

CHAPTER FOUR

RESULTS

The previous chapter explained the procedures used in the collection and analysis of the study. This chapter reports the results of the study according to the following objectives: to investigate the relationship between pronoun reference (reading) and writing skill, to find the effect of pronoun reference on writing to and answer the questions of the study:

1. Will the students use pronouns more accurately in their writing after learning how to identify the pronoun reference through the means of reading?
2. Will there be any relationship in terms of pronoun reference between reading and writing skill?

The results of pronoun reference and its effect on writing are reported based on the statistical data as follows:

1. The relationship between pronoun reference and writing skill.
2. The difference between students' pretest and posttest scores on pronoun reference and writing.

4.1 THE RELATIONSHIP BETWEEN PRONOUN REFERENCE AND WRITING SKILL

Two kinds of test—reading and writing were used to test twenty students on their knowledge of pronoun reference. To investigate the relationship and the effect between two variables (pronoun reference on reading and writing), a computer program was used to calculate the correlation.

Table 1. The Correlation of Pretest and Posttest Scores on Pronoun Reference and Writing

Factors	Writing (pronoun reference)
Pretest –reading (Pronoun reference)	.590**
Posttest –reading (Pronoun reference)	.586**

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

Table 1 shows that the correlation coefficient between the scores of reading skill and writing skill on pronoun reference in pretest and posttest are all significant at the 0.01 level (.590 and .586 respectively)

This means that, generally speaking, students who have high scores on reading are likely to have high scores on writing. Therefore, reading skill and writing skill on pronoun reference are correlated and this reveals the relationship between the two variables.

4.2 THE DIFFERENCE BETWEEN STUDENTS' PRETEST AND POSTTEST SCORES ON PRONOUN REFERENCE AND WRITING

To examine the significant differences in students' pretest and posttest score after learning explicitly how to use pronoun reference through the means of reading, an independent-sample t-test was employed to see students' progress; whether or not they have used pronoun reference in writing more accurately. Table 2 illustrates the difference between writing pretest and posttest scores. Table 3 shows the difference between pronoun reference pretest and posttest scores. Table 4 compares the pretest scores and posttest scores in descriptive mode.

Table 2. The Difference Between Writing Pretest and Posttest Scores

Types of test	N	X	SD.	Df	t	Sig.
Writing (pretest)	20	6.55	3.44	19	-3.980	.001
Writing (posttest)	20	8.65	2.46			

Table 2 shows that $t_{19} < -3.980$ and the hypothesis is rejected. Therefore, on average, the writing scores of pretest ($X = 6.55$, $SD. = 3.44$) and that of posttest ($X = 8.65$, $SD. = 2.46$) are significantly different ($\alpha = 0.05$).

This means that, generally speaking, the writing score of the posttest is higher than the writing score of the pretest ($X = 8.65$ and 6.55 respectively).

Table 3. The Difference Between Pronoun Reference Pretest and Posttest Scores

Types of test	N	X	SD.	Df	t	Sig.
Pronoun reference (pretest)	20	9.20	2.82	19	-2.367	.029
Pronoun reference (posttest)	20	10.75	2.31			

Table 3 shows that $t_{19} < -2.367$ and the hypothesis is rejected. Therefore, on average, the pronoun reference score of the pretest ($X = 9.20$, $SD. = 2.82$) and that of the posttest ($X = 10.75$, $SD. = 2.31$) are significantly different ($\alpha = 0.05$).

This means that, generally speaking, the pronoun reference score of the posttest is higher than the pronoun reference score of the pretest ($X = 9.20$ and 10.75 respectively).

Table 4. The Difference Between Pretest and Posttest Scores on Descriptive Mode

Types of test	n	Mean	Maximum	Minimum	SD.
Pronoun reference (pretest)	20	9.20	13	3	2.82
Writing (pretest)	20	6.55	10	0	3.44
Pronoun reference (posttest)	20	10.75	14	6	2.31
Writing (posttest)	20	8.65	10	3	2.46

As is seen in table 4, there were 20 students taking the test. The test was divided into two sections; pronoun reference and writing. For pretest, from students' pronoun reference scores out of 15 and writing out of 10, their mean and SD are 9.20, 2.82 and 6.55, 3.44 respectively. The maximum and minimum scores of pronoun reference are 13 and 3 whereas the maximum and minimum scores of writing are 10 and 0. For posttest scores, from students' pronoun reference scores out of 15 and writing out of 10, their mean and SD are 10.75, 2.31 and 8.65, 2.46 respectively. The maximum and minimum scores of pronoun reference are 14 and 6 whereas the maximum and minimum scores of writing are 10 and 3.

The findings of the study will be summarized and discussed in the next chapter.