

CHAPTER IV

FINDING AND DISCUSSING

A. Finding

The important thing in the research is the concept of the research that was held, the concept of research is experimental research in the field of education. Based on the results of observations through interviews and consultation to the English teacher, the researcher got the information a condition of class. So, the researcher was held on February, 1st 2017 – April, 1st 2017.

The material of the teaching and learning was simple present tense at seventh grade students with syllabus curriculum 2013 that consists of main competency, basic competence and indicator. For detail, it can be seen in appendix 6.

The subjects of research, they are students class of VII A and VII B in MTs Diniyah Babussalam Banjarmasin. Each class was acted as what have decided in research method.

The researcher made planning of all needed in teaching later in control class such as the lesson plan, the material aids, the evaluation, and so on (look at appendix 17,18,19). Teaching and learning implementation was done once for pre-test, three times for treatment, and once for post-test. Schedule of the teaching and learning implementation can be seen in this table below:

Table 4.1 Implementation of teaching and learning in control class

Meeting	Day/Date	Time	Topic
1	Monday, 6 th February 2017	4-5	Pre Test
2	Tuesday, 14 th February 2017	6-7	Differences of using V ₁ with <i>s/es</i> and using V ₁ without <i>s/es</i>
3	Monday, 20 th February 2017	4-5	Differences of using <i>do/does</i> in negative and interrogative sentence
4	Tuesday, 21 st February 2017	6-7	Differences of using <i>to</i> be(is/am/are) in the sentence
5	Monday, 27 th February 2017	4-5	Post Test

While The planning of teaching and learning implementation in experiment class was more complex than in control class. Besides, the researcher planned the lesson plan, the material aids, the evaluation, and so on (look at appendix 14, 15, 16), the researcher must plan and design the homework to students. In this research, the researcher designed 10 items of homework that consist of completing the sentence, arranging sentence, and changing sentence (look at appendix 11).

Same with control class, implementation of teaching and learning was done once for pre-test, three times for treatment, and once for post-test. Schedule of the teaching and learning implementation can be seen in this table below:

Table 4.2 Implementation of teaching and learning in experiment class

Meeting	Day/Date	Time	Topic
1	Monday, 6 th February 2017	8-9	Pre Test
2	Thursday, 9 th February 2017	2-3	Differences of using V ₁ with <i>s/es</i> and using V ₁ without <i>s/es</i>
3	Thursday, 16 th February 2017	2-3	Differences of using <i>do/does</i> in negative and interrogative sentence
4	Monday, 20 th February 2017	8-9	Differences of using <i>to</i> be(is/am/are) in the sentence
5	Monday, 27 th	8-9	Post Test

	February 2017		
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During process teaching and learning in experiment class, the researcher gave homework on students every meeting. Homework which given was practice homework assignment. Because of first meeting was giving test, so the researcher began to give homework in the end of the second meeting until the end of the fourth meeting.

1. The Students' Achievement

a. Pre Test Result

Data of the students' achievement in pre-test of experiment class and control class is the score of the pre-test. The researcher gave the test in first meeting of each class.

The result pre-test of experiment class at seventh grade students MTs Diniyah Babussalam Banjarmasin can be seen in the following table:

Table 4.3 Score list of pre-test in experiment class

No	NAME	Written Test		Score(x)
		Multiple Choice	Change sentence	
1	EC1	4	0	4
2	EC2	16	8	24
3	EC3	4	8	12
4	EC4	24	0	24
5	EC5	20	0	20
6	EC6	16	0	16
7	EC7	16	0	16
8	EC8	12	0	12
9	EC9	12	0	12
10	EC10	16	8	24
11	EC11	16	8	24
12	EC12	28	8	36

13	EC13	20	0	20
14	EC14	16	8	24
15	EC15	24	8	32
16	EC16	24	8	32
17	EC17	28	0	28
				360

Based on the table, it shows that the score of pre-test in experiment class the highest is 36 which are divided in multiple choice score is 28 and change sentence score is 8. While the lowest score is 4 which are divided in multiple choice score is 4 and change sentence score is 0. Then, the accumulated score is 360.

To know the students' achievement and knowledge about material before giving treatment, the researcher used the accounting of mean score as follow:

$$M_1 = \frac{\sum x}{N_1}$$

$$= \frac{360}{17} = 21.176471$$

Based on the pre-test result, it can be seen that students' achievement before giving treatment in experiment class can be concluded in very low category.

