the sample. The researcher divided them into two groups, 35 students as experimental class from VIII-2 and 35 Students as control class from VIII-3.

This stage was carrying out English learning with the descriptive text material in writing skills using the peer tutoring method for the experimental class and applying the conventional (lecture) method for the control class. The use of peer tutoring methods to improve student learning achievement in English learning at MTs Miftahul Huda Pasirngangka, using the following steps:

1. The teacher make a study group. Each study group consists of four to six people who have diverse abilities. Each group has at least one student who has a high ability to become a tutor.
2. The teacher explains about how to complete the task through group learning with the peer tutoring method. Students receive an explanation from the teacher on how to complete tasks using the peer tutoring method, authority, and responsibility of each group member, and receive an explanation of the task

assessment mechanism through peer assessment and self assessment.

3. The teacher explains the subject matter to all students and provides questions and answers if there is material that is unclear. Students receive an explanation of the outline of the material to be discussed and receive a question and answer opportunity if there is unclear material.
4. The teacher gives assignments with notes that students who have difficulty in carrying out the assignments can ask for guidance to the friends who are appointed as tutors. The student gets the assignment from the teacher and works under the guidance of the tutor with a note if the students have difficulty in carrying out the task can ask for guidance from their respective tutors.
5. The teacher observes students during learning activities using the peer tutoring method
6. Teachers, tutors, and students provide evaluation of the learning process to determine the follow up to the next round of activities. Teachers, tutors, and students evaluate the learning that has just been carried out and establish follow-up on further learning activities.

In the implementation of the peer tutoring method in English subjects, researchers can describe that there is enthusiasm from students in participating in English learning, besides the learning process becomes more active because each student group member can ask the tutor directly about what students do not understand.

In order to find out student learning achievement, the researcher gives pretest to students both in the experimental class and in the control class. The score that researcher got from the results of English learning from the use of the peer tutoring method is obtained from the results of the initial test (pre-test) and final test (post-test) scores of students of MTs Miftahul Huda Pasirngka Tigaraksa Tangerang which the researcher will discuss in the form of tables and compare the results of the two results of the score to determine the impact of this study.

To facilitate the analysis of learning achievement, the researcher made a table of learning achievement from the pre-test and post-test questions in grades VIII-2 and VIII-3 of MTs Miftahul Huda Pasirngka Tigaraksa Tangerang.

**Table 4.1**

**Pre-test experimental class and control class value**

<b>Data</b>	<b>Experimental Class</b>	<b>Control Class</b>
Maximum Value	68	64
Minimum Value	32	32
Average Value	50,8	49,2
Total Value	1779	1723

Based on the pre-test data above, it is known that the lowest score of the experimental class is 32 and the highest score is 68 with an average score of 50,8 . While the lowest score of the

control class is 32 and the highest score is 64 with an average score of 49,2 . Then for the total value of the experimental class the value was 1779 and the total value of the control class was 1723.

It is known that the KKM value for English subjects is 70. So it can be concluded from the data above that the value of the results of English subjects is still relatively low. This can be seen from the average value that is still below the KKM value.

After students learn English about writing skill in descriptive text material using the peer tutoring method, the researcher gives a post-test question to find out the student learning achievement. The values obtained are as follows:

**Table 4.2**

**Post-test experimental class and control class values**

<b>Data</b>	<b>Experimental Class</b>	<b>Control Class</b>
Maximum Value	82	70
Minimum Value	54	46
Average Value	71,2	58,4
Total Value	2492	2044

Based on the results of the post-test results above, it is known that the lowest score of the experimental class is 54 and the highest score is 82 with an average value of 71,2 . While the lowest score of the control class is 46 and the highest score is 70

with an average score of 58,4 . Then for the total value of the experimental class the value is 2492 and the total value of the control class is 2044.

The following is a comparison of the pre-test and post-test score scores for the experimental and control class.

