

CHAPTER IV

RESEARCH FINDING

A. Description of Data

In this chapter the researcher would like to present the description of the data. The sample of this research was the students of the first grade of MA MALNU Pusat Menes Pandeglang, with some students who are two classes or groups. The first one is experimental class consist 29 students and the second is control class that consist 29 students.

The data are analyzed by quantitative data. The data obtained by giving test to the experiment class and control class after giving a different both classes. The objective of this research is to know the effectiveness of using power point presentation in teaching writing descriptive text and to give the report of the data description and to analyzed the score of pre-test and post-test of experiment class and control class.

The researcher gave the test to students as sample both at the experiment and control class. The test that used in this research are pre-test and post-test. The pre-test is given before

the researcher doing the treatment and post-test is given after the researcher doing the treatment.

The researcher describe the students result of pre-test and post-test in experiment class and control class from the table below:

Table 4.1

Data from Pre-test and Post-test of Experiment Class

No.	Name Initial	Pre-test (X1)	Post-test (X2)	Gained
1.	ADS	1,6	3,4	1,8
2.	AN	1	3,6	2,6
3.	ANS	1,6	2,6	1
4.	AJ	1	3,6	2,6
5.	AS	1,8	3,6	1,8
6.	DG	2	3,6	1,6
7.	EF	1,2	3,8	2,6
8.	EFT	1,6	2,2	0,6
9.	EN	1,2	3,8	2,6

10.	FH	1	3,6	2,6
11.	IS	1	3,8	2,8
12.	LNSY	1	3,8	2,8
13.	MF	1,8	3	1,2
14.	NSK	1,4	4	2,6
15.	NRA	1	3,8	2,8
16.	NS	1,4	3	1,6
17.	RO	1	3,4	2,4
18.	RKN	1,6	3	1,4
19.	RK	1,6	2,6	1
20.	RF	1	3	2
21.	RDA	1,4	3	1,6
22.	RDI	1,2	3,8	2,6
23.	RL	1	3	2
24.	SF	1	3	2
25.	SMS	1	3	2
26.	SRD	2	2,8	0,8
27.	SRJ	1	3,8	2,8

28.	TTN	1	3	2
29.	AR	3	2,8	-0,2
Total ($\sum x$)		39,4	95,4	
Mean (x)		1,4	3,3	

Determine mean score pre-test and post-test of experiment class, the researcher follows the formula:

$$M_1 = \frac{\sum X_1}{N_1}$$

$$= \frac{39,4}{29} = 1,4$$

$$M_2 = \frac{\sum X_2}{N_2}$$

$$= \frac{95,4}{29} = 3,3$$

Determine mean with the formula:

$$M = M_2 - M_1$$

$$= 3,3 - 1,4$$

$$= 1,9$$

Note : M_1 = Mean of Pre-test

M_2 = Mean of Post-test

X_1 = Students score of Pre-test

X_2 = Students score of Post-test

N_1 = Number of students

The table above shows the students score of pre-test and post-test at the experiment class. The highest score of pre-test is 3 , it is gotten by one students and the lowest score is 1, it is gotten by thirteen students and the mean of pre-test score is 1,4. And then, the highest score of post-test is 4, it is gotten by one student and the lowest score is 2,2 it is gotten by one student and the mean score of post-test is 3,3. The students result can show that the post-test is higher score after learning using power point presentation as a learning media.

From the calculation of the determine mean the experiment class, the average of pre-test and post-test increase amount 1,9.

Table 4.2**Data from Pre-test and Post-test of Control Class**

No.	Name Initial	Pre-test (Y1)	Post-test (Y2)	Gained
1.	AS	1,4	3,2	1,8
2.	AMM	1,2	3	1,8
3.	AM	1	3,8	2,8
4.	ARA	1,4	3,8	2,4
5.	AA	1	3,6	2,6
6.	DSH	1	2	1
7.	GA	1	3,2	2,2
8.	II	1	3,8	2,8
9.	IP	1,2	3,4	2,2
10.	MA	1,6	3	1,4
11.	PS	1	3	2
12.	RM	1,6	3	1,4
13.	RH	1	3	2
14.	RA	1	3,6	2,6

