

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Data

This chapter discusses research data based on data obtained during the research process. The population of this research was students at SMK PAB 2 Helvetia , with the total 79 students as a research samples which come from 2 parallel classes, OTKP 1 was the experimental class and OTKP 2 as the control class, each class consists of 39 to 40 students.

This research data was obtained after the pre-test and post-test were applied to the experimental and control groups. The data were needed to test the hypothesis which were taken from the test scores of each group. Data were tabulated as follows:

4.1.1 Pre-Test and Post-Test Scores Experimental Group

In collecting data on students' writing ability, the test is divided into pre-test and post-test. The aim of this research was to determine the writing ability of students at SMK PAB 2 Helvetia in English for Office. To find out the results students' on Dictation Method in writing ability in the experimental group, the data was presented in table 4.1 below:

Table 4. 1 Pre-test and Post-test Scores in Experimental Group

NO	Student Initials	Experimental I Group		
		Pre-Test	Post Test	Score Obtained
1	AB	65	70	5
2	ASR	30	45	15
3	APN	85	90	5
4	AK	30	50	20
5	BS	35	45	10
6	BK	93	97	4
7	BPW	90	98	8
8	CO	93	97	4
9	CSL	45	70	25
10	C.A	30	45	15
11	DA	35	45	10
12	D.N	50	65	15
13	F.S	25	40	15
14	KA	45	50	5
15	KBS	85	90	5
16	LCP	95	98	3
17	M.A	60	80	20
18	M.S	30	50	20
19	NA	35	65	30
20	NZ	35	65	30
21	NBS	35	55	20
22	NFJ	85	90	5
23	P	65	85	20
24	P.A	55	65	20
25	R	35	45	10
26	SAK	50	60	10
27	SH	20	45	25
28	SHP	30	55	25
29	SHN	40	65	25

30	SK	30	50	20
31	SP	90	97	7
32	SR	60	85	7
33	ST	50	70	20
34	SRH	45	55	10
35	SWS	55	65	10
36	TM	85	88	3
37	TZ	70	85	15
38	UPS	25	40	15
39	VN	25	45	20
Total		2041	2600	559
Means		51.02	66.66	14.33

Based on Table 4.1 above, it could be seen that the students' pre-test and post-test scores in experimental group before and after giving treatment were all positive. The researcher provided treatment to students after collecting pre-test results. After that, the researcher conducted a post-test to calculate the students' gain score, and to find that their score there was an increased from 51.02 to 66.66. And the average score obtained was 14.33. It can be concluded from Table 4.1 that there is quite a large increase between the pre-test and post-test.

4.1.2 Pre-Test and Post-Test Scores in Control Group

Based on the data on the pre-test and post-test scores in the control class, it can be presented in Table 4.2 below.

Table 4. 1 Pre-test and Post-test Scores in Control Group

NO	Student Initials	Control Group		
		Pre-Test	Post Test	Score Obtained
1	I	75	85	10
2	AR	25	40	15
3	A A	15	45	30
4	AK	60	65	5
5	A	70	85	15
6	AAK	40	60	20
7	CDA	40	50	10
8	CSAs	50	65	15
9	F.A	40	65	15
10	HUS	20	35	15
11	J.C	55	60	15
12	JY	60	60	0
13	K	25	35	10
14	KO	75	80	5
15	KFA	15	25	10
16	KH	55	70	15
17	MJA	55	60	5
18	NPT	15	40	25
19	NS	25	30	5
20	NH	40	65	25
21	NKA	75	85	10
22	NAS	40	50	10
23	No	65	70	5
24	RN	45	55	10
25	R.A	15	45	30
26	R.F	40	60	20
27	RAW	20	40	20
28	S.A	50	65	15
29	SIP	45	55	10
30	S.A	65	70	5
31	S.	15	20	5
32	SGN	15	30	15

33	SP	80	75	5
34	S.U	80	70	10
35	SK	60	65	5
36	SAP	70	85	15
37	SFO	15	25	10
38	TN	40	50	10
39	TRD	55	70	15
40	V.P	56	60	4
Total		1801	2265	494
Means		45.02	56.62	12.27

The results of the pre-test, post-test, and gain scores for the control group by using conventional methods were shown in Table 4.2, and the average pre-test score for the control group is 45.02, with the lowest score was 15 and the highest was 85. After collecting data from the pre-test, the researcher didn't give treatment to students of control group, the researcher carried out a post-test directly. Student scores indicated a little increase in their writing ability.

