CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter consists of findings (research implementation, analysis and result) and interpretation of the research question in chapter I, namely "How is the effectiveness of English fairy tales video in improving students' writing skill of narrative text at elevent grade of SMA Islam Ta'allamul Huda Bumiayu 2020/2021 academic year?". To answer the research question above the writer computed the data by using *Independent-Sample t-Test* on SPSS 16.0 program.

A. Findings

In collecting the data, firstly the writer conducted pre-test to both experimental and control groups. For the post-test, the writer used the same test to see wether there was a significant difference between experimental and control group or not. Meanwhile, in analyzing the data, the writer used interpretation analysis and statistical analysis. The results were as follows:

1. The Result of Pre-T est and Post-Test

After the writer conducted pre and post test, the writer determines the mean score and applied the result of the test into a table. The result are as follows:

a. Determines the Mean Score and Applying the Result of Pre and Post-test to Table

In analyzing the data, the writer made a table that contained the result of the test. It aimed to compare the mean score of pre and post-test of control and experimental class.

Table. 3. The Result of Pre and Post-Test in Control Class

No.	Students' Name	Pre-test	Post-test
1	Aditya Zulfikar Al Afghoni	63	70
2	Aghnia Fadilla Najwa	77	86
3	Ahmad Fatta Dani Adnan	78	87
4	Akbar Zulfikri	64	65
5	Andani Maheswari Aradhana	76	79
6	Ayu Nur Melinda	77	76
7	Clarissa Maulidina	65	71
8	Desti Amalia Priatin Ningsih	57	62
9	Eko Prayitno	78	80
10	Febilita Afra Mutiara Sufy	80	85
11	Heni Maelani	75	78
12	Hilmaya Sofia Ameliah	75	75
13	Iska Ikhtifa Dzaty	71	72
14	M. Arjun Umam	77	77
15	M. Hilman Rosyadi	68	70
16	Meilinda Ulfa	67	67
17	Mohammad Rifqi Ramadhan	61	61
18	Nahdia Maghfiroh Nazla Qur'ani	81	86
19	Nasywa Fazira	76	87
20	Nelly Oktavia Rakhmadani	69	72
21	Nita Nur Febriyanti	69	75
22	Riko Nur Hardianto	72	72
23	Sasti Mei Utami	81	80
24	Shintia Saraswati	80	79
25	Syella Yasmin Nurusifa	69	70
26	Tri Adi Gunawan	76	83
27	Tri Yaya Khoerunnisa	70	71
28	Tuba Saumi Nurfalah	71	73
29	Yase Ajeng Sakurai	62	77
30	Zahra Eka Putri Prasetya	62	74
31	Zidni Nur Khafiyan	64	70

Table. 4. The Result of Pre and Post-Test in Experimental Class

No.	Students' Name	Pre-test	Post-test
1	Aditya Zulfikar Al Afghoni	66	78
2	Aghnia Fadilla Najwa	64	74
3	Ahmad Fatta Dani Adnan	69	78
4	Akbar Zulfikri	65	71
5	Andani Maheswari Aradhana	64	77
6	Ayu Nur Melinda	75	82
7	Clarissa Maulidina	68	84
8	Desti Amalia Priatin Ningsih	70	85
9	Eko Prayitno	71	82
10	Febilita Afra Mutiara Sufy	72	73
11	Heni Maelani	70	78
12	Hilmaya Sofia Ameliah	74	80
13	Iska Ikhtifa Dzaty	76	82
14	M. Arjun Umam	66	82
15	M. Hilman Rosyadi	77	90
16	Meilinda Ulfa	72	75
17	Mohammad Rifqi Ramadhan	71	75
18	Nahdia Maghfiroh Nazla Qur'ani	73	79
19	Nasywa Fazira	72	84
20	Nelly Oktavia Rakhmadani	78	86
21	Nita Nur Febriyanti	77	80
22	Riko Nur Hardianto	74	82
23	Sasti Mei Utami	70	86
24	Shintia Saraswati	72	87
25	Syella Yasmin Nurusifa	71	79
26	Tri Adi Gunawan	67	72
27	Tri Yaya Khoerunnisa	78	88
28	Tuba Saumi Nurfalah	62	71
29	Yase Ajeng Sakurai	69	67
30	Zahra Eka Putri Prasetya	69	72
31	Zidni Nur Khafiyan	76	88

Table. 5. The Result of Pre and Post-Test in Control and Experimental Class.