**Table 4.3**

**Comparison's list value of Experimental and Control Class**

<b>Experimental Class</b>				<b>Control Class</b>		
<b>No.</b>	<b>Respondent</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Respondent</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1.	AMFS	40	60	ABR	36	55
2.	AA	68	82	AAR	60	62
3.	BS	52	71	BPH	52	54
4.	CRO	44	77	CR	50	55
5.	DRR	40	71	DM	52	62
6.	DR	48	70	EM	36	52
7.	DH	62	70	ES	51	61
8.	DAP	34	54	FA	52	60
9.	DH	48	70	FR	46	53
10.	ED	34	54	GW	45	65
11.	FA	46	60	HN	40	51
10	FU	56	76	IU	57	60
13.	FA	44	60	NI	50	55
11	HTF	55	70	KHF	48	50
15.	HR	60	74	MARB	52	63

16.	IR	57	71
17.	LIA	40	57
18.	LN	40	68
19.	MAJ	34	40
20.	MDK	42	52
21.	MRI	68	82
22.	MRR	65	81
23.	MNS	56	76
24.	NDF	44	65
25.	NU	60	70
26.	PRR	52	65
27.	RD	44	71
28.	RN	55	70
29.	SMR	68	81
30.	SN	65	73
31.	SY	44	82
32.	TM	52	76
33.	ZIZ	55	75
34.	ZN	55	68
35.	ZAK	52	75
<b>Σ</b>		<b>1779</b>	<b>2492</b>
<b>AVERAGE</b>		<b>50,8</b>	<b>71,2</b>

MIM	64	70
MIIN	50	63
MR	34	48
MWA	34	50
MAR	34	46
NZ	55	60
NR	60	65
NA	36	58
NAF	55	60
POI	53	60
RPNR	56	64
RF	48	52
RG	54	60
RA	50	57
SC	52	58
SN	45	61
SW	56	65
UT	48	59
YS	52	65
ZI	60	65
<b>Σ</b>	<b>1723</b>	<b>2044</b>
<b>AVERAGE</b>	<b>49,2</b>	<b>58,4</b>

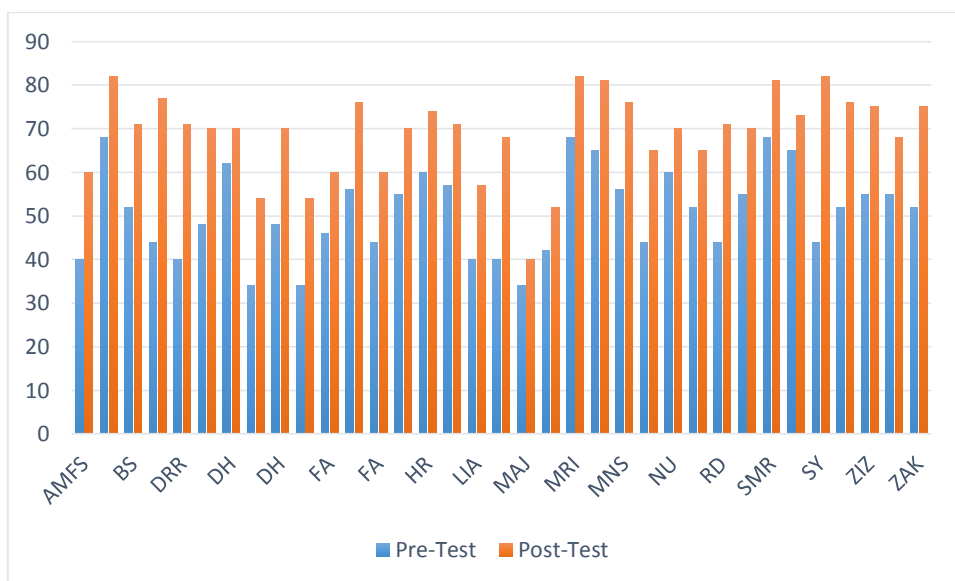
Based on the calculation on pre-test and post-test assessment at experimental class table, it showed that the result of

experiment class got the well improvement after giving treatment. It seen from the average score of post-test is better than the average score pre-test, that is  $71,2 > 50,8$ . The students improvement score caused by the researcher used peer tutoring method in teaching learning process. If seen from the students improvement score it means that the method used is success in improving students writing in descriptive text.

