

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Result of Simple Present Tense

a. Distribution of Frequency Data

Analysis of distribution of frequency data was carried out by processing the results of the simple present tense test by using SPSS (Statistical Package for Social Science) version 25.0 program. The result is as follows:

Table 4.1 Distribution of Frequency Data of Simple Present Tense Test
simple_present_tense

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 61	1	3.0	3.0	3.0
67	3	9.1	9.1	12.1
70	4	12.1	12.1	24.2
73	3	9.1	9.1	33.3
76	6	18.2	18.2	51.5
79	4	12.1	12.1	63.6
82	3	9.1	9.1	72.7
85	3	9.1	9.1	81.8
88	3	9.1	9.1	90.9
91	3	9.1	9.1	100.0
Total	33	100.0	100.0	

Based on the table above, it shows that from the 33 samples, 1 student got score 61 (3.0%), 3 students got score 67 (9.1%), 4 students got score 70 (12.1%), 3 students got score 73 (9.1%), 6 students got score 76 (18.2%), 4 students got score 79 (12.1%), 3 students got score 82 (9.1%), 3 students got score 85 (9.1%), 3 students got score 88 (9.1%), 3 students got score 91 (9.1%).

Additionally, the score interval, category, frequency and percentage of simple present tense test result is shown in the following table:

Table 4.2 The Categories of Students' Simple Present Tense Mastery

Interval Score	Category	Frequency	Percentage
91-95	Excellent	3	9%
86-90	Good	3	9%
81-85	Fair	6	18%
76-80	Poor	10	30%
< 75	Very Poor	11	33%
Total		33	100%

Based on the table above, it shows that 11 students got score less than 75 in very poor category (33%), 10 students got score between 76-80 in poor category (30%), 6 students got score between 81-85 in fair category (18%), 3 students got score between 86-90 in good category (9%), and the last 3 students got score between 91-95 in excellent category (9%).

b. Descriptive Statistics

The total of sample in this research was 33. The 33 items or questions of simple present tense test were implemented to investigate students' mastery in using simple present tense and it was included to the type of completion test. The descriptive statistics of simple present tense test is presented in this following table:

Table 4.3 Descriptive Statistics Result of Simple Present Tense Test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
simple_present_tense	33	61	91	77.91	7.931
Valid N (listwise)	33				

Reached from the table above, it shows that the maximum score of simple present tense test is 91 and the minimum score is 61. In addition, the mean score is 77.91 and the standard deviation is 7.931.

2. Result of Analytical Exposition Text

a. Distribution of Frequency Data

Analysis of distribution of frequency data was carried out by processing the result of the analytical exposition text test

by using SPSS (Statistical Package for Social Science) version 25.0 program. The result is as follows:

Table 4.4 Distribution of Frequency Data of Analytical Exposition Text Test
analytical_exposition_text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57	1	3.0	3.0
	59	1	3.0	6.1
	61	2	6.1	12.1
	64	1	3.0	15.2
	66	1	3.0	18.2
	70	2	6.1	24.2
	71	2	6.1	30.3
	74	1	3.0	33.3
	77	1	3.0	36.4
	78	2	6.1	42.4
	80	1	3.0	45.5
	81	1	3.0	48.5
	82	4	12.1	60.6
	83	1	3.0	63.6
	84	1	3.0	66.7
	86	2	6.1	72.7
	87	1	3.0	75.8
	88	3	9.1	84.8
	89	1	3.0	87.9
	90	3	9.1	97.0
	91	1	3.0	100.0
Total	33	100.0	100.0	

In accordance with the table above, it shows that from the 33 samples, 1 student got score 57 (3.0%), 1 student got score 59 (3.0%), 2 students got score 61 (6.1%), 1 student got score 64 (3.0%), 1 student got score 66 (3.0%), 2 students got score 70 (6.1%), 2 student got score 71 (6.1%), 1 student got score 74 (3.0%), 1 student got score 77 (3.0%), 2 students got score 78 (6.1%), 1 student got score 80 (3.0%), 1 student got score 81 (3.0%), 4 students got score 82 (12.1%), 1 student got score 83 (3.0%), 1 student got score 84 (3.0%), 2 students got score 86 (6.1%), 1 student got score 87 (3.0%), 3 students got

score 88 (9.1%), 1 student got score 89 (3.0%), 3 students got score 90 (9.1%), and the last 1 student got score 91 (3.0%).