No.	**Control Class**		**Experimental Class**	
Resp.	**Y**	**Y1**	**X**	**X1**
1.	63	70	66	70
2.	77	86	64	86
3.	78	87	69	87

4.	64	65	65	65
5.	76	79	64	79
6.	77	76	75	76
7.	65	71	68	71
8.	57	62	70	62
9.	78	80	71	80
10	80	85	72	85
11.	75	78	70	78
12.	76	75	74	75
13.	71	72	76	72
14.	77	77	66	77
15.	68	70	77	70
16.	67	67	72	67
17.	61	61	71	61
18.	81	86	73	86
19.	76	79	72	79
20.	69	72	78	72
21.	69	75	77	75
22.	72	72	74	72
23.	81	80	70	80
24.	80	79	72	79
25.	69	70	71	70
26.	76	83	67	83
27.	70	71	78	71
28.	71	73	62	73
29.	62	77	69	77
30.	62	74	69	74
31.	64	70	76	70
SUM	2212	2322	2198	2467
MEAN	71,35	74,90	70,90	79,58

Where:

Y = The score of pre-test of control class

YI = The score of post-test of control class

X = The score of pre-test of experimental class

X1 = The score of post-test of experimental class

Based on the table above, the respondents of experimental class were 31 respondents and the respondents of control class were

31 respondents. The mean of pre-test control class was 71.35 and experimental was 70.90 in the reuslt mean post-test of control class in the table above was 74.90 and experimental class was 79.58, so the mean post-test experimental class > control class, because the treatment was given in experimental class. Meanwhile, the control one was nothing.

2. The Statistical Analysis

In this subpart, the writer analyzed the result of pre-test and post-test for the control and experimental class. It was to find the normallity and homogenity of the pre-test result.

a. Normality Test

In this step, the writer counted the normality for both classes. The result as follows:

Table. 6. The Normality Test of Experiment and Control Class

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test Experimental	.078	31	.200*	.972	31	.566
Post-Test Experimental	.111	31	.200*	.975	31	.665
Pre-Test Control	.173	31	.119	.943	31	.098
Post-Test Control	.104	31	.200*	.973	31	.612

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance.

Based the result of output test of normality of pre-test and post-test above, it could be seen that the score of sign in pre-test experimental class was 0,200 = 20% > 5%, and the score of sig in pre-test of control class was 0.119 = 11,9% >5%. The result of output test of normality of post-test could be seen that the score of sig in post-test of experimental class was 0.200 = 20% > 5%, and the score of sig in post-test of control class was 0.200 = 20% > 5%.

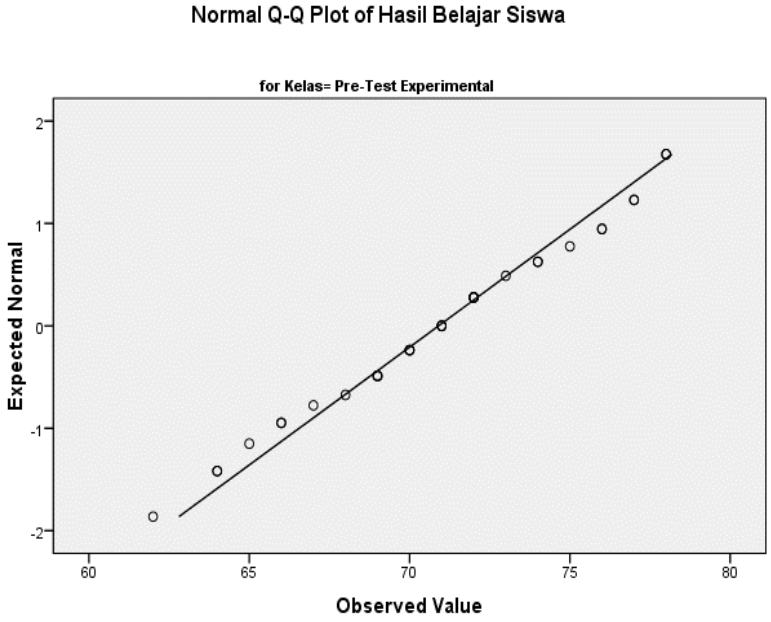

Figure 2. Q-Q Plot Line of Normality of Pre-Test in Experimental Class

Based on the result of output of normality pre-test. The position of the spot was close to line of Q-Q plot normality, it means that the experimental had a normal distribution.