15.	SFDS	1,6	3,2	1,6
16.	CN	1	2,8	1,8
17.	SPA	1	3,2	2,2
18.	SLF	2,2	3,2	1
19.	SRO	1	2,6	1
20.	SR	1	3,4	2,4
21.	SUL	1	3,4	2,4
22.	SU	1	3,4	2,4
23.	SOA	1,8	2,4	0,6
24.	SRA	1	2	1
25.	SRE	1	2,8	1,8
26.	SC	1	3	2
27.	SM	1,4	4	2,6
28.	WDF	1,2	2,8	1,6
29.	YY	1	2,2	1,2
Total ($\sum y$)		34,6	89,8	
Mean (y)		1,2	3,1	

Determine mean score of pre-test and post-test control class, the researcher follows the formula:

$$M_1 = \frac{\sum Y_1}{N_2}$$

$$= \frac{34,6}{29} = 1,2$$

$$M_2 = \frac{\sum Y_2}{N_2}$$

$$= \frac{89,8}{29} = 3,1$$

Determine mean with the formula:

$$M = M_2 - M_1$$

$$= 3,1 - 1,2$$

$$= 1,9$$

Note : M = Mean

M_1 = Mean of Pre-test

M_2 = Mean of Post-test

Y_1 = Students score of Pre-test

Y_2 = Students score of Post-test

N_2 = Number of students

From the table above shows that the lowest score of pre-test 1, it is gotten by eighteen students and the highest score of pre-test is 2,2 it is gotten by one student and the mean of pre-test score is 1,2. And then, the lowest score of post-test is 2 it is gotten by two students and the highest score of post-test is 4 it is gotten by one student and the mean of the post-test score is 3,1. The students score in control class is less because in control class the researcher not give the treatment use Power Point Presentation as learning media. After the calculation of the determine mean the control class, the mean between the pre-test and post-test increase amount 1,9 and the mean of the experiment class and control class is the same 1,9.

After comparison between the score of pre-test and post-test in experimental class and control class, the researcher calculates deviation and squared deviation. The result of the calculation by using the formula t-test can be seen at the analysis of the data.

B. Analyzing the Data

After the researcher get the data from pre-test and post-test score from the experiment class and control class. The researcher would analyze the data by t-test formula with the degree of freedom $\alpha = 0,5$ and the researcher use steps of formula.

Table 4.3

The Score of Distribution Frequency

No .	X ₂	Y ₂	X	Y	x ²	y ²
1.	3,4	3,2	0,1	0,1	0,01	0,01
2.	3,6	3	0,3	-0,1	0,09	0,01
3.	2,6	3,8	0,7	0,7	0,49	0,49
4.	3,6	3,8	0,3	0,7	0,09	0,49
5.	3,6	3,6	0,3	0,5	0,09	0,25
6.	3,6	2	0,3	-1,1	0,09	1,21
7.	3,8	3,2	0,5	0,1	0,25	0,01
8.	2,2	3,8	-1,1	0,7	1,21	0,49

9.	3,8	3,4	0,5	0,3	0,25	0,09
10.	3,6	3	0,3	-0,1	0,09	0,01
11.	3,8	3	0,5	-0,1	0,25	0,01
12.	3,8	3	0,5	-0,1	0,25	0,01
13.	3	3	-0,3	-0,1	0,09	0,01
14.	4	3,6	0,7	0,5	0,49	0,25
15.	3,8	3,2	0,5	0,1	0,25	0,01
16.	3	2,8	-0,3	-0,3	0,09	0,09
17.	3,4	3,2	0,1	0,1	0,01	0,01
18.	3	3,2	-0,3	0,1	0,09	0,01
19.	2,6	2,6	-0,7	-0,5	0,49	0,25
20.	3	3,4	-0,3	0,3	0,09	0,09
21.	3	3,4	-0,3	0,3	0,09	0,09
22.	3,8	3,4	0,5	0,3	0,25	0,09
23.	3	2,4	-0,3	-0,7	0,09	0,49
24.	3	2	-0,3	-1,1	0,09	1,21
25.	3	2,8	-0,3	-0,3	0,09	0,09
26.	2,8	3	-0,5	-0,1	0,25	0,09

