

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The study findings and discussions are presented in this chapter. The data is taken from the result of paragraph writing test English department of UIN Antasari Banjarmasin.

1. English department student's performance in descriptive paragraph writing

Writing-related scores were used to gauge how well the English department students performed when writing descriptive paragraphs. A researcher and an expert used a scoring rubric that was modified from H. Douglas Brown (2000) to complete the scoring. The score tabulation is displayed below.

Table 4.1:
English Department Students' score of Descriptive Paragraph Writing

Report

Descriptive Paragraph Test Report

Group	Mean	N	Std. Deviation	Minimum	Sum	Maximum
Female	88.049	41	3.8662	80.0	3610.0	95.0
Male	87.400	25	3.8514	78.0	2185.0	97.0
Total	87.803	66	3.8440	78.0	5795.0	97.0

The result showed English Literature students' performance in descriptive paragraph was generally in good category with score mean 87.80. The lowest

score was 78.00 (male) and the highest score was 97.00 (male). On the other hand, female students' performance was generally in good category with score mean 88.01 with the lowest score was 80.00 and highest score was 95.00. The average score of 87.40 for male students' descriptive paragraph writing fell into the excellent category. 78.00 was the lowest score, while 97.00 was the best.

2. English department student's performance in expository paragraph

Table 4.2:
English Department Students' score of Expository Paragraph Writing

Report

Expository Paragraph Test Report

Group	Mean	N	Std. Deviation	Minimum	Sum	Maximum
Female	87.244	41	1.7717	82.0	3577.0	91.0
Male	86.320	25	2.6727	81.0	2158.0	93.0
Total	86.894	66	2.1848	81.0	5735.0	93.0

The result showed English Literature students' performance in expository paragraph was generally in good category with score mean 86.90. The lowest score was 81.00 (male) and the highest score was 93.00 (male). On the other hand, female students' performance was generally in good category with score mean 87.24 with the lowest score was 82.00 and highest score was 91.00. The average score of 86.32 for male students' expository paragraph writing fell

into the excellent category. The best score was 93.00, while the lowest was 81.00.

In this research, score analyses of descriptive paragraph and expository paragraph test were done. The score analyses interpreted the score into four score category; excellent, good, good, fair, and poor. To test whether there was any significant difference between male and female students, unpaired data difference test was also done. Following these analyses, patterns of differences between male and female students' writing performance was explored.

3. English department students' performance in writing descriptive paragraph

Student's Descriptive Paragraph Writing Ability

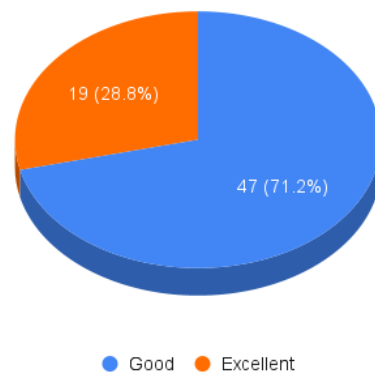


Figure 4.1:

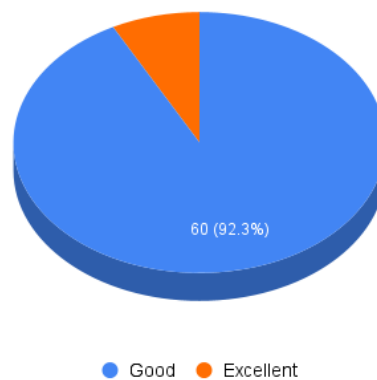
English Department Students' Descriptive Paragraph Score Analysis

The average descriptive paragraph writing performance of English department students was previously verified to be good, and the preceding data indicated that 28.8% of students received exceptional scores. Specifically, 19 out of 66 pupils achieved a score higher than 90. 47 out of 66 students had a score in

the 75–89 range, which represents the remaining 71.2% of students who received a "good" score. This indicates that the "good" category dominates the percentage of writing scores for descriptive paragraphs.

4. English department students' performance in writing expository paragraph

Students' Expository Paragraph Writing Ability



*Figure 4.2:
English Department Students' Expository Paragraph Score Analysis*

The examination of students' writing performance on the capacity to create expository paragraphs shows that, on average, only 5 out of 66 students receive scores over 90, or 7.6% of students' writing performance is classified as "excellent." After then, the remaining 92.4% of students' expository paragraph writing performance is classified as "decent." In other words, 61 of the 66 pupils receive scores between 75 and 89. Consequently, the ability of students to create explanatory paragraphs is classified as "good."