4.2 The Fulfillment of Statistical Assumptions

The fulfillment of statistical assumptions consisted of the test of reliability, validity, normality and homogeneity of the students' scores.

4.2.1 Result of Validity and Reliability

The data validity test aims to evaluate the validity of each item in the research instrument, whether the item is valid or not. According to Sujarweni, (Fatimah, 2020) the validity test can be done by comparing the calculated r value with the r -table value where $df = n-2$ with sig 5%. If $r\text{-count} > r\text{-table}$

then the data is considered valid, whereas if $r\text{-count} < r\text{-table}$ then the data is considered invalid. The number of samples in this study was 100 people and the significance level was 0.05. So the $r\text{-table}$ in this study is 0.1966.

The validity criteria are as follows:

- a. The $r\text{-count}$ value $> r\text{-table}$ and $\text{sig} < 0.05$ means the item is declared valid.
- b. $R\text{-count}$ value $< r\text{-table}$ and $\text{sig} > 0.05$ then the item is declared invalid.

Table 4. 2 Test Results Validity Experimental Class

		Pre_Test _ Experiment	Post_Test_E xperiment	Total_ Experiment
Pre_Test_Experiment	Pearson Correlation	1	,950 **	,990 **
	Sig. (2-tailed)		,000	,000
	N	39	39	39
Post_Test_Experiment	Pearson Correlation	,950 **	1	,985 **
	Sig. (2-tailed)	,000		,000
	N	39	39	39
Total_Experiments	Pearson Correlation	,990 **	,985 **	1
	Sig. (2-tailed)	,000	,000	
	N	39	39	39

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the table above, it can be concluded that the validity test results for each item in class Experiment totaling 2 items, all items show valid results because the calculated $r\text{-value}$ is greater than the $r\text{-table}$ value (0.3160) and $\text{sig} < 0.05$.

Table 4. 3 Test Results Validity Control Class

		Pre_Test_ Control	Post_Test_ _Control	Total_ Contro l
Pre_Test_Control	Pearson Correlation	1	,916 **	,982 **
	Sig. (2-tailed)		,000	,000
	N	40	40	40
Post_Test_Control	Pearson Correlation	,916 **	1	,975 **
	Sig. (2-tailed)	,000		,000
	N	40	40	40
Total_Control	Pearson Correlation	,982 **	,975 **	1
	Sig. (2-tailed)	,000	,000	
	N	40	40	40

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the table above, it can be concluded that the validity test results for each item in class Control as many as 2 items, all items show valid results because the calculated r-value is greater than the r-table value (0.3160) and $\text{sig} < 0.05$.

4.2.2 Reliability

After carrying out the validity test, to further prove the reliability of each instrument, a reliability test is then carried out. The decision making criteria as stated by Ghazali (2018) , namely if the Cronbach Alpha coefficient is > 0.6 0 then the question is declared reliable or a construct or variable is declared reliable.

On the other hand, if the Cronbach Alpha coefficient < 0.60 then the question is declared unreliable.

The results of the reliability test for each variable obtained the following data:

Table 4. 4 Test Results Validity

Class Experiment		X2 Product Design	
Reliability Statistics		Reliability Statistics	
Cronbach's		Cronbach's	
Alpha	N of Items	Alpha	N of Items
,964	2	,949	2

From the data in table 4.6 above , it is known that the Cronbach's Alpha value for each instrument is for each Class variable Experiments and Classes Control has a value > 0.60 , this means that the instrument is declared reliable or in other words the instrument is declared reliable and can be used as a research tool.

