

## CHAPTER IV RESEARCH FINDING

### A. The Description of Data

In this chapter the writer would like to present the description of data obtained. The population of this research class XI of MA Ashabul Maimanah Cikobak, the writer took 60 students as a sample, 30 students from class XI A as the experiment class and 30 from class XI B as the control class.

Before giving the treatment, students speaking skill at class XI of MA Ashabul Maimanah Cikobak is low. They have many difficulties in learning speaking skill. It caused by the different learning system between English and Indonesian language. It can be seen in the result of pre-test in experiment class and control class.

The writer got two data, the first data was the result of pre-test and second from post-test. To know the result of the test, the writer make the table of the students' score of pre-test and post-test, the result of the test are tabulated and calculated in table as follow:

Table 4.1

#### **Pre-test speaking test result of experiment class**

		Item	
--	--	------	--

No	Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	MLA	2	18	16	6	12	55
2.	SDN	2	18	16	6	12	55
3.	RKS	2	12	20	12	19	65
4.	SYF	2	12	16	10	15	55
5.	UDN	3	18	20	10	23	75
6.	NDY	1	12	12	8	12	45
7.	ULM	1	24	20	10	15	70
8.	BST	2	12	6	8	12	40
9.	NHY	1	24	20	10	15	70
10.	WFQ	2	18	16	6	12	55
11.	HRS	1	6	12	8	8	35
12.	NDS	2	18	20	8	12	60
13.	FKH	1	12	12	8	12	45
14.	NDY	2	18	20	8	12	60
15.	LAY	2	12	16	10	15	55
16.	DIO	2	18	12	6	12	50
17.	RSL	2	12	16	10	15	55
18.	NDF	2	18	20	8	12	60
19.	ZYN	1	6	12	8	8	35
20.	RDT	2	18	16	6	12	55
21.	HSN	1	6	12	8	8	35

22.	HLW	2	18	12	6	12	50
23.	FKR	2	12	20	12	19	65
24.	ZNB	2	18	20	8	12	60
25.	RBH	2	18	12	6	12	50
26.	ZNB	2	18	20	8	12	60
27.	RHI	2	12	20	12	19	35
28.	OMK	2	12	20	12	19	65
29.	RZK	2	18	16	6	12	55
30	UBD	2	12	20	12	19	65
							1635

Table 4.2

**Post-test speaking test result of experiment class**

No	Name	Item					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1.	MLA	2	18	20	8	12	60
2.	SDN	3	24	16	10	15	70
3.	RKS	3	24	12	18	23	80
4.	SYF	3	24	12	18	23	80
5.	UDN	2	30	12	18	23	85
6.	NDY	2	12	20	12	19	65

7.	ULM	3	24	12	18	23	80
8.	BST	2	12	20	12	19	65
9.	NHY	2	30	12	18	23	85
10.	WFQ	3	24	16	10	15	70
11.	HRS	2	12	20	12	19	65
12.	NDS	2	24	20	10	19	75
13.	FKH	3	24	20	8	15	70
14.	NDY	2	24	20	10	19	75
15.	LAY	2	12	20	12	19	65
16.	DIO	2	12	20	12	19	65
17.	RSL	3	24	16	10	15	70
18.	NDF	2	18	20	8	12	60
19.	ZYN	2	18	16	6	12	55
20.	RDT	3	24	16	10	15	70
21.	HSN	2	18	20	8	12	60
22.	HLW	2	12	20	12	19	65
23.	FKR	2	24	20	10	19	75
24.	ZNB	2	24	20	10	19	75
25.	RBH	2	18	20	8	12	60
26.	ZNB	2	24	20	10	19	75
27.	RHI	2	12	20	12	19	65
28.	OMK	3	24	12	18	23	80
29.	RZK	2	12	20	12	19	65
30	UBD	2	30	12	18	23	85

	2115
--	------

Based on the calculation in the table 4.1, it shows that the cumulative value assessment result of pre-test and post-test in Experiment Class. The value assessment on pre-test is 1635 and the value on post-test is 2115. It shows that the value on post-test is better than pre-test.

