CHAPTER IV

THE RESULT AND DISCUSSION

A. Description of Data

In this chapter, the writer will attempt to submit the data as outcomes of research that has hold in first grade of SMPN 17 Serang. In this research, writer divided students into two classes, 30 students as experimental class, it is from class VIII G, and 30 students as control class, it is from class VIII F. The goal of this research was to find out the accurate with the researcher title.

To find out it, the writer identified some result, they are: the score of students before treatment (pre-test), the scores of students after treatment (post-test), the differences between pre-test and post-test scores of students and from the differences of students' condition between the students who are taught by using Whole Brain Teaching method in teaching English.

The result of post-test in experimental class named variable (X_1) and the result of post-test in control class named variable (X_2). Pre-test contains fill in the blank so practice it and post-test contains complete the sentence and perform it.

On the test, students focused on five components of speaking skill. They are accent, grammar, vocabulary, fluency and comprehension. Thus, the writer scored the students based on five components by using the rating scores of conversation English proficiency test The highest total score of all criteria was 93 and the lowest score was 31. The writer describes the data at experimental and control class as bellow:

1. **Experimental Class**

The writer described the result of a pre-test at the experimental class by the table bellows:

Table 4.1

The students' score of pre-test at the experimental class

No	Name	Criteria					Score
		A	G	V	F	C	
1	MFF	3	6	8	8	12	37
2	AAJ	2	12	12	8	12	46
3	AM	2	6	8	6	15	37
4	IS	3	12	16	8	12	51
5	AS	3	12	16	6	15	52
6	ARA	3	18	20	6	15	62
7	APA	2	18	12	4	12	48

8	AMA	3	12	16	8	15	54
9	AFA	3	12	8	8	12	43
10	AEF	2	18	16	6	15	57
11	AW	3	12	16	6	12	49
12	ANS	2	18	20	8	8	56
13	SS	3	6	4	6	12	31
14	AAH	3	12	16	8	15	54
15	BS	3	18	20	4	15	60
16	DHZ	3	6	16	6	12	43
17	DK	3	18	16	8	15	60
18	DS	2	18	16	4	15	55
19	FU	3	18	12	6	12	51
20	IM	3	12	16	8	15	54
21	IS	2	18	16	8	12	56
22	IL	2	12	12	8	12	46
23	ISM	3	18	16	6	12	55
24	JSS	3	18	16	6	15	58
25	JMA	3	6	20	6	15	50
26	MK	2	18	12	6	12	50
27	YP	3	12	16	8	12	51
28	MA	2	12	20	6	15	55
29	MAN	3	18	16	8	12	57

30	MZ	2	18	20	8	12	60
Total Score		1.538					
Average		51,2					

The above table l Showed that the results of the students' pre-test scores on the criteria in speaking ability at the experimental class. That the Data Showed the maximum score was62, and the minimum score was 31. The first student who got the maximum and one student who got the minimum score.

It means, almost all of students who are very hard to understand because of pronunciation problems, most frequently be asked to repeat and have a mistake in grammar and word order error make comprehension difficult pronunciation problem necessities concentrated listening and so occasionally lead to misunderstanding. The average score of the pre-test was 51,2 While the result of a post-test at the experimental class got better score. It can be Described as follow:

Table 4.2

The students' score of post-test at the experimental class

No	Name	Criteria					Score
		A	G	V	F	C	
1	MFF	4	24	24	12	23	87
2	AAJ	3	18	20	12	23	76
3	AM	4	24	16	10	23	77
4	IS	3	18	20	12	23	76
5	AS	4	24	20	10	19	77
6	ARA	3	18	24	12	23	80
7	APA	4	30	20	12	23	89
8	AMA	4	24	24	10	19	81
9	AFA	4	18	24	10	19	75
10	AEF	3	18	16	12	19	68
11	AW	4	24	20	12	19	79
12	ANS	4	30	24	12	23	93
13	SS	3	18	16	10	23	70
14	AAH	3	18	24	10	23	78
15	BS	3	30	24	12	19	88
16	DHZ	4	18	20	12	23	77
17	DK	4	18	20	12	19	73

18	DS	3	24	24	12	23	86
19	FU	3	18	24	12	19	76
20	IM	4	18	20	10	19	71
21	IS	4	24	24	12	23	87
22	IL	3	24	24	12	23	86
23	ISM	3	30	20	10	19	82
24	JSS	4	18	24	10	19	75
25	JMA	4	18	20	12	23	77
26	MK	3	24	20	10	19	76
27	YP	3	18	24	12	23	80
28	MA	4	18	24	10	19	75
29	MAN	3	24	20	12	23	82
30	MZ	4	24	24	12	23	87
Total Score		2.384					
Average		79,4					

The table 2 above Showed that the results of the students' post-test scores on the criteria in speaking ability at the experimental class. That the Data Showed the maximum score was 93, and the minimum score was 68. There are one student who got the maximum score and there one student who got the minimum score.