The researcher describe the students improving score of pre-test and post test at the experimental class by the graphic as follow:

**Graphic. 1**

**Score of Pre-Test and Post-Test in Experimental Class**



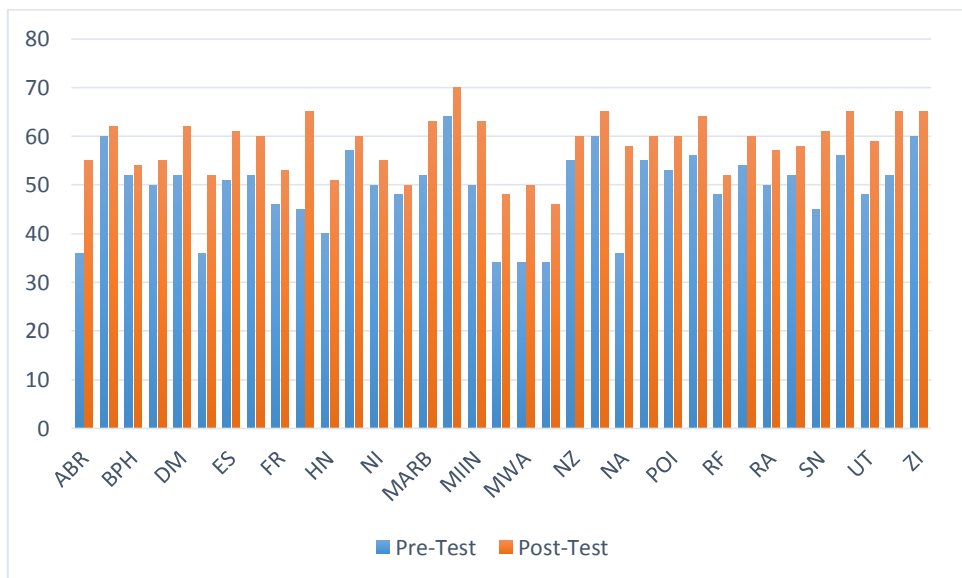
The graphic above showed about the comparison between score of pre-test and post-test at the experimental class. According to the graphic above the score of post-test is better than the score of pre-test commonly

Furthermore, for comparison between score of pre-test and post-test in that based on control class table, it showed that the result of pre-test in control class is 49,2, while the result of post-test in control class is 58,4. It means that the comparison score of pre-test and post-test in control class is not better than experiment class. It can be seen from the average score of pre-test from control class is smaller than the average score of post-test from the experiment class. It caused the control class did not used diagramming technique in learning process in writing descriptive text.

The researcher described the score of pre-test and post-test at the control class by the graphic as follow:

**Graphic. 2**

**Score of Pre-Test and Post-Test in Control Class**



The graphic above showed about the comparison between score of pre-test and post-test at the control class. According to



the graphic above the score of post-test is better than the score of pre-test commonly.

**Table 4.4**  
**Analysis of Post-test in Experimental Class Value**

No	Respondent	Items					Score
		C	O	LU	V	M	
1.	AMFS	15	13	14	15	3	60
2.	AA	25	18	17	19	3	82
3.	BS	19	15	17	17	3	71
4.	CRO	24	17	15	18	3	77
5.	DRR	20	17	15	16	3	71
6.	DR	19	16	17	15	3	70
7.	DH	22	15	16	13	4	70
8.	DAP	15	10	13	14	2	54
9.	DH	19	15	17	16	3	70
10.	ED	15	10	13	14	2	54
11.	FA	15	14	13	15	3	60
12.	FU	24	16	15	18	3	76
13.	FA	17	13	14	13	3	60
14.	HTF	20	15	16	16	3	70
15.	HR	20	17	18	16	3	74
16.	IR	21	16	16	15	3	71
17.	LIA	15	13	14	13	2	57

18.	LN	23	14	15	13	3	68
19.	MAJ	14	9	8	7	2	40
20.	MDK	17	11	12	10	2	52
21.	MRI	25	17	18	19	3	82
22.	MRR	25	18	17	17	4	81
23.	MNS	22	16	18	17	3	76
24.	NDF	17	16	14	15	3	65
25.	NU	20	15	17	15	3	70
26.	PRR	22	14	13	13	3	65
27.	RD	19	15	17	17	3	71
28.	RN	20	16	15	16	3	70
29.	SMR	25	18	17	17	4	81
30.	SN	20	17	16	17	3	73
31.	SY	26	17	19	17	3	82
32.	TM	21	17	18	17	3	76
33.	ZIZ	20	18	17	17	3	75
34.	ZN	23	14	15	13	3	68
35.	ZAK	22	17	17	16	3	75
<b>TOTAL</b>							<b><math>\Sigma X = 2492</math></b>
<b>AVERAGE</b>							<b><math>M = 71,2</math></b>

