

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers the process of finding research related to data description, data analysis, and discussion. The study involved two groups: the experimental group and the control group. A pre-test was administered before the treatment, and a post-test was conducted after the treatment.

A. Description of the Data

The data obtained from the test calculations are used to determine whether the use of the film-watching method significantly impacts writing ability. The researcher gave treatment to the students in the experimental group using the film-watching method, while the control group did not use this method.

1. Pre test Score

The data collected showed that in the pre-test, the lowest score was 35, the highest was 80, and the average score was 52.25. For the post-test, the lowest score increased to 45, the highest remained at 80, and the average score improved to 61.25. In the experimental group, the pre-test scores ranged from a low of 35 to a high of 80, with an average of 55.25. After the intervention, the post-test scores for this group ranged from 55 to 85, with an average of 70.75.

This analysis reveals that students in the experimental group performed significantly better compared to those in the control group. The improvement in the overall mean scores from pre-test to post-test indicates a substantial enhancement in student performance, highlighting the effectiveness of the intervention used in the experimental group.

B. Data Analysis

The calculation results are used to determine whether the film-watching method has a significant impact on writing ability .

Analyzing the Data by Using T-test Formula

Table 4. 1 Mean of Post-Test – Pre-Test in Control Group

No	Initial Name of the Students	Score	
		Pre-test	Post-test
1	A	50	60
2	AJ	75	70
3	AKR	40	50
4	ANJ	40	45
5	AP	80	80
6	DA	40	60
7	DF	45	60
8	DL	65	65
9	DP	35	50
10	ES	40	60
11	HLS	65	70
12	MS	60	70
13	MY	35	50
14	RW	70	70
15	SA	45	55
16	SCD	65	70
17	SN	40	55
18	TH	50	60
19	TI	55	70
20	TR	50	55
	Σ	1045	1.225
	Mean	52.25	61.25

Table 4. 2 Mean of Post-Test – Pre-Test in Experimental Group

No	Initial Name of the Students	Score	
		Pre-test	Post-test
1	ADN	80	80
2	AE	45	70
3	AL	60	70
4	AT	65	75
5	BR	35	60
6	CF	50	70
7	DA	60	70
8	DS	40	55
9	DN	60	70
10	DO	50	70
11	DR	65	75
12	ESN	40	65
13	FGN	50	65
14	MAR	65	80
15	MBN	40	60
16	MIN	65	80
17	MSJ	45	65
18	NA	45	70
19	RTA	75	85
20	SU	70	80
	Σ	1105	1415
	Mean	55,25	70,26

In this research, hypothesis testing is conducted using a two-sample mean comparison test with statistical analysis as follows:

After verifying the normality and homogeneity of the data, the next step in formulating the hypothesis is to perform a t-test. The t-test in this study is calculated using a statistical formula and is employed to determine the significant impact of using film as a medium on students' writing skills. The statistical formula and the t-test results are presented below:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{83,88 - 70,75}{\sqrt{\frac{83,88}{20} + \frac{61,25}{20}}}$$

$$t = \frac{13,13}{\sqrt{\frac{145,13}{20}}}$$

$$t = \frac{13,13}{\sqrt{7,25}}$$

$$t = \frac{13,13}{2,69}$$

$$t = 4,881$$



From the calculation above, the t observed value is 4.881. In this hypothesis test, the t table value with a degree of freedom of 38 ($df = N_1 + N_2 - 2$) at a significance level of 0.05 indicates a critical value of 1.701 (refer to the t table in Appendix 7). The results show that in this study, the t observed is greater than the t table value ($t_{\text{observed}} = 4.881 > t_{\text{table}} = 1.701$).

1. Hypothesis test

A hypothesis test was used to know the significance of the research using the following statistical hypothesis criteria:

2. For T-test, if $T_{\text{observed}} > T_{\text{table}}$, then the formulated hypothesis (H_a) accepted (H_o) rejected.
3. If $T_{\text{observed}} < T_{\text{table}}$, then (H_a) rejected and (H_o) accepted

Based on the t-test calculation above, it was found that the t observed value is higher than the t table value ($t_{\text{observed}}=4,881 > t_{\text{table}}=1,701$). Therefore, it can be concluded that H_a is accepted and H_o is rejected, indicating that the use of film as a media has a significant effect on the writing skills of tenth-grade high school students.

C. Reseach Finding

The results above indicate that the use of film as a medium has a significant impact on the writing skills of 10th-grade students at SMA Negeri 1 Panai Hulu. This is evident from the higher scores achieved by the experimental class compared to the control class.

Furthermore, the findings of this research support various theories and related studies. The American Council on the Teaching of Foreign Languages has argued that integrating technology into learning can aid and enhance language learning.³⁵ Technology, in particular, plays a significant role in broadening educational opportunities, including achieving distance learning objectives. The use of applications as a medium in teaching and learning exemplifies technology integration in language education, contributing to improved student proficiency. This research demonstrates that the integration of technology can enhance students' mastery of language skills, such as improving their writing abilities.

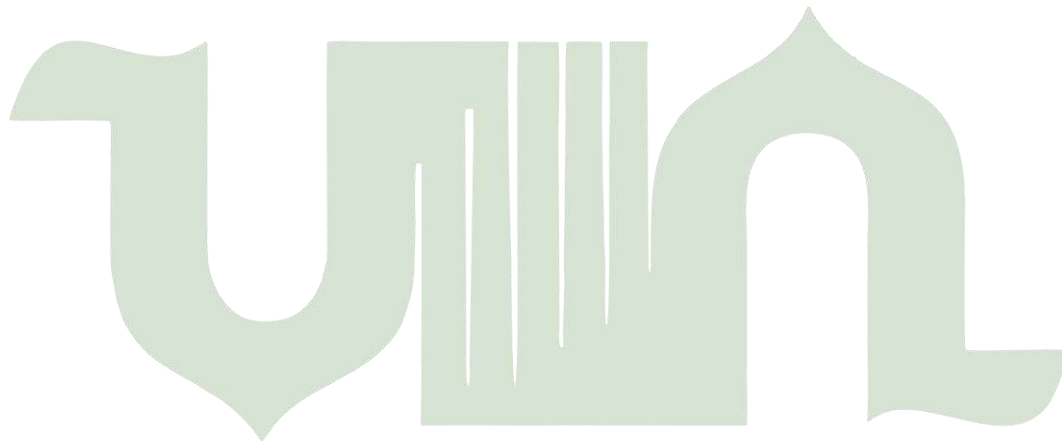
Moreover, Masudul said Using film in teaching english is one of media that involves technologies.³⁶ This aligns with the results of this research, which indicate that films can actively engage students and facilitate their writing learning, allowing them to study anytime and anywhere during distance learning.

There was a notable difference in students' ability to write narrative paragraphs when using the film-watching method. Students who were instructed using this method achieved higher scores compared to those who were taught using traditional strategies. This suggests that the film-watching approach significantly enhances students' writing skills in narrative paragraphs.

³⁵ Parvin and Salam, *Ibid.*, p. 47-59

³⁶ Masudul et al, *Ibid.*,p.130.

Based on the calculations above, it was determined that the t observed value is 4.881, while the t -table value is 1.701. This indicates that the students' ability to write narrative paragraphs using the film-watching method showed a significant difference at the 0.05 level of significance. The results reveal that the students taught with the film-watching method demonstrated a marked improvement in their narrative writing skills compared to those taught using conventional strategies. This means that the film-watching method significantly enhanced students' ability to write narrative paragraphs more effectively than traditional teaching methods.



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