The result pre-test of control class at seventh grade students MTs Diniyah Babussalam Banjarmasin can be seen in the following table:

Table 4.4 score list of pre-test in control class

No	NAME	Written Test		Score(y)
		Multiple Choice	Change sentence	

1	CC1	8	0	8
2	CC2	16	0	16
3	CC3	20	0	20
4	CC4	12	8	20
5	CC5	16	12	28
6	CC6	8	0	8
7	CC7	24	8	32
8	CC8	16	8	24
9	CC9	24	8	32
10	CC10	16	8	24
11	CC11	40	0	40
12	CC12	20	8	28
13	CC13	24	8	32
14	CC14	20	8	28
15	CC15	16	0	16
16	CC16	20	0	20
				376

Based on the table, it shows that the score of pre-test in control class the highest is 40 which are divided in multiple choice score is 0 and change sentence score is 0. While the lowest score is 4 which are divided in multiple choice score is 8 and change sentence score is 0. Then, the accumulated score is 360.

To know the students' achievement and knowledge about material before giving treatment, the researcher used the accounting of mean score as follow:

$$M_2 = \frac{\sum y}{N_2}$$

$$= \frac{376}{16} = 23.5$$

Based on the pre-test result, it can be seen that students' achievement before giving treatment in control class can be concluded in very low category.

b. The Post Test Result

The researcher gave the post test in the last meeting of each class.

They were shown by following tables below:

Table 4.5 score list of post-test in experiment class

No.	NAMA	Written Test		Score
		Multiple Choice	Change sentence	
1	EC1	44	24	68
2	EC2	48	32	80
3	EC3	56	24	80
4	EC4	56	32	88
5	EC5	48	32	80
6	EC6	40	24	64
7	EC7	52	24	76
8	EC8	40	32	72
9	EC9	56	24	80
10	EC10	48	16	64
11	EC11	52	16	68
12	EC12	36	40	76
13	EC13	48	8	56
14	EC14	52	24	76
15	EC15	52	40	92
16	EC16	52	24	76
17	EC17	52	24	76
				1272

Based on the table, it shows that the score of post-test in experiment class the highest is 92 which are divided in multiple choice score is 52 and change sentence score is 40. While the lowest score is 56 which are divided in

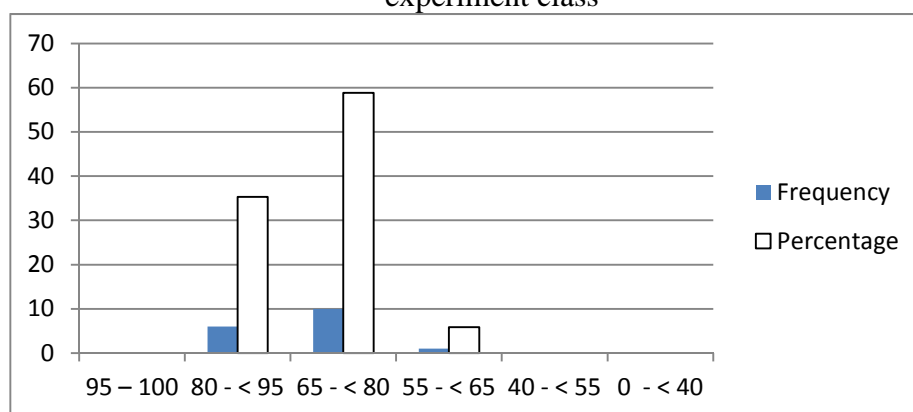
multiple choice score is 48 and change sentence score is 8. Then, the accumulated score is 1272.

Table 4.6 The Frequency Distribution of the Students' score in post-test at experiment class

No	Score	Frequency	Percentage	Category
1	95 – 100	0	0%	Excellent
2	80 - < 95	6	35,30%	Very good
3	65 - < 80	10	58,82%	Good
4	55 - < 65	1	5,88%	Fair
5	40 - < 55	0	0%	Low
6	0 - < 40	0	0%	Very low

From the table above, it can be seen that there are no one students (0%) whose score are around 0 - < 40 that classified very low category. There are no one of students (0%) whose are around 40 - < 55 that classified low category. There is one student (5.88%) whose is around 55 - < 65 that classified fair category. There are ten students (58.82%) whose are around 65 - < 80 that classified good category. There are six students (35.30%) whose are around 80 - < 95 that classified very high category. And there is no one student (0%) whose is around 95 – 100 that classified excellent.