Furthermore, the interval score, category, frequency and percentage of analytical exposition text test result is shown in the following table:

Table 4.5 The Categories of Students' Ability in Writing Analytical Exposition Text

Interval Score	Category	Frequency	Percentage
87-92	Excellent	9	27%
81-86	Good	9	27%
75-80	Fair	4	12%
69-74	Poor	5	15%
< 68	Very Poor	6	18%
Total		33	100%

Centered on the table above, it shows that 6 students got score less than 68 in very poor category (18%), 5 students got score between 69-74 in poor category (15%), 4 students got score between 75-80 in fair category (12%), 9 students got score between 81-86 in good category (27%), and the last 9 students got score between 87-92 in excellent category (27%).

b. Descriptive Statistics

The writing instrument in this research was applied to test the students' writing skills in analytical exposition text. There are 5 categories that must be mastered by the students, including content, organization, grammar, vocabulary, and mechanics. The score range of each categories are 1-4. The result of descriptive statistics of analytical exposition text is presented in the following table:

Table 4.6 Descriptive Statistics Result of Analytical Exposition Text Test
Descriptive Statistics

	N	Minimu m	Maximu m	Mea n	Std. Deviation
analytical_exposition_text	33	57	91	78.36	10.197
Valid N (listwise)	33				

Based on the table above, it shows that the maximum score of analytical exposition text test is 91 and the minimum score is 57. In addition, the mean score is 78.36 and the standard deviation is 10.197.

3. Data Analysis

a. Pre-requisite Analysis

1) Result of Normality Test

The normality test on the data sample of simple present tense test (X) and analytical exposition text test (Y) is to find out whether the data is from normal distribution or not. The steps of the normality test are as follows:

- a) H_0 = The sample is from normal distribution
 H_a = The sample is not from normal distribution
- b) α (alpha) = 0.05
- c) The test results obtained are as follows :

Table 4.7 Result of Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	d.f	Sig.	Statistic	d.f	Sig.
simple_present_tense	.110	3	.200*	.965	3	.347
analytical_exposition_text	.154	3	.044	.909	3	.009

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

- a. Lilliefors Significance Correction
- d) The decisions taken based on the results above are as follows:

Based on the table *Shapiro-Wilk* above, it can be seen that significance for grammar test is $0.347 \geq 0.05$, it means that H_0 is accepted. Furthermore, significance for writing test is $0.009 \leq 0.05$, it means that H_a is accepted.

e) Conclusion

The data sample for simple present tense test is from normal distribution, but the data for analytical exposition text test is not from normal distribution. It can be concluded that the data sample above is not from normal distribution.

2) Result of Linearity Test

Linearity test is to find out whether the correlation between the students' mastery in using simple present tense (X) and students' ability in writing

analytical exposition text (Y) is linear or not. The steps of the linearity test are as follows:

- a) H_0 = The correlation between variable X toward variable Y is linear.
 H_a = The correlation between variable X toward variable Y is not linear.
- b) α (alpha) = 0.05
- c) The test result obtained is as follows :

Table 4.8 Result of Linearity Test ANOVA Table

			Sum of Square s	d f	Mean Square	F	Si g.
analytical_expositio n_text *	Betwe en	(Combin ed)	1893.9 70	9	210.44 1	3.37 6	.00 9
simple_present_tens e	Group s	Linearity	1439.3 97	1	1439.3 97	23.0 92	.00 0
		Deviation from Linearity	454.57 3	8	56.822	.912	.52 4
	Within Groups		1433.6 67	2 3	62.333		
	Total		3327.6 36	3 2			

- d) The decisions taken based on the result above is as follows:

Based on the ANOVA table above, it can be seen that significance of *deviation from linearity* is $0.524 \geq 0.05$, it means that H_0 is accepted.

- e) Conclusion

In conclusion, the correlation between the students' mastery in using simple present tense (X) and students' ability in writing of analytical exposition text (Y) is linear.

b. Hypothetical Test

The hypothesis test used in this research is *Spearman's rank correlation*. The test aims to determine whether or not the correlation between simple present tense (X) and students' ability in writing of analytical exposition text (Y), and how significant their correlation is. The steps of the hypothetical test are as follows:

- 1) H_a = There is a significant correlation between students' mastery in using simple present tense and their ability in writing of analytical exposition text at MA Darul Ulum Purwogondo.
 H_0 = There is no significant correlation between students' mastery in using simple present tense and their ability in writing of analytical exposition text at MA Darul Ulum Purwogondo.
- 2) α (alpha) = 0,05
- 3) The test result obtained is as follows :

Table 4.9 Result of Hypothetical Test Correlations

			simple present tense	analytical exposition text
Spearman's rho	simple present tense	Correlation Coefficient	1.000	.588**
		Sig. (2-tailed)	.	.000
		N	33	33
	analytical exposition text	Correlation Coefficient	.588**	1.000
		Sig. (2-tailed)	.000	.
		N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

- 4) The decisions taken based on the results above are as follows:
 - a) $0.000 \leq 0.05$, it means that H_a is accepted, or there is a significant correlation between students' mastery in using simple present tense and their ability in writing of analytical exposition text at MA Darul Ulum Purwogondo.
 - b) 0.588 lies between the correlation value 0.40 - 0.69, it means the correlation is moderate.
 - c) 0.588 is a positive value, it means that the correlation between the variables X and Y is unidirectional. In other words, the better the students' mastery in the simple present tense, the better their ability to write analytical exposition texts.
- 5) Conclusion

In conclusion, there is a significant correlation between the students' mastery in using simple present

tense (X) and students' ability in writing of analytical exposition text (Y).