5. Differences in Male and Female Students' Ability in Descriptive Paragraph Analyses

Research Hypothesis

- H0: There is no statistically significant distinction between males and females in their ability to write descriptive paragraphs.
- H1: There is a statistically significant difference between males and females in their ability in writing descriptive paragraphs

Assumption Testing (Normality Test and Homogeneity Test)

a. Normality Test

Normality Test Hypothesis

- H1: Data is normally distributed.
- H0: Data is not normally distributed.

Criteria for Acceptance of Normality Test Hypothesis

- If $\text{sig} > 0.05$, then data is normally distributed (H1 accepted, H0 rejected).
- If $\text{sig} < 0.05$, then data is not normally distributed (H0 accepted, H1 rejected).

Table 4.3:
Normality Test on Descriptive Paragraph Data

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		kelompok	Statistic	df	Sig.	Statistic	df
Result of Descriptive Paragraph Test	femalescore	.149	41	.022	.946	41	.053
	malescore	.181	25	.033	.950	25	.245

a. Lilliefors Significance Correction

Based on the results of the normality test, the sig value is $0.053 > 0.05$, thus the data is normally distributed (H1 accepted, H0 rejected).

Conclusion: Data is normally distributed.

b. Homogeneity Test

Homogeneity Test Hypothesis

- H1: Data is homogeneously distributed.
- H0: Data is not homogeneously distributed.

Criteria for Acceptance of Homogeneity Test Hypothesis

- If $\text{sig} > 0.05$, then data is homogeneously distributed (H1 accepted, H0 rejected).
- If $\text{sig} < 0.05$, then data is not homogeneously distributed (H0 accepted, H1 rejected).

Table 4.4:
Homogeneity Test on Descriptive Paragraph Data
Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
hasiltesdescriptivetest	Based on Mean	.042	1	64	.837
	Based on Median	.127	1	64	.723
	Based on Median and with adjusted df	.127	1	63.494	.723
	Based on trimmed mean	.056	1	64	.814

Based on the results of the test of homogeneity of variance, the sig value is $0.837 > 0.05$, thus H1 is accepted (data is homogeneously distributed).

Conclusion: Data is homogeneously distributed.

Based on the results of the assumption tests, it is known that the data is normally and homogeneously distributed, thus the statistical analysis used is parametric statistical analysis, namely the independent sample t-test.

c. Independent Sample T-Test

Research Hypothesis

- H0: There is no statistically significant distinction between males and females in their ability to write descriptive paragraphs.
- H1: There is a statistically significant difference between males and females in their ability in writing descriptive paragraphs

Criteria for Acceptance of Research Hypothesis

- If $\text{sig} < 0.05$, then H_1 is accepted and H_0 is rejected (There is a statistically significant difference between males and females in their ability in writing descriptive paragraphs)
- If $\text{sig} > 0.05$, then H_0 is accepted and H_1 is rejected (There is no statistically significant difference between males and females in their ability in writing descriptive paragraphs)

Table 4.5: Independent T-Test based on Gender

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differe nce	95% Interval Difference Lower	Confidence of the Upper
hasilted escriptiv etest	Equal variances assumed	.042	.837	.662	64	.510	.6488	.9797	-1.3083	2.6059
	Equal variances not assumed			.663	51.00 2	.510	.6488	.9787	-1.3161	2.6137

Based on the results of the independent samples test, it is known that $\text{sig} 0.510 > 0.05$ at t count 0.837 then H_1 is rejected and H_0 is accepted (There is no

statistically significant distinction between males and females in their ability to write descriptive paragraphs.)