Figure 4.7 The chart of frequency and percentage of students test result in experiment class



To know the students' achievement and knowledge about material after giving treatment, the researcher used the accounting of mean score as follow:

$$M_1 = \frac{\sum x}{N_1} = \frac{1272}{17} = 74.82353$$

The mean score of students' achievement in experiment class is 74.82353. So, the students' achievement in experiment class is good category.

Table 4.8 score list of post-test in control class

No.	NAMA	Written Test		Score
		Multiple Choice	Change sentence	
1	CC1	52	24	76
2	CC2	20	0	20
3	CC3	36	16	52
4	CC4	28	24	52
5	CC5	36	24	60
6	CC6	48	24	72
7	CC7	36	24	60
8	CC8	56	16	72
9	CC9	52	8	60
10	CC10	52	24	76
11	CC11	52	24	76
12	CC12	48	16	64
13	CC13	44	32	76
14	CC14	44	16	60
15	CC15	32	24	56
16	CC16	40	32	72
				1004

Based on the table, it shows that the score of post-test in control class the highest is 76 which are divided in multiple choice score is 52 and change sentence score is 24. While the lowest score is 20 which are divided in

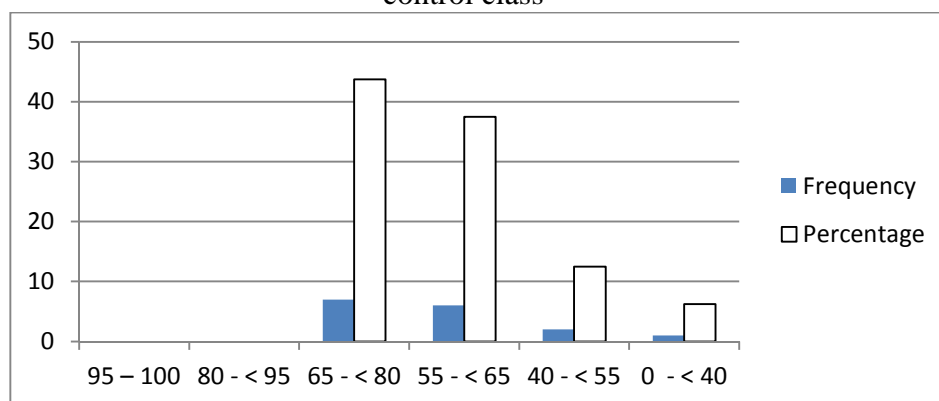
multiple choice score is 20 and change sentence score is 0. Then, the accumulated score is 1004.

Table 4.9 The Frequency Distribution of the Students' score in post-test at control class

No	Score	Frequency	Percentage	Category
1	95 – 100	0	0%	Excellent
2	80 - < 95	0	0%	Very good
3	65 - < 80	7	43,75%	Good
4	55 - < 65	6	37,5%	Fair
5	40 - < 55	2	12,5%	Low
6	0 - < 40	1	6,25%	Very low

From the table above, it can be seen that there is one student (6.25%) whose score are around 0 - < 40 that classified very low category. There are two of students (12.5%) whose are around 40 - < 55 that classified low category. There is six students (37.5%) whose is around 55 - < 65 that classified fair category. There are seven students (43.75%) whose are around 65 - < 80 that classified good category. There is no one student (35.30%) whose are around 80 - < 95 that classified very high category. And there is no one student (0%) whose is around 95 – 100 that classified excellent.

Figure 4.10 he chart of frequency and percentage of students test result in control class



To know the students' achievement and knowledge about material after giving treatment, the researcher used the accounting of mean score as follow:

$$M_2 = \frac{\sum y}{N_2} = \frac{1004}{16} = 62.75$$

The mean score of students' achievement in control class is 62.75. So, the students' achievement in control class is in fair category.

The students' achievement between experiment class by giving homework and control class without giving homework are the mean score of pre-test result in experiment class is 21.18 that classified into very low category and the mean score of post-test result in experiment class is 74.82 that classified into good category. It means that students' achievement in experiment class have increasing 53.64. While the mean score of pre-test result in control class is 23.5 that classified into very low category and the mean score of post-test result in control class is 62.75 that classified into fair category. It means that students' achievement in control class have increasing 39.25. So, students' achievement in experiment class have significant increasing than students' achievement in control class. Here, mean score of pre test and post test clearly.