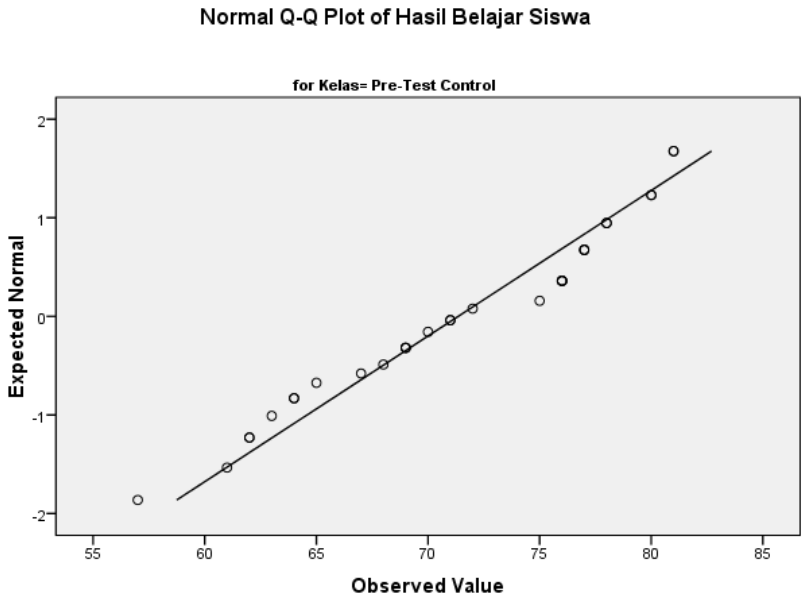

Figure . 3. Q-Q Plot Line of Normality of Pre-Test in Control Class

Based on the result of output of normality pre-test. The position of the spot was close to line of Q-Q plot normality, it means that the experimental had a normal distribution.

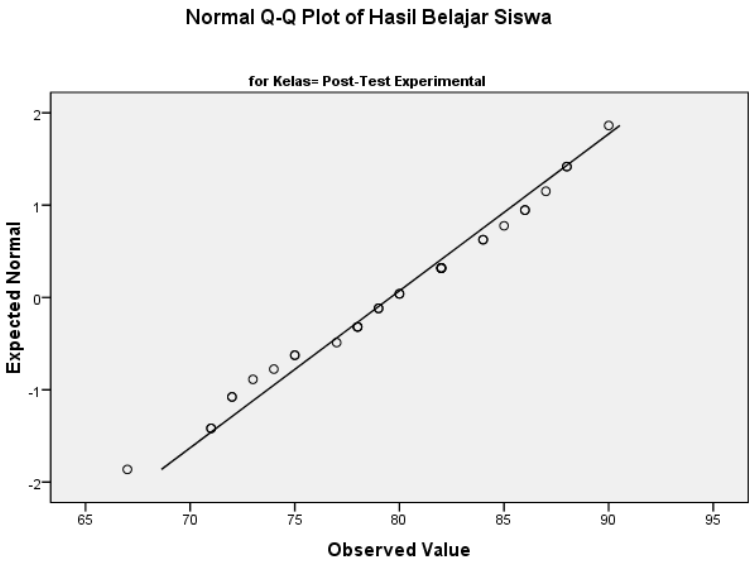

Figure 4. Q-Q Plot Line of Normality of Post-Test in Experimental Class

From the figure of Q-Q plot line of normality of post-test above, the position of the spot was close to the line Q-Q plot normality. It means that visually, the experimental class had a normal distribution.