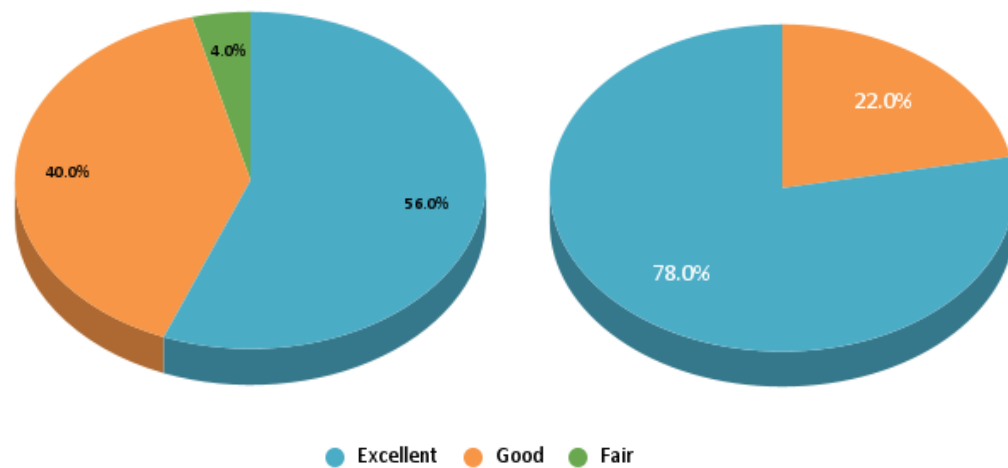
Conclusion: There is no statistically significant distinction between males and females in their ability to write descriptive paragraphs.

As for the distribution of score analyses between male and female students on descriptive paragraph, the result was seen bellow:

a. Male and Female Score Analysis in Organization Aspect

Male (Organization)

Female (Organization)



*Figure 4.3:
Male and Female Descriptive Paragraph Score Analysis in Organization Aspect*

In terms of organization, it was verified that male students' writing skills were generally classified as superb. The aforementioned data indicates that 40% of male students had good scores, with excellent accounting for the majority at

56%. The average writing proficiency of female students was then verified to be exceptional, and the aforementioned result indicated that 22% of female students had good scores, with excellent accounting for the majority of the proportion. Men were found to be 4% at “fair” category when organizing their writing than women, who were not measured in this area.

b. Male and Female Score Analysis in Content Aspect

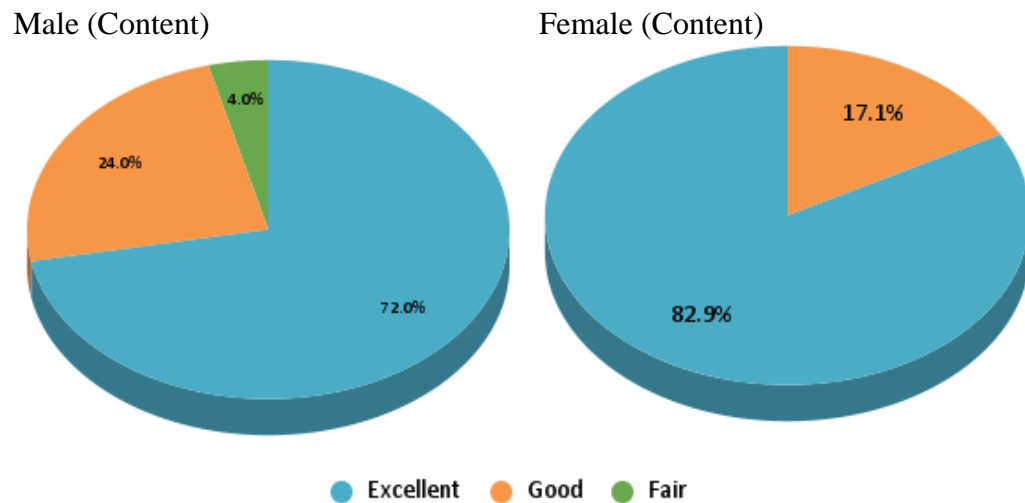


Figure 4.4:

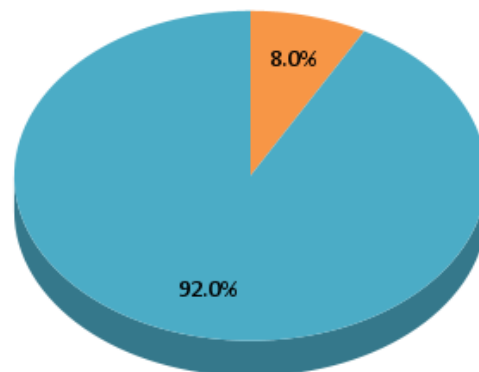
Male and Female Descriptive Paragraph Score Analysis in Content Aspect

The average writing proficiency of male students was proven to be exceptional in the content aspect. The data above indicates that 24% of male students had good scores, with excellent accounting for 72% of the total. Subsequently, it was verified that the average writing proficiency of female students was classified as exceptional. The aforementioned statistic indicates that 17.1% of female students had good scores, with excellent accounting for