**Table 4.5**  
**Analysis of Post-test in Control Class Value**

No	Respondent	Items					Score
		C	O	LU	V	M	
1.	ABR	16	14	13	10	2	55
2.	AAR	21	13	10	14	4	62
3.	BPH	15	13	11	12	3	54
4.	CR	15	13	14	11	2	55
5.	DM	21	13	10	14	4	62
6.	EM	16	10	10	13	3	52
7.	ES	20	13	14	12	2	61
8.	FA	15	13	14	15	3	60
9.	FR	16	13	10	11	3	53
10.	GW	20	15	14	13	3	65
11.	HN	15	10	13	10	3	51
12.	IU	20	13	11	13	3	60
13.	NI	18	13	12	10	2	55
14.	KHF	17	11	10	10	2	50
15.	MARB	16	16	14	15	2	63
16.	MIM	19	17	15	16	3	70
17.	MIIN	19	14	13	14	3	63
18.	MR	15	11	10	10	2	48
19.	MWA	16	12	10	10	2	50
20.	MAR	14	10	10	9	3	46

21.	NZ	20	13	11	12	4	60
22.	NR	17	16	15	14	3	65
23.	NA	17	11	12	15	3	58
24.	NAF	20	14	11	11	4	60
25.	POI	20	12	10	15	3	60
26.	RPNR	20	15	13	13	3	64
27.	RF	16	10	10	13	3	52
28.	RG	16	15	10	7	2	60
29.	RA	18	11	12	15	3	57
30.	SC	18	11	11	15	3	58
31.	SN	17	10	15	17	2	61
32.	SW	20	17	14	11	3	65
33.	UT	17	14	15	10	3	59
34.	YS	20	15	14	13	3	65
35.	ZI	20	14	15	13	3	65
<b>TOTAL</b>							<b><math>\Sigma X = 2044</math></b>
<b>AVERAGE</b>							<b><math>M = 58,4</math></b>

## B. Data Analysis

After getting the data from the post-test score of two classes, then the researcher analyzed it by using t-test. The result calculation of post-test at the Experiment Class and the Control Class would be described in following table.

**Table 4.6**  
**The Result Calculation of Post-test at the Experiment Class**  
**( $X_1^2$ ) and the Control Class ( $X_2^2$ )**

No.	Score		$X_1$	$X_2$	$X_1^2$	$X_2^2$
	$X_1$	$X_2$				
1.	60	55	-11,2	-3,4	125,44	11,56
2.	82	62	10,8	3,6	116,64	12,96
3.	71	54	-0,2	-4,4	0,04	19,36
4.	77	55	5,8	-3,4	33,64	11,56
5.	71	62	-0,2	3,6	0,04	12,96
6.	70	52	-1,2	-6,4	1,44	40,96
7.	70	61	-1,2	2,6	1,44	6,76
8.	54	60	-17,2	1,6	295,84	2,56
9.	70	53	-1,2	-5,4	1,44	29,16
10.	54	65	-17,2	6,6	295,84	43,56
11.	60	51	-11,2	-7,4	125,44	54,76
12.	76	60	4,8	1,6	23,04	2,56
13.	60	55	-11,2	-3,4	125,44	11,56
14.	70	50	-1,2	-8,4	1,44	70,56
15.	74	63	2,8	4,6	7,84	21,16

16.	71	70	-0,2	11,6	0,04	134,56
17.	76	63	4,8	4,6	23,04	21,16
18.	75	48	3,8	-10,4	14,44	108,16
19.	76	50	4,8	-8,4	23,04	70,56
20.	65	46	-6,2	-12,4	38,44	153,76
21.	82	60	10,8	1,6	116,64	2,56
22.	81	65	9,8	6,6	96,04	43,56
23.	76	58	4,8	-0,4	23,04	0,16
24.	65	60	-6,2	1,6	38,44	2,56
25.	70	60	-1,2	1,6	1,44	2,56
26.	65	64	-6,2	5,6	38,44	31,36
27.	71	52	-0,2	-6,4	0,04	40,96
28.	70	60	-1,2	1,6	1,44	2,56
29.	81	57	9,8	-1,4	96,04	1,96
30.	73	58	1,8	-0,4	3,24	0,16
31.	82	61	10,8	2,6	116,64	6,76
32.	76	65	4,8	6,6	23,04	43,56
33.	75	59	3,8	0,6	14,44	0,36
34.	68	65	-3,2	6,6	10,24	43,56
35.	75	65	3,8	6,6	14,44	43,56
<b>Σ</b>	<b>2492</b>	<b>2044</b>			<b>1847,6</b>	<b>1106,4</b>
<b>Avr</b>	<b>71,2</b>	<b>58,4</b>				

