**CHAPTER IV**

**RESULT AND DISCUSSION**

1. **Data Analysis**

 The research was aim to know whether there was any significant influence for the students’ descriptive text writing ability after they were given treatment by using web blog as technique in this research. The writer was conducted of the first semester of the eleventh grade of Multimedia Classes of SMK N 5 Bandar Lampung. The number of population was 86 students of the second semester. Two classes as sample of research, they were Multimedia 1 and Multimedia 3. In this case, the the writer used random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in descriptive text.

1. **Result of Pre-test**

 At the first meeting the the writer conducted pre-test in order to find out the previous students’ descriptive text writing ability. The analysis showed that the mean score of pre-test in control class was 52.2 The highest score was 74 and the lowest score was 32. The median score was 54.5 and modus score was 54.5. While in experimental class the mean score was 50.47. The highest score was 80 and the lowest score was 20. The median score was 52 and mode score was 46. (see appendix 15)

1. **Result of Post-test**

 After conducting three meetings of treatments the the writer conducted the post-test to the sample. The analysis showed that the mean score of post-test in control class was 60. The highest score was 84 and the lowest score was 36. The median score was 62 and modus score was 81.5. While in experimental class the mean score was 75.05 The highest score was 90 and the lowest score was 55. The median score was 74.5 and modus score was 86.

1. **Result of Normality Test**

 The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not.

In this research, *SPSS ( Statistical Package for Social Science)* 16.0 used for normality test. The test of normality employed are Kolmogorov-Sminov

The hypothesis formulas as follows:

Ho = the data were normally distributed.

Ha= the data were not normally distributed. .

The criteria acceptance:

Ho is accepted if Sig. > α = 0.05

Ha is accepted if Sig. < α = 0.05

**Table 6**

**Result of Normality of the Experimental and Control Class**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Pre-test** | **Post-Test** | **Conclussion** |
| **Sig** | **Sig** |
| Experimental | 0.876 | 0.907 | Normal |
| Control | 0.541 | 0.971 | Normal |

 Based on the Table 7, it can be seen that in the experimental and control class showed if Sig > α = 0.05. because the Result of Pre-test and Post-Test each classes > 0.05, Pre-Test Experimental Sco0re 0.876 > 0.05, Post-Test Experimental Score 0.907 > 0.05, Pre-Test Control Score 0.541 > 0.05, Post-Test Control Score 0.971 > 0.05. So, the calculation is that the population is in normal.

1. **Result of Homogeneity Test**

 Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, *SPSS ( Statistical Package for Social Science)* 16.0 used for homogeneity test.

The hypothesis formulas as follows:

Ho = the variance of the data is homogenous

Ha= the variance of the data is not homogenous

While the criteria of acceptance or rejection of homogenity test are as follow:

Ho is accepted if Sig. > α = 0.05

Ha is accepted if Sig. < α = 0.05

**Table 7**

**The Result of Homogeneity (Pre-Test)**

| **Test of Homogeneity of Variance** |
| --- |
|  |  | Levene Statistic | df1 | df2 | Sig. |
| score | Based on Mean | .226 | 1 | 54 | .636 |
| Based on Median | .237 | 1 | 54 | .628 |
| Based on Median and with adjusted df | .237 | 1 | 52.866 | .628 |
| Based on trimmed mean | .220 | 1 | 54 | **.641** |

Based on the Table above that got from SPSS (*SPSS ( Statistical Package for Social Science)* 16.0, it can be seen that if Sig > a = 0.05 (0.641 > 0.05). So, it can be assumed that the data is homogen

**Table 8**

**The Result of Homogeneity (Post-Test)**

| **Test of Homogeneity of Variance** |
| --- |
|  |  | Levene Statistic | df1 | df2 | Sig. |
| score | Based on Mean | .147 | 1 | 54 | .703 |
| Based on Median | .175 | 1 | 54 | .678 |
| Based on Median and with adjusted df | .175 | 1 | 49.668 | .678 |
| Based on trimmed mean | .152 | 1 | 54 | **.698** |

Based on the Table above that got from *SPSS ( Statistical Package for Social Science)* 16.0, it can be seen that if Sig > a = 0.05 (0.698 > 0.05). So, it can be assumed that the data is homogen

1. **Result of Hypothetical Test**

 Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the the writer used the following t-test by independent t-test for hypothetical of test.

The hypotheses as follows:

H0 : There is no a significant influence of using Web blog towards students’ writing descriptive text ability at the first semester of the Multimedia Classes of eleventh grade of SMK N 5 Bandar Lampung in the Academic Year of 2018/2019.