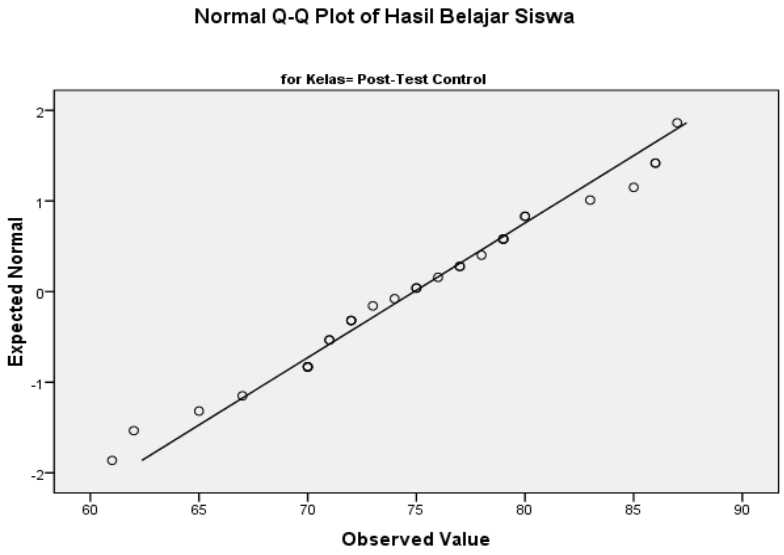

Figure 5. Q-Q Plot Line of Normality of Post-Test in Control Class

From the figure of Q-Q plot line of normality of post-test above, the position of the spot was close to the line Q-Q plot normality. It means that visually, the Control class had a normal distribution.

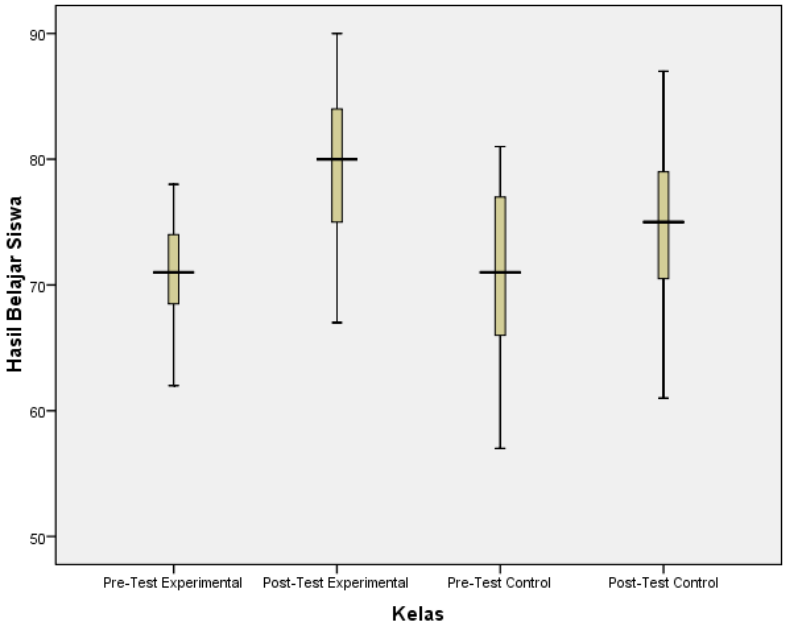

Figure. 6. Box Plot Diagrams of the Normality of Pre-Test experimental Class, Post-Test of Experimental Class, Pre-Test of Control Class and Post-Test of Control Class

From the box plot diagram above, the midline in plot diagrams of normality of pre-test experimental class, post-test experimental class, pre-test control class and post-test control class was in the middle position it means that visualy the experimental and control class had a normal distribution.

b. Homogeneity

In this step the writer found the homogeneity of the result post-test for both classes, the result were as follows:

Table. 7. Independent Sample Test of Post-Test in Experimental and Control Class.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.390	.535	2.914	60	.002	4.677	1.605	1.467	7.888
Equal variances not assumed			2.914	58.941	.002	4.677	1.605	1.465	7.889

