

Chapter Four

Findings and Discussions

In this chapter, the researcher discusses the outcome of the research. Firstly, the researcher elaborates the results which contain the validity of the instruments-which is test and also the reliability of the test. This chapter also explains the means of pre-test and post-test, and testing of normality, and homogenates. The last part describes the inferential statistics or testing of hypothesis using T-test analysis.

Findings

This study was conducted in one of junior high school in Yogyakarta. This research used an experimental design. In order to know the students' condition, the researcher conducted a pre-test. After that, the researcher treated the students using some interventions. The interventions used by the researcher were some posters. The students followed experimental treatments given by the researcher. The treatments included *identifying the definition of descriptive text, identifying generic structure of descriptive text, how to use present tense, and reviewing all of the previous material*. To check the students' progress in every meeting, the researcher gave some exercises in the end of the meeting. The treatments were done in six meetings, in which the duration for each meeting was 40 minutes. After doing the pre-test and giving some treatments to the students, the researcher measured the students' performance by conducting post-test.

This part discusses the students' skill in writing descriptive text before and after treatments. The analysis of the effectiveness of using poster in teaching descriptive text was done by comparing the students' score between pre-test and post-test. The researcher also checked the normality and the reliability of the tests. Then, the researcher checked hypothesis using t-test.

Students' performance on writing skill before treatment. The researcher administered pre-test to know the students' previous condition before the treatments. The pre-test was conducted in the beginning of March 2018. The mean of pre-test scores showed that the students achieved 5.24 (table 9). According to scoring level (table 4), the students were in fair level meaning that the students were able to identify the main idea, general and specific information. In this level, the students showed the ability to infer implied information. However, they also had some problems in recognizing vocabulary and expressions.

Table 9. Statistics of Pre-test Score

N	20
Valid	0
Missing	
Mean	5.2425
Std. Error of	.38823
Mean	1.73620
Std. Deviation	3.00
Minimum	7.12
Maximum	

The mean of pre-test scores was gained from the pre-test score statistic. The mean score in pre-test was 5.24, the highest score was 7.12, and the lowest score was 3.00. It showed that the students' performance in writing descriptive text prior the treatments was far from good.

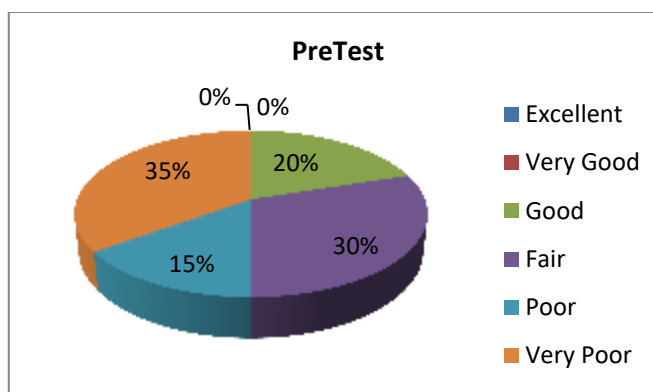


Figure 6. Students' level performance of pre-test

Based on figure 2, it was found that the majority of students' levels were in very poor level. The test takers were 20 students and 0% student was categorized in excellent level, 0% in very good level, 20% in a good level which is 3 students, 30% in fair level which is 6 students, 15% in poor level which is 3 students, and 35% in very poor level which is 8 students. It revealed that most of the students obtained bad performance. The treatments which were designed for all students in this study were the result of the pre-test.

Students' performance on writing skill after treatment. After the treatments, the students were required to take post-test. The questions of pre-test and post-test were exactly similar, but the sequences were rearranged. The result of post-test reveals that the students' score improved. The mean score in the pre-test was 5.24, (table 9) and after the treatments, it was 6.64 (table 10). From the score, it can be seen that the achievement of the students was improve. The mean

score showed that the students' level of writing descriptive text performance developed to a very good level.

