CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

In this chapter, the researchr explains the result of the research. The researcher took 40 students at first grade of SMKN 10 Pandeglang. In those class X RPL 1 with total number of students are 20 and the total number of class X RPL 2 are 20 students. The researcher took the sample of class X RPL 1 as Experimental class and class X RPL 2 as Control class.

The results of the test writing descriptive text:

Table 4.1.

The students score post-test Experiment Class

No	Name	Content	Organization	Vocabulary	Language use	Mechanics	Score
1	ASY	18	13	16	12	3	72
2	AR	18	15	15	13	3	64
3	AA	22	14	17	14	3	70
4	EM	22	14	17	14	3	70
5	M	19	13	16	14	3	65
6	MSA	20	14	17	14	3	68
7	N	25	16	18	15	4	75
8	N	18	15	16	13	3	64

9	RM	20	13	15	14	3	65
10	SF	15	14	14	13	2	58
11	EL	21	15	16	14	4	70
12	EY	16	13	16	13	2	60
13	M	16	13	15	14	2	60
14	M	18	14	15	13	3	63
15	N	20	13	15	14	3	65
16	R	15	13	15	13	2	58
17	RD	17	13	14	14	2	60
18	RA	20	14	16	15	3	68
19	SR	20	14	16	15	3	68
20	YR	25	15	17	14	4	75
	SUM						1310

The table above shows about the students post-test at the experimental class. The data the highest score of post-test at the experimental class is 78, it is gotten by one student and the lowest score of post-test experimental class is 58, it is gotten by one student and the average score of post-test is 65,5.

The frequency distribution of group investigation technique toward students achievement in writing descriptive text can be described in the following histogram and poligon.

Picture 4.1.

Grafic Histogram and poligon (Eksperiment Class)

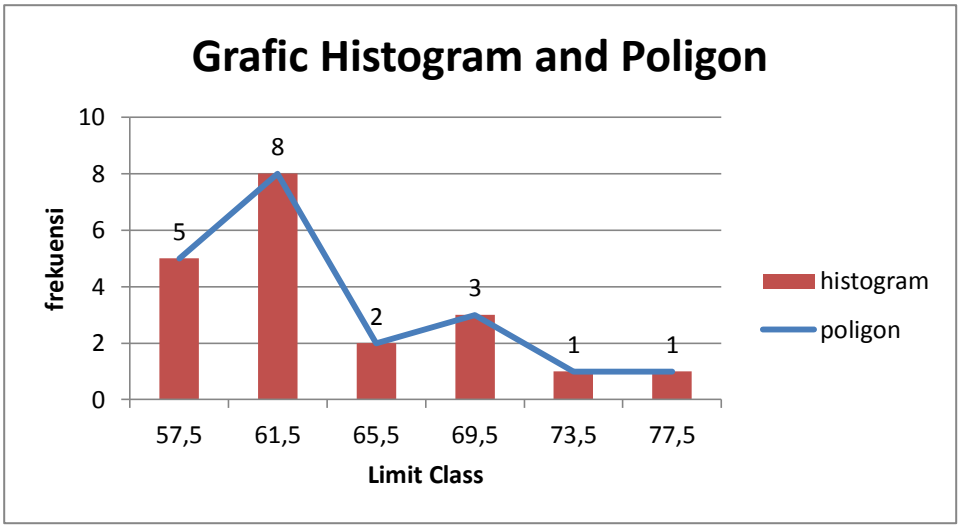


Table 4.2.

The students score post-test of Control Class

No	Name	Content	Organization	Vocabulary	Language use	Mechanics	Score
1	AH	18	13	15	13	3	62
2	AM	16	13	15	14	2	60
3	K	18	14	16	14	3	64

4	IM	14	14	14	13	2	57
5	NAM	20	15	16	14	3	68
6	N	17	13	14	14	2	60
7	R	19	14	16	15	3	67
8	S	13	14	13	13	2	55
9	NR	22	15	16	14	3	70
10	YS	20	12	15	15	3	65
11	EA	18	14	16	14	3	64
12	I	20	12	15	15	3	65
13	DN	18	13	15	14	3	63
14	H	15	14	14	13	2	58
15	N	20	14	16	15	3	68
16	S	16	13	15	14	2	60
17	SJ	13	14	15	13	2	57
18	SN	18	14	16	14	3	64
19	S	21	14	16	15	4	70
20	VS	19	15	16	14	3	67
	SUM						1264