From the table above the score of sig = 0.535 = 5.35% > 5%, so both of classes had same variant (homogeneous).

c. Analysis the Result of Pre and Post Test

This is the last analysis for the result of pre and post test for both classes. The purpose was to find the comparing score between pre and post-test, which were:

1) Comparison between Pre and Post-test of Experimental Class

Table. 8. Statistic Group Analysis of Pre and Post-Test Experimntal Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Learning Outcomes	Pre-Test Experimental	31	70.90	15.657	2.812
	Post-Test Experimental	31	79.58	15.960	2.866

2) Comparison between Pre and Post-test of Control Class

Table. 9. Statistic Group Analysis of Pre and Post-Test Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Learning Outcomes	Pre-Test Control	31	71.35	8.695	1.562
	Post-Test Control	31	74.90	16.229	2.915

3) Comparison between Post-test of Experimental and Control Class

Table. 10. Statistic Group Analysis of Post-Test Experimental and Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean

Students Learning Outcomes	Post-Test Experimental Class	31	79.58	5.881	1.056
	Post-Test Control Class	31	74.90	6.730	1.209

d. Hypothesis Test

After the data fulfilled the assumption tests analysis, the next step was that the writer had to test hypothesis. The purpose of the hypothesis testing in this research was English fairy tales video is effective to improve students' writing skill of narrative text at eleventh grade of SMA Islam Ta'allamul Huda Bumiayu in the accademic year of 2020/2021. The steps as follows:

1) Hypothesis of t-test

$H_0: \mu_1 = \mu_2$(mean score of both class are same)

$H_1: \mu_1 \neq \mu_2$(mean score of both class are different)

2) The Formula of Analysis Design

Standard of error is 0.05 (5%). In the result of homogenity test showed that both of group was homogenity. It could be seen in Levene's Test for Equility of Variences column in Table. 7.

3) The Result of Analysis

Based on the *t* result in table 7, the score Sig. (2-tailed) was 0.002 = 0.2% < 5%, so H_0 was rejected; it means that H_1 was accepted. Thereby, the mean score of experimental class was different from the mean score of control class.

4) The Interpretation of the Result

By accepting H_1, so the mean score of both classes different. Based on the output of group Statistic in table 6, it could be seen that mean score of experimental class was 79.58 and the mean scoreof control class was 74.90. It showed that the mean score of experimental class was better than control class (79.58>74.90). It could be concluded that English Fairy tales video methods was effective for teaching writing narrative text because there was difference achievement between experimental and control class.

B. Interpretation

Based on the results above, the results of student performance were better in the experiment class scores than in the control class students in doing on the post-test. It can be seen from the significant difference between teaching narrative using English Fairy Tales video in experimental class and control class that no used English Fairy Tales Video. It can be proven based on the students' scores before and after the treatment. Before the treatment, the mean score of the experiment class was 71.35, and the control class was 70.90 after being given a pre-test. Meanwhile, after the treatment was given to the experiment class using English Fairy Tales Video and the control clas using conventional learning, the mean score obtained by the experimental class was 79.58, and the mean score obtained by the control class was 74.90.

based on the mean score of both post test,it can be seen that the experimental class has higher score than the control class.

During the treatment given in the experimental class, learning narrative text was given using English Fairy Tales Video. Thus, in the experimental class, the writer used English Fairy Tales Video so that students were more active, enjoyed and could exchange information with each other during activities in class. Furthermore, videos can show phenomena that are difficult to see in real terms, and by using videos can increase students' motivation in learning. So that teaching use English fairy tales video method makes the students more understand and easier about narrative text than teaching based on text book, it is very influential on the value of experimental class students who experienced a significant increase in the post-test.

In addition, based on the results of data analysis from several steps in calculating statistical analysis ,the result is the score Sig. (2-tailed) was 0.002 = 0.2% < 5%, so H_0 was rejected; it means that H_1 was accepted. It showed that the mean score of experimental class was better than control class (79.58>74.90). It could be concluded that English Fairy tales video methods was effective to improve students' writing skill of narrative text at Eleventh Grade of SMA Ta'allamul Huda Bumiayu in the Academic Year of 2020/2021.