Table 4. 11 mean score of pre test and post test

No	Group	Mean score of pre test	Mean score of post test	Difference	Percentage
1	Experiment class	21.18	74.82	53.64	25.32
2	Control class	23.5	62.75	39.25	16.70

Based on the table above, giving homework can increase students' achievement in learning English. The difference of increasing percentage from pre test to post test in experiment class with 25.32% is bigger than in control class with 16.70%. While effect size of giving homework is $25.32\% - 16.70\% = 8.62\%$. relatives efficiency of giving homework can be calculated by using formula : $\frac{\bar{x}_{pre\ test\ experiment}}{\bar{x}_{post\ test\ experiment}} \times 100\%$, so relatives efficiency gotten is $\frac{21.18}{74.82} = 28,31\%$.

2. Significant Difference on Students' Achievement

Before using t test to know the significant difference on students' achievement, the researcher made sure the data is normal by using IBM SPSS Statistic 22 (look appendix 25). Here, the application way to use t test formula:

- a. Looking for Mean Variable I

$$\begin{aligned} M_1 &= \frac{\sum x}{N_1} = \frac{1272}{17} \\ &= 74.823529 \end{aligned}$$

- b. Looking for Mean Variable II

$$\begin{aligned} M_2 &= \frac{\sum y}{N_2} = \frac{1004}{16} \\ &= 62.75 \end{aligned}$$

- c. Looking for standard deviation for variable I

$$\begin{aligned} SD_1 &= \sqrt{\frac{\sum(x-\bar{x})^2}{(N_1)}} = \sqrt{\frac{1272,47058}{17}} \\ &= \sqrt{74,85121} \end{aligned}$$

$$= 8.651659413$$

d. Looking for standard deviation for variable II

$$\begin{aligned} SD_2 &= \sqrt{\frac{\sum(y-\bar{y})^2}{(N_2)}} = \sqrt{\frac{3095}{16}} \\ &= \sqrt{193,4375} \\ &= 13.90818 \end{aligned}$$

e. Looking for standard error of mean variable I

$$\begin{aligned} SEM_1 &= \frac{SD_1}{\sqrt{N_1-1}} = \frac{8.651659413}{\sqrt{17-1}} \\ &= \frac{8.651659413}{\sqrt{16}} \\ &= \frac{8.651659413}{4} \\ &= 2.162915 \end{aligned}$$

f. Looking for standard error of mean variable II

$$\begin{aligned} SEM_2 &= \frac{SD_2}{\sqrt{N_2-1}} = \frac{13.90818}{\sqrt{16-1}} \\ &= \frac{13.90818}{\sqrt{15}} \\ &= \frac{13.90818}{3.8729833} \\ &= 3.591076634 \end{aligned}$$

g. Looking for standard error for comparative mean variable I and mean variable II

$$SE_{M1-M2} = \sqrt{SEM_1^2 + SEM_2^2}$$

$$\begin{aligned}
&= \sqrt{(2.162915)^2 + (3.591076634)^2} \\
&= \sqrt{4.678200663 + 12.89583} \\
&= \sqrt{17.57403206} \\
&= 4.192139317
\end{aligned}$$

h. Looking for T test

$$t = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$$t = \frac{74.82353 - 62.75}{4.192139317} = \frac{12.07352941}{4.192139317} = 2.880040117$$

For specific, look at appendix 21 and 22

i. Looking for Degree of Freedom:

$$df/db = (N_1 + N_2 - 2) = (17 + 16 - 2) = 31$$

Consulting score of “df/db” with “t table”

T table : Value of critic “t”