Table 4.3

**Pre-test speaking result of control class**

No	Name	Item					Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1.	FHM	2	12	12	6	12	50
2.	DL	2	24	20	10	19	75
3.	ERZ	2	12	20	12	19	65
4.	SHY	2	12	12	6	12	50
5.	MRD	2	18	20	8	12	60
6.	DK	2	18	20	8	12	60
7.	RB	1	6	8	4	12	30
8.	INT	2	12	12	6	12	50
9.	MFJ	3	24	16	10	15	70
10.	MHN	2	12	20	12	19	65
11.	HSN	1	6	12	8	8	35

12.	JHR	2	18	16	6	12	55
13.	RA	3	24	16	10	15	70
14.	LS	2	12	6	8	12	40
15.	SA	2	12	6	8	12	40
16.	MM	2	18	16	6	12	55
17.	RB	2	12	12	6	12	50
18.	ENA	2	24	20	10	19	75
19.	ARI	3	24	16	10	15	70
20.	HYT	2	12	6	8	12	40
21.	FHM	2	12	6	8	12	40
22.	FRD	2	18	20	8	12	60
23.	DLK	2	12	6	8	12	40
24.	IND	2	12	12	6	12	50
25.	SPR	2	12	12	6	12	50
26.	FH	2	12	8	6	19	45
27.	HD	2	18	20	8	12	60
28.	JL	2	12	12	6	12	50
29.	FRH	1	6	12	8	8	35
30	STH	2	18	16	6	12	55
							1590

Table 4.4

**Score of Post-test speaking result of control class**

		Item	
--	--	------	--

No	Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	FHM	2	18	20	8	12	60
2.	DL	2	30	12	18	23	85
3.	ERZ	3	24	16	10	15	70
4.	SHY	2	18	20	8	12	60
5.	MRD	2	12	20	12	19	65
6.	DK	2	12	20	12	19	65
7.	RB	2	12	6	8	12	40
8.	INT	2	18	16	6	12	55
9.	MFJ	2	24	20	10	19	75
10.	MHN	3	24	16	10	15	70
11.	HSN	2	12	8	6	19	45
12.	JHR	2	18	20	8	12	60
13.	RA	2	24	20	10	19	75
14.	LS	2	12	12	6	12	50
15.	SA	2	12	8	6	19	45
16.	MM	2	18	20	8	12	60
17.	RB	2	18	20	8	12	60
18.	ENA	3	24	12	18	23	80
19.	ARI	2	30	12	18	23	85
20.	HYT	2	18	16	6	12	55
21.	FHM	2	18	16	6	12	55

22.	FRD	2	12	20	12	19	65
23.	DLK	2	12	12	6	12	50
24.	IND	2	18	20	8	12	60
25.	SPR	2	18	20	8	12	60
26.	FH	2	18	16	6	12	55
27.	HD	3	24	16	10	15	70
28.	JL	2	18	20	8	12	60
29.	FRH	2	18	16	6	12	55
30	STH	2	12	20	12	19	65
							1855

Based on the calculation in the table 4.2, it shows that the cumulative value assessment result of pre-test and post-test in Control Class. The value assessment on pre-test is 1590 and the value on post-test is 1855. It shows that the value on post-test is better than pre-test.

## **B. The Analysis Of Data**

### **1. Determine Mean, Deviation Standard, and Error Standard of Experiment Class or Variable X:**

Table 4.5

The frequency of distribution score of Students' speaking test at experiment class (XI)



Score	F	X	X	Fx	fx <sup>2</sup>
85-89	3		4	12	48
80-84	4		3	12	36
75-79	5		2	10	20
70-74	5		1	5	5
65-69	8	M (67)	0	0	0
60-64	4		-1	-4	4
55-59	1		-2	-2	4
50-54	0		-3	0	0
45-49	0		-4	0	0
40-44	0		-5	0	0
	N <sub>1</sub> = 30	-	-	∑fx = 33	∑fx <sup>2</sup> = 117

a. Determine mean of variable X:

$$\begin{aligned}
 M_1 &= M + i \left( \frac{\sum fx}{N} \right) \\
 &= 67 + 5 \left( \frac{33}{30} \right) \\
 &= 67 + 5,5 \\
 &= 72,5
 \end{aligned}$$

b. Determine standard deviation of variable X (SD<sub>1</sub>):

$$\begin{aligned}
 SD_1 &= i \sqrt{\frac{\sum fx^2}{N} - \left( \frac{\sum fx}{N} \right)^2} \\
 &= 5 \sqrt{\frac{117}{30} - \left( \frac{33}{30} \right)^2}
 \end{aligned}$$

$$\begin{aligned}
 &= 5\sqrt{3,9 - (1,1)^2} \\
 &= 5\sqrt{3,9 - 1,21} \\
 &= 5\sqrt{2,69} \\
 &= 5 \times 1,64 \\
 &= 8,2
 \end{aligned}$$

c. Determine standard error of variable 1:

$$\begin{aligned}
 SE_{M1} &= \frac{SD1}{\sqrt{N-1}} \\
 &= \frac{8,2}{\sqrt{30-1}} \\
 &= \frac{8,2}{\sqrt{29}} \\
 &= \frac{8,2}{5,39} \\
 &= 1,521
 \end{aligned}$$