27.	3,8	4	0,5	0,9	0,25	0,81
28.	3	2,8	-0,3	-0,3	0,09	0,09
29.	2,8	2,2	-0,5	-0,9	0,25	0,81
Total (Σ)	95,4	89,8	1,1	-0,1	7,2	7,6

Note:

X_2 : Score of post-test of the Experiment Class

Y_2 : Score of post-test of the Control Class

x : Deviation of Experiment Class

y : Deviation of Control Class

x^2 : The squared deviation of Experiment Class

y^2 : The squared deviation of Control Class

1. Determining mean of variable X (variable I) with formula:

$$\begin{aligned}
 M_1 &= \frac{\sum X_2}{N_1} \\
 &= \frac{95,4}{29} \\
 &= 3,28
 \end{aligned}$$

2. Determining mean of variable Y (variable II) with formula:

$$\begin{aligned} M_2 &= \frac{\sum Y2}{N2} \\ &= \frac{89,8}{29} \\ &= 3,09 \end{aligned}$$

3. Determining of deviation standard of variable I with formula:

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum x^2}{N1}} \\ &= \sqrt{\frac{7,2}{29}} \\ &= \sqrt{0,248} \\ &= 0,49 \end{aligned}$$

4. Determining of deviation standard of variable II with formula:

$$SD_y = \sqrt{\frac{\sum y^2}{N2}}$$

$$\begin{aligned}
 &= \sqrt{\frac{7,6}{29}} \\
 &= \sqrt{0,262} \\
 &= 0,51
 \end{aligned}$$

5. Determining standard error of mean variable I with formula:

$$\begin{aligned}
 SE_{M_x} &= \frac{SD_1}{\sqrt{N_1 - 1}} \\
 &= \frac{0,49}{\sqrt{29 - 1}} \\
 &= \frac{0,49}{\sqrt{28}} \\
 &= \frac{0,49}{5,3} \\
 &= 0,092
 \end{aligned}$$

6. Determining standard error of mean variable II with formula:

$$\begin{aligned}
 SE_{M_y} &= \frac{SD_2}{\sqrt{N_2 - 1}} \\
 &= \frac{0,51}{\sqrt{29 - 1}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{0,51}{\sqrt{28}} \\
&= \frac{0,51}{5,3} \\
&= 0,096
\end{aligned}$$

7. Determining standard error of mean difference variable I and variable II with formula:

$$\begin{aligned}
SE_{M_1-M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\
&= \sqrt{0,092^2 + 0,096^2} \\
&= \sqrt{0,008 + 0,009} \\
&= \sqrt{0,017} \\
&= 0,13
\end{aligned}$$

8. Analyzing the result by using calculation of the t-test as follow:

$$\begin{aligned}
t_o &= \frac{M_1 - M_2}{SE_{M_1-M_2}} \\
&= \frac{3,28 - 3,09}{0,13}
\end{aligned}$$

$$\begin{aligned} &= \frac{0,19}{0,13} \\ &= 1,46 \end{aligned}$$

9. Determining degrees of freedom (df) with formula:

$$\begin{aligned} df &= (N_1 - N_2) - 2 \\ &= (29 + 29) - 2 \\ &= 58 - 2 \\ &= 56 \end{aligned}$$

From the data above, the researcher found students' achievement. It could be seen from the mean score of pre-test and post-test at the experiment class and control class. From the data, the mean of post-test score obtained by students of X IPA-1 as the experiment class = 3,3 and X IPA-2 as the control class = 3,1. The highest score of two classes that was X IPA-1 as the experiment class got 4 and X IPA-2 as the control class got 4. And the lowest score of two classes that was 2,2 for experiment class and 2 for control class.

And then, the mean score of post-test at the experiment class = 3,3 was greater than control class = 3,1. The highest

score of post-test at experimental class got 4 and control class got 4. The lowest score of post-test at experimental class got 2,2 and control class got 2.