For specific, look at appendix 24

In significant degrees t table 5 % = 2.04

3. The students’ responses to giving homework as a technique in Learning English

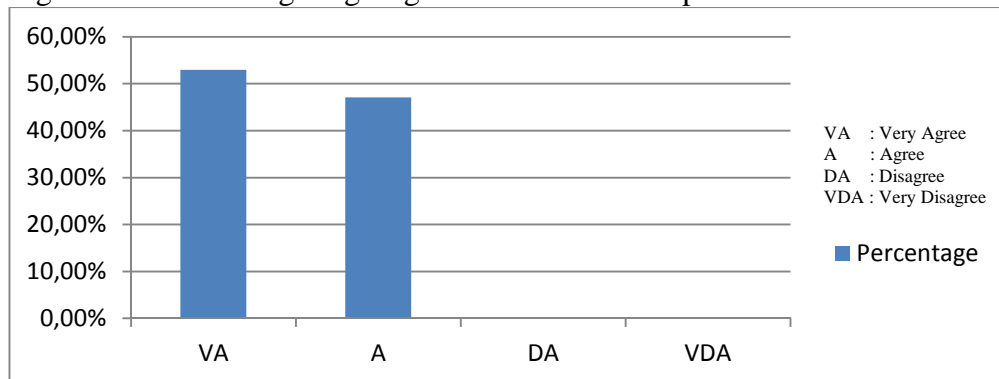
In teaching and learning by giving homework, the students’ seem understand the lesson easily. Because of that, they were given one questionnaire about homework.

The questionnaire consists of one form, questionnaire using likert scale types. The questionnaire consists of statement about their responses to English lesson by giving homework. Questionnaire is answered by students after

teaching and learning in the last meeting that was on Monday, 27th February 2017.

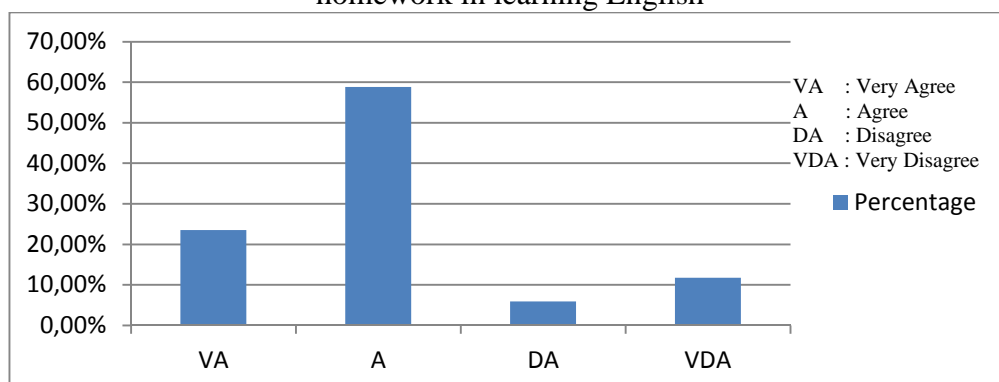
Their responses to the questionnaire may lead us to some responses or things to consider (look at appendix 23). The percentage of the students' responses by giving homework in learning process can be seen in these following figures:

Figure 4.12 Chart of giving English homework is important



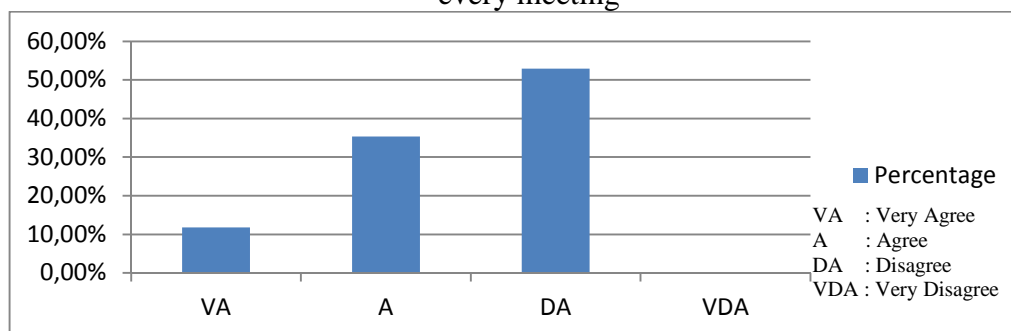
Based on the figure above, around 52.94% of students felt very agree, 47.06% of them felt agree that they should receive homework in learning English, and 0% of students felt both disagree and very disagree. It could be concluded that giving English homework is important.