**2. Determine Mean, Deviation Standard, ad Error Standard of Control Class or Variable Y:**

Table 4.6

The frequency of distribution score of Students' speaking test at control class (Y)

Score	f	Y	Y	Fy	fy <sup>2</sup>
85-89	2		5	10	50

80-84	1		4	4	16
75-79	2		3	6	18
70-74	3		2	6	12
65-69	4		1	4	4
60-64	8	M (62)	0	0	0
55-59	5		-1	-5	5
50-54	2		-2	-4	4
45-49	2		-3	-6	18
40-44	1		-4	-4	16
	$N_2 = 30$	-	-	$\Sigma fy = 11$	$\Sigma fy^2 = 147$

a. Determine mean of variable Y ( $M_2$ ):

$$\begin{aligned}
 M_2 &= M + i \left( \frac{\Sigma fy}{N} \right) \\
 &= 62 + 5 \left( \frac{11}{30} \right) \\
 &= 62 + 1,83 \\
 &= 63,83
 \end{aligned}$$

b. Determine standard deviation of variable Y ( $SD_2$ ):

$$\begin{aligned}
 SD_2 &= i \sqrt{\frac{\Sigma fy^2}{N} - \left( \frac{\Sigma fy}{N} \right)^2} \\
 &= 5 \sqrt{\frac{147}{30} - \left( \frac{11}{30} \right)^2} \\
 &= 5 \sqrt{4,9 - (0,366)^2} \\
 &= 5 \sqrt{4,9 - 0,134} \\
 &= 5 \sqrt{4,766}
 \end{aligned}$$

$$= 5 \times 2,18$$

$$= 10,9$$

c. Determine standard error of variable Y ( $SE_{M2}$ ):

$$SE_{M2} = \frac{SD2}{\sqrt{N2-1}}$$

$$= \frac{10,9}{\sqrt{30-1}}$$

$$= \frac{10,9}{\sqrt{29}}$$

$$= \frac{10,9}{5,39}$$

$$= 2,022$$

**3. Determine the difference of error standard between variable X and Y:**

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

$$= \sqrt{(1,521)^2 + 2,022^2}$$

$$= \sqrt{2,313441 + 4,088484}$$

$$= \sqrt{6,401925}$$

$$= 2,530$$

**4. Determine t observation ( $t_o$ ):**

$$t_o = \frac{M1-M2}{SE(M1-M2)}$$

$$= \frac{72,5-63,83}{2,530}$$

$$= \frac{8,67}{2,530}$$

$$= 3,426$$

### C. Data Interpretation

As in knowing the target language of this research is to know how material of storytelling for increasing student speaking skill. In line with hypothesis properly of her earn stated as follow:

H<sub>a</sub>: there is significance in using method of storytelling for increasing student speaking skill. Its mean that using students' speaking skill.

H<sub>o</sub>: there is no significance in using method of storytelling for increasing student speaking skill. Its mean that using board picture can not increase the students' speaking skill.

before students given treatment is low. It can be seen from the result of pre-test. The highest score of pre-test in experiment class is 80 and lowest score is 55. And after student given treatment, the student thought speaking by using describe board pictures. It can help and motivate students to speak English as much as possible, because by using pictures they can get many vocabularies from the pictures and student can describe the content of the pictures and start the storytelling.

For given interpretation to degree of freedom (df), the researcher will be follow:  $= (N_1 + N_2 - 2) = 30 + 30 - 2 = 58$ . It show that of  $t_{table}$  did not found df of 58, because of it, the researcher used the nearest, it is df of 60. There are  $t_{table}$  by 60:

- a. The significance level of 5% = 2,00
- b. The significance level of 1% = 2,65

According to the result of the data, the value of  $t_{\text{observation}}$  is bigger than  $t_{\text{table}}$ .  $t_{\text{observation}} = 3,426 > t_{\text{table}} = 2,00$  (5%). On  $t_{\text{observation}} = 3,426 > t_{\text{table}} = 2,65$  (1%). So  $H_0$  is rejected and  $H_a$  is accepted. From the result above, the researcher can conclude that by “Using Storytelling Technique” can improve Students’ speaking skill.