4.3 Result of Normality and Homogeneity Test

4.3.1 Normality Test

Testing hypothesis in This research uses statistics parametric because the data will tested in the form of a ratio. Test normality used For study normality variables studied _ what is that data ? normally distributed or no . That thing important Because if the data every variable not normal, then testing hypothesis No Can use statistics parametric (Sugiyono, 2019) . Before testing done moreover

formerly determined level significant or level real . This is done For make something plan testing so you can is known boundaries For determine choice between Ho and Ha. In this research , level selected reality _ is 0.05 or 5% because can represent connection between variables studied _ And is something significance . So level the truth stated by writer is 0.95 or 95%.

Table 4. 5 Test Results Normality

Tests of Normality						
Kolmogorov- Smirnov ^a			Shapiro-Wilk			
Statistics	Df	Sig.	Statistics	df	Sig.	
Pre Test Experiment			,178	39	,003	,889 39 ,001
Post Test Experiment			,138	39	,059	,901 39 ,002
Pre Test Control			,129	40	,093	,926 40 ,012
Post Control Test			,150	40	,024	,956 40 ,125

a. Lilliefors Significance Correction

Based on Table 4.7 is known that on test results Kolmogorov-Smirnov normality , exists one sig. which is more small of 0.05, i.e on Pre Test Experiment Class , and because the Sig of the Experimental Pre Test Class (0.003) < 0.05, the data is said to be No normally distributed , and by because the data doesn't normally distributed.

4.3.2 The Homogeneity Test

Test homogeneity used for know is a number of variant population is the same or no . This test is carried out as condition in independent sample t test analysis and Anova . Underlying assumptions _ in analysis variance (Anova) is that variant from population are the same. Test similarity of two variances used For

test is the distribution of the data is homogeneous or no , ie with compare second the variance . Test homogeneity done For show that differences that occur on test parametric statistics (eg t test , Anava , Anacova) absolutely happen consequence exists difference between group , no as consequence difference in group (Sianturi, 2022) .

Table 4. 6 Test of Homogeneity Results

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Results	Based on Mean	1,854	3	154	,140
	Based on Median	1,496	3	154	,218
	Based on Median and with adjusted df	1,496	3	140,017	,218
	Based on trimmed mean	1,784	3	154	,152

Based on Table 4.9, it is known that Sig value . of Base on Mean is 0.140, and because Sig value . from Base on Mean (0.140) > 0.05 then it could be said that the data in experimental and data control class has no homogeneous.

4.4 T Test

The T test is a statistical hypothesis test that is used to test how much influence an explanatory or independent variable individually has in explaining variations in the dependent variable (Ghozali, 2018) . This test can be done by comparing the calculated t with the t table or by looking at the 5% significance column. Criteria:

- a. If the $t\text{-count} > t\text{-table}$ and the significance value is smaller than 0.05 then H_a is accepted and H_o is rejected, which means the independent variable has an effect on the dependent variable
- b. If the $t\text{-count} < t\text{-table}$ and the significance value is greater than 0.05 then H_a is rejected and H_o is accepted, which means the independent variable has no effect on the dependent variable.

Table 4. 11 Test Result of Post Test

Paired Sample Test							
t test for equality of Means							
		Mean	Std. Deviation	Std. Mean Error	T	df	Sig. (2 tailed)
Pair 1	Pretest_Posttest	52.33	23,737	,042	18,569	39	0,000

Paired Sample Test							
t test for equality of Means							
		Mean	Std. Deviation	Std. Mean Error	T	df	Sig. (2 tailed)
Pair 1	Pretest_Posttest	45.02	21,105	,055	14,070	40	0,000

Based on Table 4.11 is known that calculated t value from the results of the t test on class experiment is 18.569 with Sig 0.000. As for the t table from

class experiment is 1.68709 with Sig 0.05, and by because $t_{\text{count}} > t_{\text{table}}$ and $\text{Sig} < 0.05$ then H_0 is rejected and H_a is accepted, or in other words you can It is said : the dictation method is influential in a way positive And significant impact on students' writing ability in English for Office .