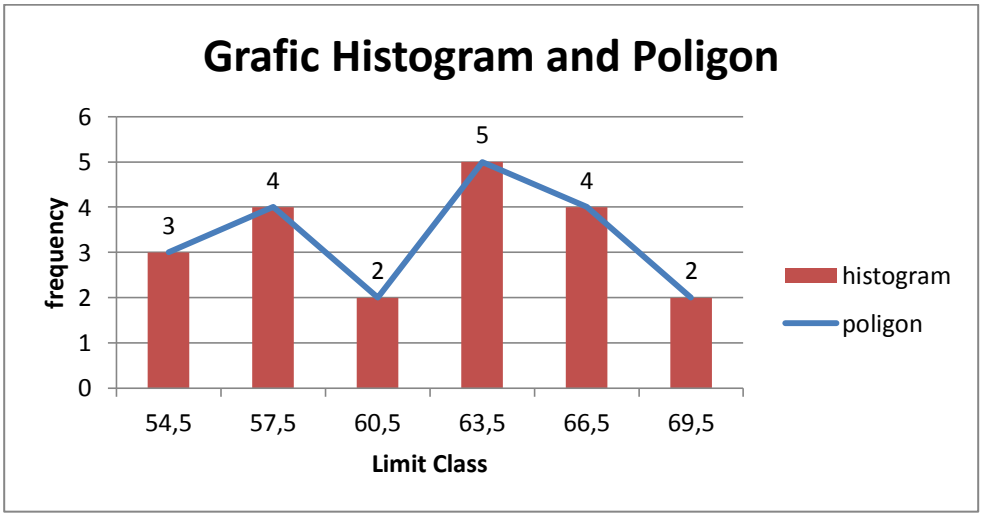
The table above shows about the students post-test at the control class. The data the highest score of post-test at the control class is 70, it is

gotten by two student and the lowest score of post-test control class is 55, it is gotten by one student and the average score of post-test is 64,35.

The frequency distribution of conventional method toward students achievement in writing descriptive text can be described in the following histogram and poligon.

Picture 4.2.

Grafic Histogram and poligon (Control Class)



Tabel 4.3.

The Students Score of Male Students

No	Name	Content	Organization	Vocabulary	Language use	Mechanics	Score
1	ASY	18	13	15	13	3	72
2	AR	18	14	15	14	3	64
3	AA	22	14	16	15	3	70
4	EM	22	14	16	15	3	70
5	M	19	13	15	15	3	65
6	MSA	20	14	16	15	3	68
7	N	25	15	16	15	4	75
8	N	18	14	16	14	3	64
9	RM	20	12	15	15	3	65
10	SF	15	14	14	13	2	58
11	AH	18	13	15	13	3	62
12	AM	16	13	15	14	2	60
13	K	18	14	16	14	3	64
14	IM	14	14	14	13	2	57
15	NAM	20	14	16	15	3	68
16	N	17	13	14	14	2	60

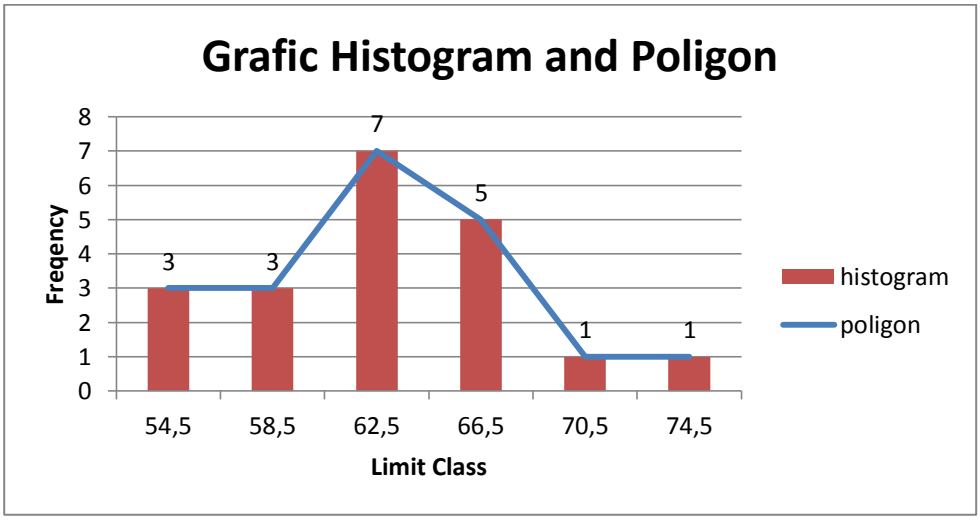
17	R	19	14	16	15	3	67
18	S	13	14	13	13	2	55
19	NR	22	14	16	15	3	70
20	YS	20	12	15	15	3	65
	SUM						1298

The table above shows about the male students at the experimental class. The data the highest score of post-test at the experimental class is 78, it is gotten by one student and the lowest score of post-test experimental class is 55, it is gotten by one student and the average score of post-test is 64,7.