Table 10. Statistics of P0st-test Score

N	20
Valid	0
Missing	
Mean	6.6475
Std. Error of Mean	.36789
Std. Deviation	1.64527
Minimum	4.12
Maximum	9.12

The post-test statistic showed that the mean of post-test-increased to 6.64. The significant result was made on the lowest and the highest score. On the pre-test, the lowest score was 3.00 and the highest score was 7.12. Meanwhile, on the post-test, the minimum score increased to 4.12 in the lowest score and 9.12 in the highest score.

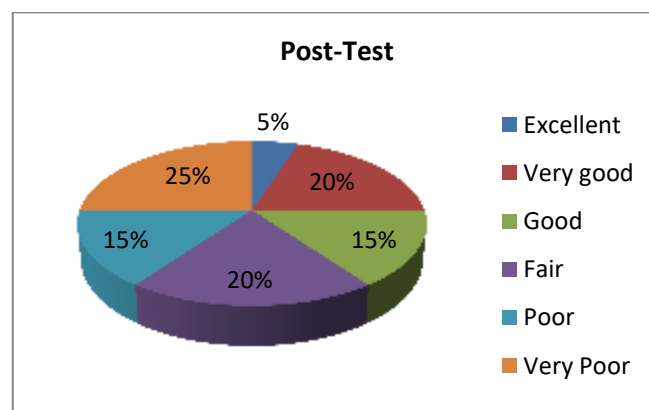


Figure 7. Students' performance level of post-test

Based on figure 3, the students' performance level also revealed good improvement. There were 5% students in excellent level which is 1 student, 20% in very good level which is 4 students, 15% in a good level which is 3 students, 20% in fair level which is 4 students, 15% in poor level 3 students, and 25% in very poor level which is 5 students. The treatments using posters helped the students to increase their score in writing descriptive text.

The normality. The purpose of normality is to ensure that the distribution of data is normal. Based on the data from SPSS (skewness and kurtosis), the data is normal, if the Z skewness is less than 2 and Z kurtosis is less than 7. The researcher calculated the statistic to get the normality based on this formula.

$$Z \text{ skewness} = \frac{\text{Skewness}}{\sqrt{\frac{6}{n}}} \quad \text{and} \quad Z \text{ kurtosis} = \frac{\text{kurtosis}}{\sqrt{\frac{24}{n}}}$$

Table 11. The Normality of Pre-test and Post-test

Descriptive Statistics					
	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
PreTest	20	-.223	.512	-1.806	.992
PostTest	20	.011	.512	-1.390	.992
Valid N (listwise)	20				
Skewnesss	-0.40683			Kurtosis	-1.64834
Skewnesss	0.020537			Kurtosis	-1.26885

Based on the table 5, the statistic of the skeweness of pre-test is 0.223, it is normal because $0.223 < 2$. For the post-test is $0.011 < 2$, it is normal too. The statistic of the kurtosis pre-test is 1.806, it is normal because $1.806 < 7$. For the post-test is $1.390 < 7$, it is normal. Based on the analysis, it infers that the data of pre-test and post-test are normal.

The Homogeneity of Variances. The data are significant if the value of significant variances is more than 0.05. Based on the table below, the significant is more than > 0.05 which is 0.446, so the data are homogenous.

Table 12. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.593	1	38	.446

The effectiveness of using poster in teaching descriptive text. After the treatments, the students were required to take a post-test. The test for the post-test was similar with the pre-test. The result of post-test showed that the students' score were better than the pre-test score. The mean score in the pre-test was 64.00 and after the treatments, it was 77.00. It can be seen that the accomplishment of the students in post-test are different with the pre-test of the students. The mean score showed that the students' ability in writing descriptive text is developed to a good level.

Table 13. Statistics of pretest and posttest

		PreTest	PostTest
N	Valid	20	20
	Missing	0	0
Mean		5.2425	6.6475
Std. Error of Mean		.38823	.36789
Std. Deviation		1.73620	1.64527
Minimum		3.00	4.12
Maximum		7.12	9.12

The post-test statistic showed that the mean of post-test were increasing to 6.64. Another significant result was made on the lowest and the highest score. On the pre-test, the lowest score was 3.00 and the highest score was 7.12. Meanwhile, on the post-test, the mean score was growing to 4.12 in the lowest score and 9.12 in the highest score. The gap of score between pre-test and post-test were far enough, which was 1.4 points.