Based on Table 4.11 is known that calculated t value from the results of the t test on class control is 14.070 with Sig 0.000. As for the t table from class control is 1.68595 with Sig 0.05, and by because $t_{\text{count}} > t_{\text{table}}$ and $\text{Sig} < 0.05$ then H_0 is rejected and H_a is accepted , or in other words you can it says : teaching English without use method dictation influential to students' writing skills in English for Office .

Based on Tables 4.11 are known that Standardized Coefficients Beta value at class Experiment (0.950) more big from Standardized Coefficients Beta value at class Control (0.926). This indicates that use method dictation own more influence to students' writing skills in English for Office when compared to with influence English teaching without use dictation method.

4.5 Research Finding

Based on descriptive analysis tests, it was known that there are differences in learning outcomes between the Control Class without treatment and the Experimental Class with special treatment (application of the dictation method). This was evidenced by the increase in the value between the Mean Pre Test for the Experimental Class and the Mean Post Test for the Experimental Class, namely

14.34 and from the increase in the value between the Mean Pre Test for the Control Class and the Mean Post Test for the Control Class, namely 11.61.

Based on the results of the normality test, it is known that the Pre-Experimental Test, and because the Sig of the Pre-Experimental Test Class (0.003) is < 0.05 , the data is said to be not normally distributed, and because the data is not normally distributed.

Based on the Homogeneity of Variance Test, It was known that the Sig. of Base on Mean is 0.140, and because the Sig. From Base on Mean (0.140) > 0.05 , it can be said that the experimental class data and control class data are not homogeneous.

Based on the results of the t test on class experiment is known that calculated t value (18.569) $>$ t table (1.68709) and Sig (0.000) < 0.05 , then can said that influential dictation method in a way positive And significant impact on students' writing ability in English for Office , and based on comparison the value of Standardized Coefficients Beta, is known that Standardized Coefficients Beta value at class Experiment (0.950) more big from Standardized Coefficients Beta value at class Control (0.926). This indicates that use dictation merthod own more influence to students' writing skills in English for Office when compared to with influence English teaching without use dictation method.

4.6 Discussion

Writing ability is the writer's ability to use pen and paper to express ideas through symbols. There were several method to increase students' writing ability ,

one of them is by using dictation method. Dictation method is described as an integrated assessment of listening and writing, however the main skill assessed during dictation is writing.

The results of this study showed that the effect of dictation method in increase students' writing ability has a positive and significant impact on students' writing ability in English for Office . Based on the results of the t test on class experiment is known that calculated t value (18.569) > t table (1.68709) and Sig (0.000) < 0.05, then can said that influential dictation method in a way positive And significant impact on students' writing ability in English for Office , and based on comparison the value of Standardized Coefficients Beta, is known that Standardized Coefficients Beta value at class Experiment (0.950) more big from Standardized Coefficients Beta value at class Control (0.926). This indicates that use method dictation own more influence to students' writing skills in English for Office when compared to with influence English teaching without use method dictation

The results obtained showed students exposed to dictation method had increase spelling a and achieved more in writing ability . The study concluded that dictation method can positively influence Upper Basic Education Students' Spelling and writing ability. The study recommended that Upper Basic Education students should be introduced to dictation activities in English language classrooms by their teachers to enhance their spelling ability and texts formation. Also, teachers of English language should make dictation method as basic part of their teaching of writing and essay development in the classroom. The paper

recommends that teachers of English language should adopt dictation method such as dicto -comp and split dictation by exposing their students to interact and discover ways of constructing different sentences.