The frequency distribution of gender toward students achievement in writing descriptive text can be described in the following histogram and poligon.

Picture 4.3.

Grafic Histogram and poligon (Male Students)



Tabel 4.4.

The Students Score of Female Students

No	Name	Content	Organization	Vocabulary	Language use	Mechanics	Score
1	EL	21	14	16	15	4	70
2	EY	16	13	15	14	2	60
3	M	16	13	15	14	2	60
4	M	18	14	15	13	3	63
5	N	20	12	15	15	3	65
6	R	15	13	15	13	2	58
7	RD	17	13	14	14	2	60

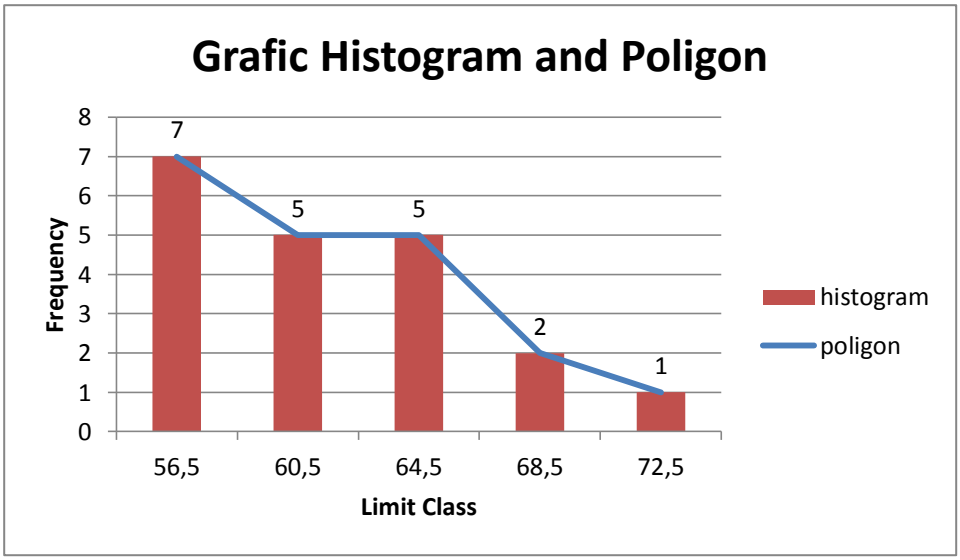
8	RA	20	14	16	15	3	68
9	SR	20	14	16	15	3	68
10	YR	25	15	16	15	4	75
11	EA	18	14	16	14	3	64
12	I	20	12	15	15	3	65
13	DN	18	13	15	14	3	63
14	H	15	14	14	13	2	58
15	N	20	14	16	15	3	68
16	S	16	13	15	14	2	60
17	SJ	13	14	15	13	2	57
18	SN	18	14	16	14	3	64
19	S	21	14	16	15	4	70
20	VS	19	14	16	15	3	67
	SUM						1277

The table above shows about the male students at the experimental class. The data the highest score of post-test at the experimental class is 70, it is gotten by one student and the lowest score of post-test experimental class is 58, it is gotten by one student and the average score of post-test is 63,5.

The frequency distribution of gender toward students achievement in writing descriptive text can be described in the following histogram and poligon.

Picture 4.4.

Grafic Histogram and poligon (Female Students)



B. Analyzing of the Data Research

1. Normality

Normality test is intended to find out wether the data distribution is normal or not. This test was also conducted to find out the data to be obtained wheter tasted by parametric statistic or statistic non parametric. Normality test in this research the researcher used the formula chi-square, with determained the data if normally distributed, so x^2_{count}<x^2_{table}.

Table 4.5.

The results of normality test with chi-square

Data	N	x^2_{count}	x^2_{table}	Conclusion
Group Investigation Technique	20	10.067	11.0705	Normal
Gender	20	2.321	11.0705	Normal

2. Homogenity

The test conducted because the researcher want to generalize the final conclusion of the research or hypothesis (H_o or H_1) achieved from the sample to the population. In the sense that if the data obtained is homogeneous so the sample groups come from the same population. In this research homogeneity test used F test the biggest variance divided the smallest variance.