Figure 4.13 Chart of Students' Responses that very helped by giving homework in learning English



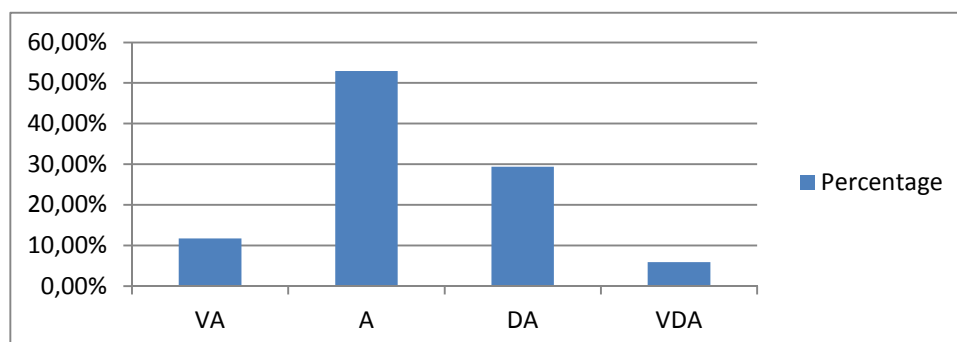
In the next statement, 23.53% of students felt very agree, 58.82% of them felt agree, 5.88% of them felt disagree, and 11.80% of them felt very disagree that homework help them in learning English. The researcher concluded that English homework can help them in learning English.

Figure 4.14 Chart of Students' Responses that homework should be given every meeting



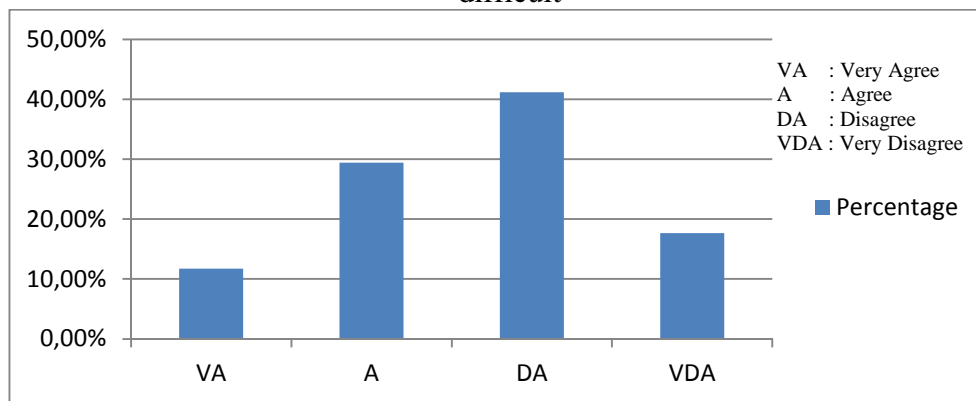
In the third statement, 11.76% of students felt very agree and 35.30% of them felt agree that wanted homework every meeting. 52.94% of them disagree and 0% of them very disagree that homework was given every meeting. During teaching and learning process in this research, homework was given every meeting. This may have deterred students from completing or correcting their homework because they felt overwhelmed. If they had homework in their other classes, they may have felt it was too much for them to complete on a daily basis.

Figure 4.15 Chart of Students' Responses that spent an hour to finish homework



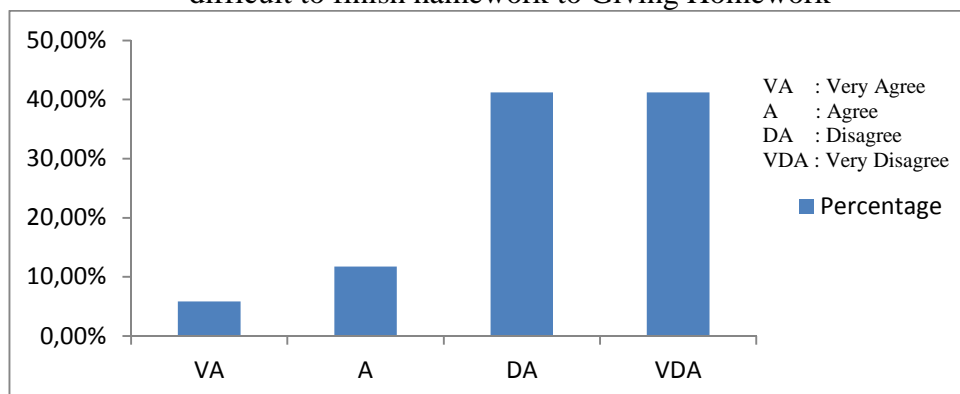
Statement of spending an hour to finish homework got responses 11.76% of student felt very agree, 52.94% of them felt agree, 29.42% of them felt disagree, and 5.88% of them felt very disagree. Most of the homework assignments for this unit were designed to take 15 to 25 minutes to complete.