B. Discussion

In simple present tense mastery (X), the distribution of frequency data showed that the score with the highest total frequency was 76 which consists of 6 students. Furthermore, the score with the lowest number of frequency was 61 which consist of 1 student. While, the descriptive statistic result of simple present tense test showed that the mean score was 77.91. There were 16 students who got scores above the mean score and 17 students who got scores under the mean score. In simple present tense test, the lowest score was 61 and the highest score was 91. If the mean score was decribed in the category of interval score table with a class interval of 5 points, it indicated that the level of student mastery in using simple present tense of the eleventh grade students of MA Darul Ulum Purwogondo was poor.

In analytical exposition text ability (Y), the distribution of frequency data showed that the score with the highest total frequency was 82 which consists of 4 students. Furthermore, the scores with the lowest number of frequency were 57, 59, 64, 66, 74, 77, 80, 81, 83, 84, 87, 89, and 91 which each score consists of 1 student. While, the descriptive statistic result of students' score in analytical exposition text test showed that the mean score was 78.36. There were 21 students who got scores above the mean score and 12 students who got scores under the mean score. In analytical exposition text test, the lowest score was 57 and the highest score was 91. If the mean score was described in the class interval used was 6 points, it indicated that the level of students ability in analytical exposition text test was fair.

Based on the results of simple present tense mastery (X) and analytical exposition ability (Y) above, it can be concluded that the students of the eleventh grade at MA Darul Ulum Purwogondo are better at writing analytical exposition texts than mastering the simple present tense. In addition, students who got the scores under the mean score still had difficulties, both in mastering the simple present tense and in writing analytical exposition texts. The first, in mastering the simple present tense, there are some aspects that must be mastered by the students, such as having a large vocabulary mastery, especially verb 1, understanding formula for making sentences of simple present tense (verbal, nominal, positive, negative, and interrogative) and about subject-verb agreement. The second, in the analytical exposition text, students must master aspects of

writing, including content, organization, grammar, vocabulary, and mechanic. If the aspects of the two variables can be mastered well by students, then their mastery in using simple present tense and analytical exposition text ability can also increase well.

The research was conducted at MA Darul Ulum Purwogondo on April 20, 2022. After all the research data were collected, the researcher conducted a pre-requisite test which included a normality test and a linearity test. The first was the normality test, the researcher used *Shapiro-Wilk*. That was because the number of samples used was less than 50. In this normality test, the significance value must be greater than alpha (0.05). The value of the simple present tense generated in the normality test was 0.347. While the analytical exposition text value generated in the normality test was 0.009. It can be concluded that the sample data on the simple present tense test came from normal distribution, but the sample data on the analytical exposition text test did not come from normal distribution. The second was linearity test. In this linearity test, the significance value must be greater than alpha (0.05). The deviation from linearity in the ANOVA table was 0.524. It can be concluded that the correlation between variables X (simple present tense mastery) and Y (ability in writing analytical exposition text) was linear.

After conducting the pre-requisite analysis, the researcher conducted the hypothesis or correlation test which was to find out whether there is a correlation between students' mastery in using simple present tense (X) and their ability in writing of analytical exposition text (Y). In conducting data analysis, researcher used the *Spearman's rank correlation* in the SPSS (Statistical Package for Social Science) version 25.0 program. That was because in the normality test, the analytical exposition text test did not come from normal distribution. The alpha value used was 0.05. The results of hypothesis testing can be said to have a significant correlation if the significance value is smaller than alpha. There were three decisions obtained in testing this hypothesis. The first, the significance value was 0.000, it means that there was a significant correlation between students' mastery in using simple present tense and their ability in writing of analytical exposition text at MA Darul Ulum Purwogondo. The second, the correlation coefficient value was 0.588, this value was in the correlation value criteria 0.40 - 0.69 with a moderate correlation level. The third, 0.588 was a positive value, it means that the correlation between the variables X and Y moves in the same direction. In other words, if the variable X increases, then the variable

Y is also good. Likewise, if the X variable decreases, the Y variable also decreases.

Finally, this research was successful in investigating the correlation between students' mastery in using simple present tense and their ability in writing of analytical exposition text of the eleventh grade students at MA Darul Ulum Purwogondo.