Table 4.6.

The results of normality test withF_{tabel}

Data	N	f_{count}	f_{count}	Conclusion
Group Investigation Technique	20	1.167	3.25	Homogen
Gender	20	1.08	3.25	Homogen

3. Hypothesis

Hypothesis test is intended to find wheter the hypothesis is accepted or rejected. To prove the hypothesis, the data obtained from the experiment class and the control class calculated by using t-test formula with assumption as follows:

1. There is influence between Group Investigation Technique to students achievement

   H_0 : there is no influence between Group Investigation Technique toward sstudents achievement.

   H_1 : there isinfluence between Group Investigation Technique towardstudents achievement.

   If $t_{count} \geq t_{tabel}$ the alternative hypothesis is accepted.

If $t_{count} \leq t_{tabel}$ the alternative hypothesis is rejected.

The result test $t_{count} \geq t_{tabel}$ (2.68 $\geq$ 1.68) H_0 is rejected. So, there is the influence between group investigation technique toward students achievement. From the result, so hypothesis H_1 is accepted.

2. There is influence between Gender to students achievement

   H_0 : there is no influence between Gender towardstudents achievement.

   H_1 : there is influence between Gender towardstudents achievement.

   If $t_{count} \geq t_{tabel}$ the alternative hypothesis is accepted.

   If $t_{count} \leq t_{tabel}$ the alternative hypothesis is rejected.

   The result test of male students$t_{count} \geq t_{tabel}$ (1.74 $\geq$ 1.72) H_0 is rejected. So, there is the influence between group investigation technique toward students achievement. From the result, so hypothesis H_1 is accepted.

   The result test of female students $t_{count} \leq t_{tabel}$ (1.06 $\leq$ 1.72) H_0 is rejected. So, there is the influence between group investigation technique toward students achievement. From the result, so hypothesis H_1 is rejected.

3. There is influence between Group Ivestigation Technique and Gender toward students achievement

From the results of the percentage of each statement, it can be found the percentage alternative ideal score is 77,7%. The result of percentage are

matched with a standard percentage that is the range of 61%-80% and classified as “strong or effective”. So it can be concluded that there an influence between group investigation technique and gender toward students achievement.

4. Interpretation Data

According to statement above, there are some factors that must be considered, as follow:

1. The mean score of testing using Group Investigation Technique is higher than testing using conventional method. It does mean testing using Group Investigation Technique is give influence that using the conventional method. Before treatment the result of the data analysis using Group Investigation Technique show that mean 48,5 and after treatment the mean is 65,5. It means the variable x_1 (Group Investigation Technique) is in good category. In testing showed that hypothesis H_0 rejected, which eans significant and H_1 research subtained is accepted. It can be seen from x_{count}>T_{tabel} at significant level a : 0.05. from the research result obtained x_{count}>T_{tabel}(2.68 $\geq$ 1.68) that H_0 is rejected and H_1 is accepted. So, it can be concluded that group investigation technique affects students achievement in class X RPL 1 SMKN 10 Pandeglang.
2. The results above are different from the results of research that the authors do in this research, gender does not have a very significant effect

on students achievement. Based on the calculation above, about the influence of gender toward students achivement to male students it can be seen that T_{count}>T_{tabel} or 1,74 > 1.72. it showes that he improvement of male students in writing descriptive text is significant. This is different with the results second calculation of female students, it can be seen that T_{count}<T_{tabel} or 0,16 < 1,72. It can be concluded that H_0 acceptedd while H_1 is rejected. Results obtained indicated that males performed better than females in the experimental class. But, females performed better than males in the control class.

So, it can be said that gender has no effects on students achievement. This can proved by Gallangher's statemnets that man and women have differences in physical, emotional, and intellectual development, but there is no evidance that thinking them. Academic avhievement can not be explained by biologycal differents. Social and cultural are the main reasons that make gender differences in learning achievement.

3. The results of the analysis conductd stated that there is a influence between Group Investigation Technique and Gender toward student achievement in writing descriptive text. Students achievement by two factors namely internal and external factors. Internal factors such as students psychology, students motivation, students emotion. While the external factors of students such as students social factors related to the

family and school environment. Culture is also included into external factors. Included in other external factor is the spiriual factors.

Gender is an internal factor and then Group Investigation Technique in external factors that affects students achievement. Based on the notion o gender in which gender is the socio cultural and psychological dimension of men and women. The term gender is distinguished from the term sex.