Figure 4.16 Chart of Students' Responses that homework given is very difficult



Statement of homework that given is very difficult got responses 11.76% of students felt very agree, 29.41% of them felt agree, 41.18% of them felt disagree, and 17.65% of them felt very disagree. So the researcher concluded that English homework is in medium level (not too difficult).

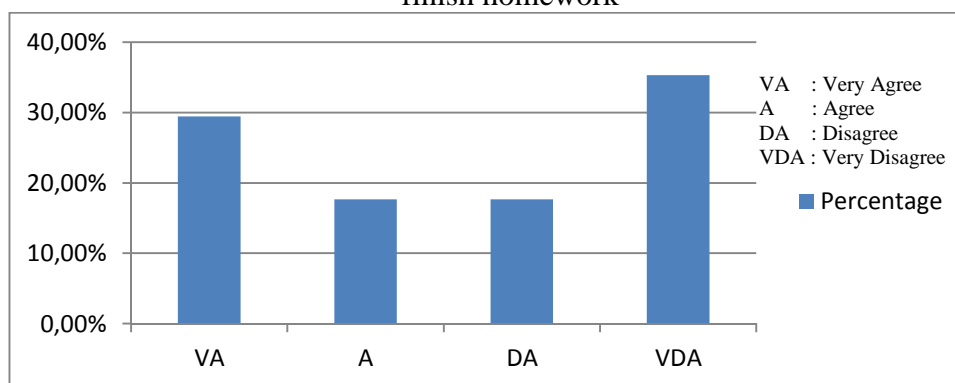
Figure 4.17 Chart of Students' Responses that copy from friend when having difficult to finish homework to Giving Homework



Statement of copying homework from other friend got responses 41.18% of students felt very disagree, 41.18% of them disagree. Only 5.88% of them

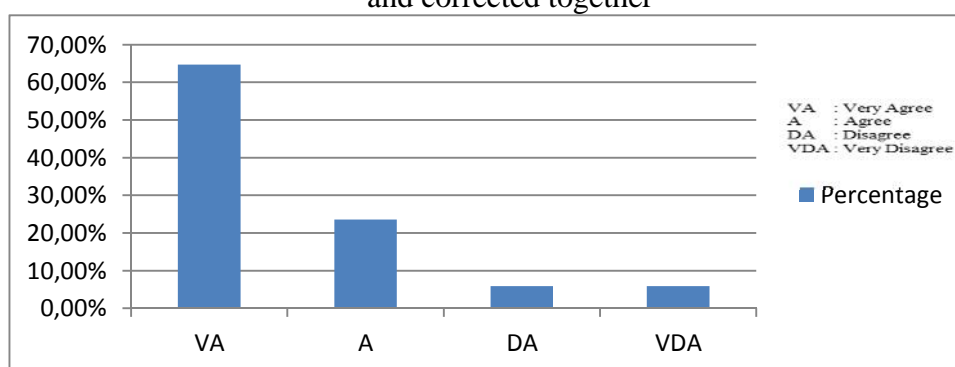
very agree, and 11.76% of them felt agree to copy from their friend to finish their homework.

Figure 4.18 Chart of Students' Responses to that discuss with other friend to finish homework



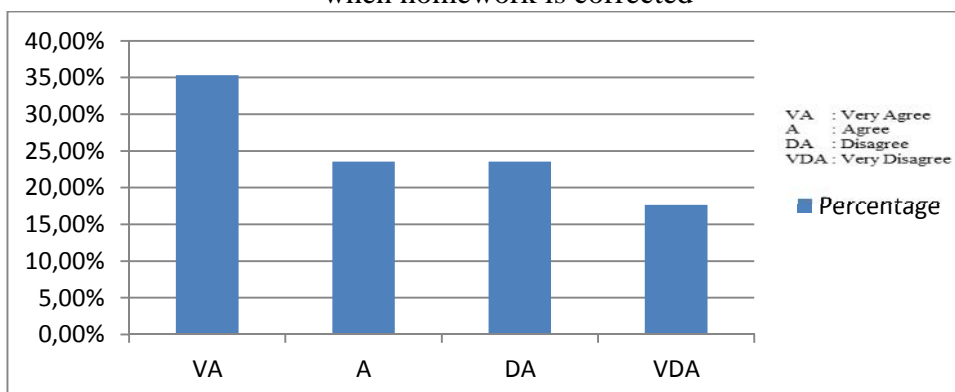
Based on table above, it showed that some of students agree to do discuss with their friends to finish English homework that given (29.40% of them very agree and 17.65% of them agree). And some of them disagree to do discuss with their friends to finish English homework that given (17.65% of them disagree and 35.30% of them very disagree).