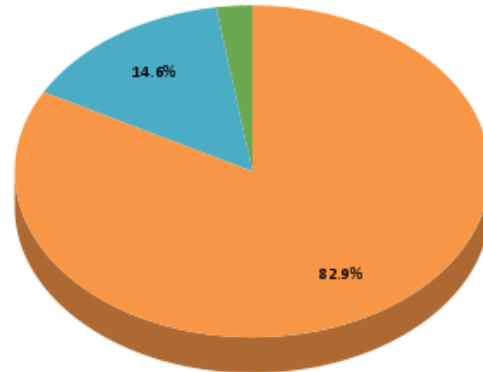
the majority of the score at 82.9%. 4% of men's content of description paragraph writing material was classified as "fair" in this regard while female didn't find.

c. Male and Female Score Analysis in Language Features Aspect

Male (Language Features)



Female (Language Features)



● Good ● Excellent ● Fair

*Figure 4.5:
Male and Female Descriptive Paragraph Score Analysis in Language
Features Aspect*

In terms of linguistic aspects, it was verified that male students' writing skills were generally classified as exceptional. The data above indicates that 8% of male students received good scores, with excellent accounting for 92% of the total. It was then verified that the average writing performance of female students was classified as good. The above data indicates that 14.6% of female students received exceptional scores, with good accounting for the majority of the proportion at 82.9%. Unlike the first two elements, linguistic features showed that women were 2.4% in the fair group and men were not.

6. Differences in Male and Female Students' Ability in Expository Paragraph Analyses

Research Hypothesis:

- H0: There is no statistically significant distinction between males and females in their ability to write expository paragraphs.
- H1: There is a statistically significant difference between males and females in their ability in writing expository paragraphs

Assumption Testing

a. Normality Test

Normality Test Hypothesis

- H1: Data is normally distributed.
- H0: Data is not normally distributed.

Criteria for Acceptance of Normality Test Hypothesis

- If $\text{sig} > 0.05$, then data is normally distributed (H1 accepted, H0 rejected).
- If $\text{sig} < 0.05$, then data is not normally distributed (H0 accepted, H1 rejected).

Table 4.6:
Normality Test on Expository Paragraph Data

Tests of Normality

	kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasilexpositorytest	femalescore	.213	41	.000	.900	41	.002
	malescore	.132	25	.200*	.953	25	.299

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test, the sig value is $0.02 < 0.05$, thus the data is not normally distributed (H1 rejected, H0 accepted).

Conclusion: Data is not normally distributed.

b. Homogeneity Test

Homogeneity Test Hypothesis

- H1: Data is homogeneously distributed.
- H0: Data is not homogeneously distributed.

Criteria for Acceptance of Homogeneity Test Hypothesis

- If sig > 0.05 , then data is homogeneously distributed (H1 accepted, H0 rejected).
- If sig < 0.05 , then data is not homogeneously distributed (H0 accepted, H1 rejected).

Table 4.7:
Homogeneity Test on Expository Paragraph Data

		Levene Statistic	df1	df2	Sig.
hasilexpositorytest	Based on Mean	4.409	1	64	.040
	Based on Median	4.688	1	64	.034
	Based on Median and with adjusted df	4.688	1	59.538	.034
	Based on trimmed mean	4.396	1	64	.040

Based on the results of the test of homogeneity of variance, the sig value is $0.040 < 0.05$, thus H1 is rejected and H0 is accepted (data is not homogeneously distributed).

Conclusion: Data is not homogeneously distributed.

Based on the results of assumption testing, it is known that the data is not normally distributed and not homogeneous, so the statistical analysis used is non-parametric statistical analysis, namely the Mann-Whitney test.

c. Mann-Whitney Test

Research Hypothesis

- H0: There is no statistically significant distinction between males and females in their ability to write expository paragraphs.
- H1: There is a statistically significant difference between males and females in their ability in writing expository paragraphs.

Criteria for Acceptance of Research Hypothesis

- If $\text{sig} < 0.05$, then H1 is accepted and H0 is rejected (There is a statistically significant difference between males and females in their ability in writing expository paragraphs).
- If $\text{sig} > 0.05$, then H0 is accepted and H1 is rejected (There is no statistically significant distinction between males and females in their ability to write expository paragraphs).