After that the researcher calculated them based the t-test formula:

1. The average score of experimental class.

$$M_1 = \frac{\sum X_1}{N_1} = \frac{2492}{35} = 71,2$$

2. The average score of control class.

$$M_2 = \frac{\sum X_1}{N_1} = \frac{2044}{35} = 58,4$$

3. Sum of the squared deviation score of experimental class.

$$\sum X_1^2 = 1847,6$$

4. Sum of the squared deviation score of control class.

$$\sum X_2^2 = 1106,4$$

5. Determining t-table ( $t_i$ ) by using formula:

$$df = N_1 + N_2 - 2 = 35 + 35 - 2 = 68$$

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(\sum X_1^2 + X_2^2)(N_1 + N_2)}{(N_1 + N_2 - 2) N_1 \cdot N_2}}}$$

$$= \frac{71,2 - 58,4}{\sqrt{\frac{(1847,6 + 1106,4)(35 + 35)}{(35 + 35 - 2) 35 \cdot 35}}}$$

$$= \frac{12,8}{\sqrt{\left\{\frac{2954}{68}\right\}\left\{\frac{70}{1225}\right\}}}$$

$$= \frac{12,8}{\sqrt{\{43,441\}\{0,057\}}}$$

$$= \frac{12,8}{\sqrt{2,476}}$$

$$= \frac{12,8}{1,573}$$

$$= \mathbf{8,1}$$

From the result of the calculation above, the score of post-test in experiment class was better than the scores of post-test in control class. It can be seen from the total amount of the scores of post-test in experiment class was 2492 and pre-test was 1779 and the average score of post-test was 71,2 and pre-test was 50,8, while the total amount of the post-test scores in control class was 2044 and pre-test was 1723, and the average score of post-test was 58,4 and pre-test was 49,2.

According to the result of statistic calculation, it is obtained that the value of  $t_o$  (t observation) is 8,1. After that the data, the researcher compared it with  $t_t$  (t table) both in degree significance 5% and 1%

To prove the hypothesis, the data obtained from the experimental class in calculating by using t-test formula with assumption as follow:

- a. If  $t_{\text{observation}} > t_{\text{table}}$  the alternative hypothesis is accepted. It means there is an improvement of using peer tutoring method on student learning achievement in writing skill.
- b. If  $t_{\text{observation}} < t_{\text{table}}$  the alternative hypothesis is rejected. It means there is no improvement of using peer tutoring method on student learning achievement in writing skill.

### **C. Interpretation Of The Data**

The analysis is aimed to know the influence of using peer tutoring method in teaching writing descriptive text. It has been known that the mean score of experiment class is 50,8 in pre-test and 71,2 in post-test.



Before deciding the result of hypothesis, the researcher proposes the interpretation with procedure as follow:

- a.  $H_a = t_{\text{observation}} > t_{\text{table}}$ . It means there is an improvement of using peer tutoring method on student learning achievement in writing skill.
- b.  $H_o = t_{\text{observation}} < t_{\text{table}}$ . It means there is no improvement of using peer tutoring method on student learning achievement in writing skill.

According to the data, the value of  $t_{\text{observaion}}$  is bigger than  $t_{\text{table}}$ .  $t_{\text{observaion}} = 8,1 > t_{\text{table}} = 1,995$  (5%) or  $t_{\text{observaion}} = 8,1 > t_{\text{table}} = 2,650$  (1%), so  $H_o$  is rejected and  $H_a$  is accepted.

From the result above, the researcher gives conclusion that there is an improvement of using peer tutoring method on student learning achievement in writing skill. It can be seen that the students get good or better scores using peer tutoring method in teaching learning process, because using peer tutoring method helps students to develop ideas before write the setenences until the students can write the sentences well with their tutor, also can enrich student's vocabulary.