Ha : There is a significant influence of using Web blog towards students’ writing descriptive text ability at the first semester of the Multimedia Classes of eleventh grade of SMK N 5 Bandar Lampung in the Academic Year of 2018/2019.

The criteria of the test as follows:

Ha is accepted if tobserved is higher than tcritical, or (tobserved>tcritical)

Ho is accepted if tobserved is lower than tcritical, or (tobserved < tcritical)

In this case, the the writer used the level of significant α = 0.05

 Based on the calculation was obtained t-test was $13.75,$ while the df (number of sample from both control and experimental class subtracted by 2 was 54. Thus the result of level of significant 0.05 was 1.676. It can be seen that the result of ttest was tobserved > tcritical. So,Ha was accepted because $13.75$ >1.676. Then, it could be assumed that there was significant influence of using web blog towards students’ descriptive text writing ability. (see appendix 21)

1. **Discussion**

The present research has shown that Web Blog can improve students’ descriptive writing ability. From the result above, it can be seen that the result of students’ post-test was higher than that in the pre-test. Besides, Web Blog can improve each aspect of students’ writing including content, organization, vocabulary, language and mechanics.

At the beginning of activity, the pre-test was administered to know students’ achievement in descriptive writing ability before they were give treatments by the the writer. The result shows that the average score between control class and experimental class were different. The average score control class was 52.2 and the average score of experimental class was 50.46. Although the average score of control class was higher than experimental class, the normality and the homogeneity test show that the data were homogeneous and normal. Therefore, it can be concluded that the two groups, control and experimental class, had the same ability at the beginning of the research.

Afterwards, the students were taught through Web Blog in the experimental class and Guided Writing in the control class. The material was three topics of descriptive for three treatments. Before doing treatment, the the writer explained to the students what descriptive text and Web Blog and how we can do the procedure of descriptive text.

At the end of the research, post-test was given to measure the improvement of descriptive writing ability in both classes after the treatment done. Based on the analysis of the data and the testing hypothesis, the result of the calculation is found that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. From the analysis above, we know that the students who got high frequency of using Web blog got better score than the students without using Web Blog in teaching descriptive text writing. It is proved by the increasing average score in both classes. The average score of control class was 60 and the average score of experimental class was 75. So, it can be concluded that there is a significant influence by using web blog in learning process especially in writing.

Based on Research Journal of Emrah Özdemir about The effects of blogging on EFL writing achievement to Turkish EFL learners at Balikesir University, The study concluded that the use of blogs in EFL writing in a process-based approach positively affects writing achievement. In other words, when blogs as an online writing environment are used in a process-based approach, learners considerably increase their achievement in terms of content, organization, discourse markers, vocabulary, sentence construction and mechanics of writing.[[1]](#footnote-1)

It is supported by Akhid Luthfian Journal about improving students writing skill through web blog at first semester of SMA N 7 Purworejo that the students use technology to help them write English. The students’ skill on grammar and spelling are helped by the features of web blog.

The feature of web blog such as :

 a. Web blog Post

It is the basic features of web blog. Everyone can share everything such as short writing, link, picture, video etc. to everyone. In learning process it can be used for posting the learning material for students.

 b. Web blog Comment

The teacher can use it to make many kinds of comments from the material and ask the students to make comments. It is a tool for interaction in web blog.

 c. Subscription / RSS

This part provides entry subscriber by giving notifications if there are something new.[[2]](#footnote-2)

There are a few effects of using web blog in learning such as : (1) Web Blog was easy and cheap to post materials, and also able to access in everywhere. (2) Web Blog can increase the students’ mood in writing (3) Web Blog gave students the ability to improve communication and collaboration through the commenting feature, since they have to work harder to hold the readers’ attention. To do that, every word, phrase, sentence, and even punctuation mark must be good.[[3]](#footnote-3)

Based on definitions above the writer concludes that web blog is one technique to teaching writing for the students and help them to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience.

1. Emrah Özdemir, “The effects of blogging on EFL writing achievement, Social and Behavioral Sciences Journal”, Vol. 199th ,(Balikesir : ScienceDirect, 2015), p. 379. [↑](#footnote-ref-1)
2. Akhid Lutfian, *Improving Students writing skill through web blog,* (UNY, 2011) p.92. [↑](#footnote-ref-2)
3. Julia Chu, Advantages and Disadvantages of Using Blogs and in Education, available at [*http://juliachu5200.blogspot.co.id/2011/02/advantages-and-disadvantages-of-using.html*](http://juliachu5200.blogspot.co.id/2011/02/advantages-and-disadvantages-of-using.html). Accessed on (November 5, 2017). [↑](#footnote-ref-3)