From the explanation above, the researcher concluded that using poster in teaching descriptive text improves the score of the students, because the result score of post-test is increased.

The testing of hypothesis. The testing of the hypothesis is tested by associating means of pre-tests and post-tests, the significant level, and comparing t-value and t-table. Cohen (2011) stated that when the significant level is < 0.05 , the null hypothesis is rejected. Additionally, if the result shows that t-value is higher than the alternative, hypothesis (H_1) is accepted.

Table 14. t-test

t-value > t-table

The researcher used t-test analysis to measure the hypothesis of this research. The research revealed that there were differences between before and after the treatments. The mean of pre-test was 5.24 and the mean of post-test was increasing become 6.64. It showed that the students obtained higher score after the treatments.

There is one hypothesis in this research:

Alternative Hypothesis (H1). There is a significant difference on the ability in writing descriptive text of the eighth grade students taught by using poster as a media. The hypothesis was measured by t-test Paired sample. The analysis can be seen in the tables below:

Table 15. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	5.2425	20	1.73620	.38823
	PostTest	6.6475	20	1.64527	.36789

Table 16. Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest - PostTest	-1.40500	.66344	.14835	-1.71550	-1.09450	-9.471	19	.000

The testing of the hypothesis was checked by comparing means of pre-test and post-test, the significant level, and comparing t-value and t-table. Based on t-test analysis, the research found that there were significant differences of the means. The result shows that t-value was higher than t-table. Table 9 shows that t-value is 9.471 and t-table is 1.729 with 19 as df at the confident level of 95%. Therefore, the result shows that t-value is higher than t-table. It meant means that the alternative hypothesis (H1) is accepted. Based on the table below, it shows that using poster in teaching descriptive text has a significant effect for the students.

$$\begin{array}{l} \text{t-value} = 9.471 \quad \text{t-table} = 1.729 \\ \\ \text{t-value} > \text{t-table} \\ \\ 8.120 > 1.729 \\ \\ = \text{alternative hypothesis accepted} \end{array}$$

Figure 8. t-test Analysis

Effect Size of using poster. To analyze the effect of using poster in teaching descriptive text, the researcher used effect size formula to examine the size of the effect. The result of the effect size revealed the potency of experimental treatments to affect students' writing skill of descriptive text. Cohen (1992) made a complement dimension of effect size.

Table 17. The criterion of effect size according to Cohen (1992)

Effect size (r)	Level	Criterion
0.10-0.29	Small effect	the effect explains 1% of the total variance
0.30-0.49	Medium effect	the effect accounts for 9% of the total variance
≤0.50	Large effect	the effect accounts for 25% of the variance

The effect size of this research can be calculated:

$$\begin{aligned}
 r &= \sqrt{\frac{t^2}{t^2 + df}} \\
 &= \sqrt{\frac{9.471^2}{9.471^2 + 19}} \\
 &= \sqrt{\frac{89.699}{108.699}} \\
 &= \sqrt{0.825} \\
 &= 0.90
 \end{aligned}$$

Notes: r = effect size, t = t-value, df = degree of freedom

The effect size of the research was 0.90. According to Cohen (1992), the result was categorized to have a large effect (table 10). It meant that posters had a significant effect in improving students' writing skill in descriptive text.

Discussion

The aim of this study is to identify the effectiveness of using poster in teaching descriptive text in one of junior high school in Yogyakarta. Based on the findings, the researcher found that there were significant differences between

before and after the treatments using poster in teaching descriptive text. The result was obtained by checking the mean of both pre-test and post-test, T-test analysis, and effect size analysis of using posters.

Students' performance in pre-test and post-test. Before the treatments, the students showed very poor performance. It can be seen from the students' score of the test under 5.00. Moreover, only 20% students passed tests based on *KKM (Kriteria Ketuntasan Minimal)* of school's standard. *KKM* of this school for English subject is 7.00. According to Barkaoui (2007), writing is the hardest skill for second language learners because it needs the mastery of linguistics, cognitive, and sociocultural competencies.