Based on the statistical calculation above, the value of t_o is 1,46 and the degree of freedom is 56 with $\alpha = 0,5$ degree of the significance used by the researcher. Based on the significance it could be seen that on $df = 56$ in significance 0,5 the value of $t_{table} 0,67$ by comparing the result of the t_{table} and t_o in the degree of significance of 0,5 $t_o \geq t_{table} = 1,49 \geq 0,67$. From the result of statistical calculation, it was obtained the t-observation t_o was 1,49, meanwhile the t_{table} of df 56 in significance 0,5 was 0,67. It means t-observation (t_o) was higher than t-table (t_{table}), so null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

C. Interpretation of the Data

In this research, the first the researcher described the interpretation of the research finding and summarized the hypothesis. The research was held to answer the question what the power point presentation can improve students' writing

skill?. Based on the data the researcher analyze before using power point presentation the mean of students score was 1,4 from the range 1-4 are description the students writing skill are lacking, as they often make mistakes in descriptive text writing especially in content, organization, grammar, vocabulary, and mechanics. After using power point presentation the students has improved better, could be seen from the increase from the mean of students score was 3,3 of range 1-4 are description the students writing skill are complete and clear and almost relating to the topic , the identification is almost complete and descriptions are arranged with almost proper connectives, few grammatical or agreement inaccuracies but not affect on meaning, few misuses of vocabularies, word forms, but not change the meaning, and it has occasional errors of spelling, punctuation, and capitalization.

According to Steinberg, “writing consists of three major process. They are planning, translating and reviewing”.¹ This theory very related to the data and to answer the research

¹Gregg Steinberg, “*Cognitive Process in Writing*”, (New Jersey: Lawrence Erlbaum Associates, 1982), p.12.

question, because the data says to improve the students writing skill is not only using interesting media but should be step by step to get coherence paragraph.

From the result it can be concluded that power point presentation can improve students' writing skill in the first grade of MA MALNU Pusat Menes.

The second, how to apply the power point presentation as learning media in teaching writing?. Based on the data, the researcher gave the treatment as much eight times to students at the experiment class. The first meeting until the fourth meeting the researcher give the material descriptive text with power point presentation and showed the picture of tourism object to be describe by students and make a paragraph descriptive. And then, the fifth meeting until the last meeting the researcher give the material with power point presentation and showed the video about the tourism object in Pandeglang to be describe by students and to make a paragraph descriptive.

Gilles and Bagget says that, "using computer presentation programs, such as Microsoft PowerPoint, allows

teachers to include charts, clip art, photographs, sounds or video segments to demonstrate concepts”.² This theory very support to this research because with power point presentation the researcher can show the picture and the video. In addition, the researcher can design the slide with creativity and interest so they can attract students’ attention.

From the result it can be concluded that the power point presentation can apply in teaching writing especially descriptive text material.

The last one, how effectiveness is the use power point presentation in teaching writing descriptive text to the first grade students of MA MalnuPusat Menes Pandeglang?, in order to answer the question the researcher formulated the null hypothesis (H_0) and the alternative hypothesis (H_a) as follow:

H_a (Alternative Hypothesis): there is a significant effect of using power point presentation as a learning media in teaching writing descriptive text.

²Rebecca Giles &PeigeBagget, “*Investigating Technologies in Teacher Education: Does PowerPoint Enhance Retention or Influence Attitudes*”, (South Alabama: University of South Alabama. Winter 2008-2009), Vol. 18

H_0 (Null Hypothesis): there is not significant effect of using power point presentation as a learning media in teaching writing descriptive text.

The assumption of this hypothesis as follow:

If $t_o \geq t_{table}$ the Null Hypothesis is rejected and the Alternative Hypothesis is accepted.

The researcher summarized that $t_o \geq t_{table}$ it means that the null hypothesis is rejected and alternative hypothesis is accepted. The researcher analyzed the result of calculation that H_a is accepted and H_0 is rejected. It means that power point presentation has good effect to students' descriptive skill. Beside the students can learn with the interesting media, students also can easier to see the picture and the video.

This research has the characteristic, because based on the interview to the students of MA MALNU Pusat Menes most of them like if the teacher teach by using interactive media like power point presentation. Especially in MA MALNU Pusat not only students as usual, but the students boarding school (pondok salafy) also. Most of them not like english subject especially in

writing material because they are difficulty to expressing their ideas. So, with the interesting of learning media the students get motivation to learning english subject.

Based on the data above, it has found that the increasing of learning writing caused by using power point presentation to solve the problem that has thought in the statement of problem.