Figure 4.19 Chart of Students' Responses that homework is always discussed and corrected together



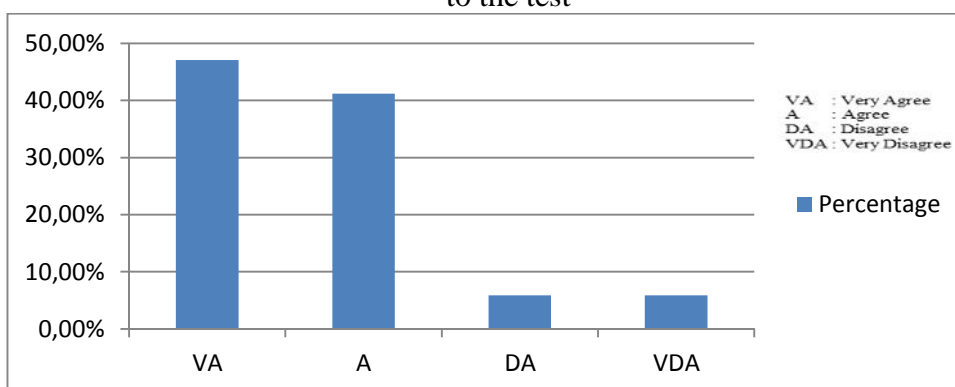
Statement of English homework is always discussed and corrected together got responses 64.71% of students felt very agree, 23.53% of them felt agree. Only 5.88% of them felt disagree, and 5.88% of them felt very disagree.

Figure 4.20 Chart of Students' Responses that always make a note on mistake when homework is corrected



Statement responses to make a note on students' mistake got responses 35.29% felt very agree, 23.53% felt agree, 23.53% felt disagree, and 17.65% felt very disagree. The researcher concluded that they make a note on their mistake.

Figure 4.21 Chart of Students' Responses that the homework is very related to the test



Statement of English homework is very related to the test got responses 47.06% of the students felt very agree, 41.18% of them felt agree, 5.88% of them felt disagree, and 5.88% of them felt very disagree. The researcher concluded that English homework is related to the test.

B. Discussion of the result

Based on the findings, the researcher found some information about how, significant difference on students' achievement in English learning at class VII of MTs Diniyah Babussalam and also students responses about giving homework.

Metropolitan Life Insurance Company in Letterman (2013:113) states that one of reason the teacher gives homework to student is to help students practice skills or prepare for exams. In this research, students of experiment class get increasing 53.64 on students' achievement while students of control class get increasing 39.25 on students' achievement. In this case, it is supported by the difference of increasing persentage from pre test to post test in experiment class with 25.32% that is bigger than in control class with 16.70%. While effect size of giving homework is 8.62%. Giving homework can increase students' achievement in learning English. So, it is effective on students' achievement.

To know giving homework is either significant or not on students' achievement in English learning at class VII of MTs Diniyah Babussalam, the researcher examines the hypothesis by rules:

1. Alternative hypothesis (H_a) is accepted and Null hypothesis (H_0) is rejected
If t_{test} is equal or more than t_{table} . So, there is a significant difference in the Effectiveness of homework on students' achievement in English learning between students in experiment class and control class.
2. Alternative hypothesis (H_a) is rejected and Null hypothesis (H_0) is accepted
If t_{test} is less than t_{table} . So, there is no significant difference in the

Effectiveness of homework on students' achievement in English learning between students in experiment class and control class.

Based on research finding that gotten, t_{test} is 2.88 with $t_{\text{table } 5\%}$ is 2.04. Thus, $t_{\text{table } 5\%} (2.04) < t_{\text{test}} (2.88)$. It shows that t_{test} in this research is more than $t_{\text{table } 5\%}$. By the result, the researcher concludes that H_a is accepted and H_0 is rejected. It means that there is a significant difference on students' achievement between experiment class by giving homework and control class without giving homework (look appendix 28).

One thing that interesting that although students' responses to giving homework is good which the techniques gave a good distribution to their learning English especially in learning Simple Present but they stated they felt difficult to do the task that had given by teacher. However, the whole of the responses shows that the students give positive response to this technique.