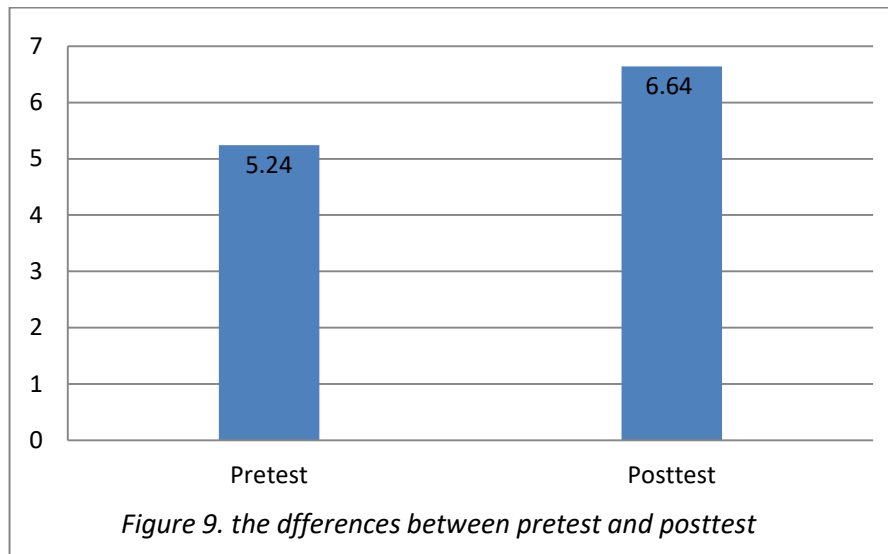
The poor and very poor results of pre-test can be related to some problems faced by the students during the test. When the students did the test, the students were confused. They asked about the test to the researcher and their English teacher. During the test, they also asked the answer of the test with their friends. It because they were lack of vocabulary and they did not have much of vocabulary on their mind. According to Adas and Bakir (2013), English language learners frequently repeat the same word in their writing because they still have limited vocabulary. The students also have a little bit knowledge about the grammar and structure. Similarly, Huy (2015) said that there are some basic mistakes in the writing tasks that students frequently do such as grammar, spelling, and punctuation.

There were significant differences after the treatments by comparing the means of pre-test and post-test. It can be seen from the findings of pre-test in

which the students' mean score was only 5.24, and it improved to 6.64 after the treatments using posters. Students' performance level in writing descriptive text had improved. Moreover, the students' statistic of post-test also revealed some improvements. There were 40% students passed *KKM* score. It shows that the students have good performance after being treated by using posters.

However, there were some students who failed to reach the *KKM*. It was because the limited time of test. This finding supported the previous study believing that using poster was effective for the students' writing in descriptive text performance. According to Siregar and Mulyana (2013), from the improvement of the students' score and from students' attention in the teaching and learning process in the class, it means that posters can improve the students' achievement in writing descriptive paragraph by using poster. Similarly, Sumarsih (2012) also found the same result when she used poster in her experimental class. She stated that using poster can improve students' achievement in writing descriptive text from pre-test to post-test.

The effectiveness of using poster in teaching descriptive text. Based on the findings obtained in this research the researcher identified that the use of poster in teaching descriptive text was effective. The effectiveness is presented below:



After the treatments, the students' ability in writing descriptive text was greater, with the mean = 6.64, while the previous mean was = 5.24.

Using posters had a large effect toward students' performance. The researcher analyzed how big posters affect students' performance using effect size. The research found that effect size (r) = 0.90. It shows that the effect was a large effect. It indicated that the use of poster in teaching descriptive text of eighth in a junior high school in Yogyakarta was effective.

Based on findings, the result showed that t-value was higher than t-table, in which t-value score was 9.471 while t-table score was 1.729. It meant that the alternative hypothesis was accepted. This finding supported the previous study believing that using poster was effective for the students' writing in descriptive text performance. According to Siregar and Mulyana (2013), from the improvement of the students' score and from students' attention in the teaching and learning process in the class, it means that posters can improve the students'

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