Table 4.8:
Mann-Whitney Test Based on Gender
Test Statistics^a

	hasilexpositoryte st
Mann-Whitney U	409.000
Wilcoxon W	734.000
Z	-1.393
Asymp. Sig. (2-tailed)	.164

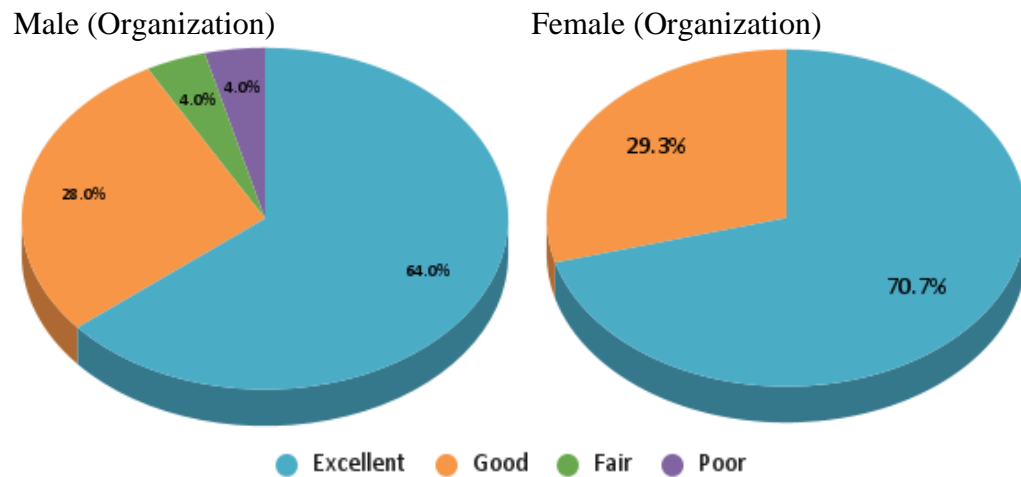
a. Grouping Variable: kelompok

Based on the results of the Man-Whitney test, it is known that the sig value is $0.164 > 0.05$, so H1 is rejected and H0 is accepted (There is no statistically significant distinction between males and females in their ability to write expository paragraphs)

Conclusion (There is no statistically significant distinction between males and females in their ability to write expository paragraphs.)

As for the distribution of score analyses between male and female students on expository paragraph, the result was seen below:

a. Male and Female Score Analysis in Organization Aspect



*Figure 4.6:
Male and Female Expository Paragraph Score Analysis in Organization Aspect*

In terms of organization, it was verified that male students' writing skills were generally classified as exceptional. The data above indicates that 28% of male students had good scores, with excellent accounting for 64% of the total. It was then verified that the average writing proficiency of female students was classified as superb. The aforementioned statistic indicated that 29.3% of female students had good scores, with excellent accounting for the majority of the score at 70.7%. Compared to women, males were shown to have a 4% capacity to structure expository

paragraphs in both the fair and bad categories, whilst women had no such ability.

b. Male and Female Score Analysis in Content Aspect

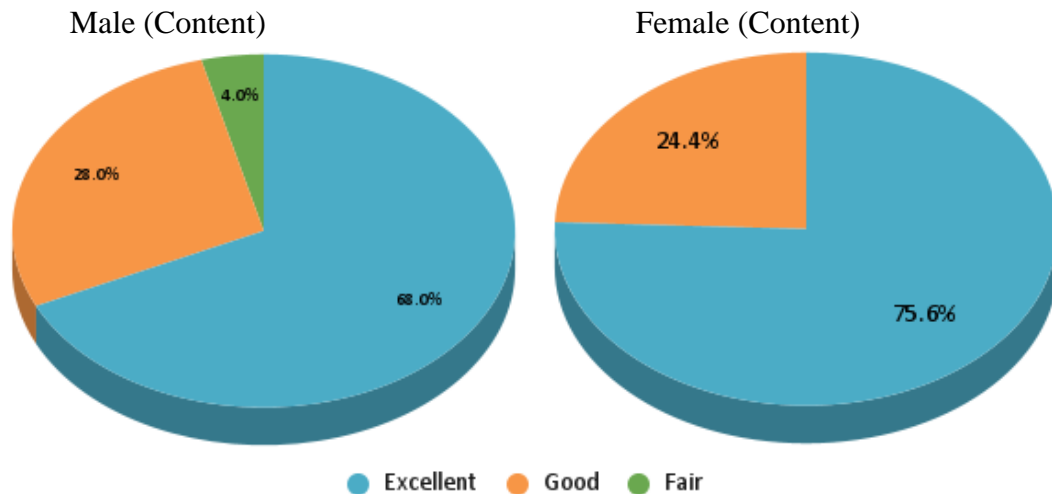


Figure 4.7:

Male and Female Expository Paragraph Score Analysis in Content Aspect

It was verified that male students' writing skills were generally classified as exceptional in the topic area. The chart above indicates that 28% of male students had good scores, with excellent accounting for the majority at 68%. It was then verified that the average writing proficiency of female students was classified as superb. The aforementioned statistic indicated that 24.4% of female students had good scores, with excellent accounting for the majority of the number at 75.6%. In contrast, women did not find the capacity to arrange content in the fair category, but 4% of males did.

c. Male and Female Score Analysis in Language Features Aspect

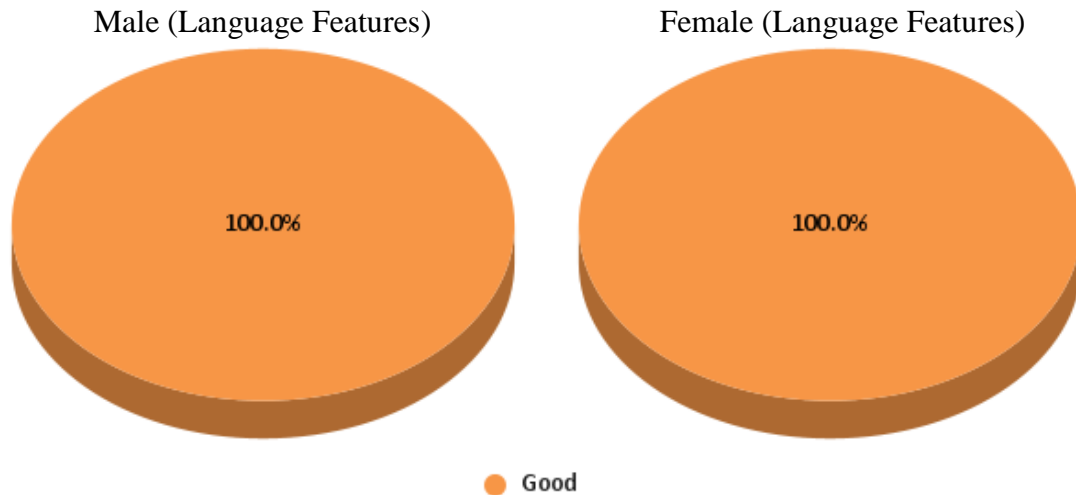


Figure 4.8:
Male and Female Expository Paragraph Score Analysis in Language Features Aspect

In language features aspect of writing expository paragraphs, both men and women have the same ability, namely in the good category with a percentage of 100%.

B. Discussion

According to the data analysis, the writing proficiency of English Department students was rated as "good" for paragraph writing, especially for descriptive and explanatory paragraphs. This study's results were in line with those of (Rohim, 2019) and (Nisrina & Safitri, 2023) Azimi (2022), who discovered that students' proficiency in writing paragraphs was likewise very high.

The work of male and female literature students was then compared using statistical analysis, namely in the descriptive and expository paragraphs. The findings indicated that there was no discernible difference in the writing skills of male and female students in the English department. According to Woods (2016) and Lindgren et al. (2008), there was no discernible difference in the writing abilities of male and female students. This result supported their findings.

The result that both male and female students demonstrated good writing abilities in both descriptive and expository paragraphs can be related to the theory of second language acquisition proposed by Kormos (2012). Kormos emphasizes the importance of individual differences, such as cognitive abilities and learning strategies, in language learning. The findings of this study suggest that these individual differences may play a more crucial role in writing proficiency than gender.

When the examine day was held, both boys and girls were seen thinking aloud while they wrote. Girls often read their writing over and over before continuing, while boys tended to think about the overall picture of what they wanted to write first. You could see this in their body language, as boys would lift their heads up, and their legs moved. Then, the results of boys' and girls' paragraph writing mostly have scribbles.

The body movements and the results of the paragraph writing test both show that both girls and boys have anxiety during the paragraph writing test process. Even so, their test results are categorized as “good” in general which means anxiety has a positive impact on their final results. This is in accordance with (Fadillah, 2015) theory regarding the relationship between students' motivation, level of anxiety and learning outcomes. this study showed that there was significant positive relationship between language anxiety and students' outcomes in English as a foreign language. They felt anxious but they still had good outcomes. This means that, in this case, higher anxiety levels were connected to better results.