It means, many students who are no conspicuous mispronunciations because of pronunciation problems, no more than two grammar errors during speaking, understanding everything in both formal and colloquial speech. The average score of post-test was 79,4.

Based on the explanation above, it showed the result of post-test at the experimental class got the significant improvement after giving treatment, it is seen from the average of the post-test was better than the average of the pre-test, that $51,2 < 79,4$.

2. Control Class

The writer describes the result of a pre-test at the control class by the table bellow:

Table 4.3

Students' score of pre-test as the control class

No	Name	Criteria					Score
		A	G	V	F	C	
1	HD	2	12	12	4	12	43
2	SCF	2	12	12	8	15	49
3	SY	2	12	8	8	12	42
4	AKA	2	6	16	8	15	47

5	SYS	3	18	16	8	8	53
6	DZ	2	12	8	6	12	40
7	AB	2	6	12	8	12	40
8	AAH	3	12	16	6	15	52
9	SFS	2	12	12	8	15	49
10	RA	3	18	8	4	12	45
11	MYD	3	18	12	6	15	54
12	MRF	3	18	16	6	12	55
13	GZ	2	6	8	8	15	39
14	FK	3	12	16	8	15	54
15	GR	3	12	16	4	15	50
16	AFY	2	12	16	6	15	51
17	RM	2	18	12	6	12	50
18	AM	3	12	8	8	12	43
19	ARY	3	6	16	8	15	48
20	NK	3	12	12	4	12	43
21	FZ	3	18	12	8	15	56
22	GN	3	18	16	8	15	60
23	NAS	2	18	16	6	12	54
24	YL	2	12	12	8	12	46
25	DS	3	18	16	6	15	58
26	AEP	3	18	12	8	15	56

27	SM	3	12	16	6	12	49
28	HN	2	6	12	8	15	43
29	SF	3	12	16	8	12	51
30	FTN	3	18	12	6	15	54
Total Score		1.474					
Average		49,1					

The table 3 above Showed that the results of the students' pre-test scores on the criteria in speaking ability at the control class. That the data showed the maximum score was 60 and the minimum score was 39. There one student who got the maximum score and one student who got the minimum score. It means, their accent and fluency are very slow and affected by language problem. The average score of the pre-test was 49,1. While the result of a post-test at the control class got better score. It can be Described as follow:

Table 4.4

The students' score of post-test at the control class

No	Name	Criteria					Score
		A	G	V	F	C	
1	HD	3	18	16	10	15	62
2	SCF	3	12	16	8	15	54
3	SY	2	12	12	8	15	49
4	AKA	2	12	16	8	15	53
5	SYS	3	18	16	8	12	57
6	DZ	2	12	12	6	12	44
7	AB	2	12	16	10	12	52
8	AAH	2	12	12	6	19	51
9	SFS	3	18	16	8	12	57
10	RA	2	12	16	6	19	55
11	MYD	3	18	12	8	15	56
12	MRF	3	18	16	10	15	62
13	GZ	2	12	16	8	15	53
14	FK	2	12	12	8	15	49
15	GR	3	12	16	8	15	54
16	AFY	2	18	16	6	19	61
17	RM	2	12	16	6	15	51

18	AM	3	24	12	6	15	60
19	ARY	3	12	12	8	19	54
20	NK	3	12	16	6	12	49
21	FZ	3	18	12	8	15	56
22	GN	3	24	16	8	15	66
23	NAS	3	24	20	12	19	78
24	YL	2	18	16	8	12	56
25	DS	3	24	12	8	15	62
26	AEP	3	18	16	8	15	60
27	SM	3	18	16	8	12	57
28	HN	2	12	12	8	19	53
29	SF	3	12	16	8	15	54
30	FTN	3	24	12	10	19	68
Total Score		1.693					
Average		56,4					

The table 4 above Showed that the results of the students' post-test scores on the criteria in speaking ability at the control class. That the Data Showed the maximum score was 78, and the minimum score was 44. the one students who got the maximum score is and a student who got the minimum score.

It means, their speeches and fluency are effortless and smooth, understanding quite well normal speech and colloquial when engaged in a dialogue, but requires occasional repetition or rephrasing. The average score of the pre-test was 56,4. Based on the explanation above, it showed the result of post-test at the control class got the significant improvement after giving treatment, it is seen from the average of the post-test better than the average of the pre-test, that 49,1 <56,4.

B. Data Analysis

Based on the data collected from post-test of experiment and control class, the writer got the average scores of test in experimental class was 79,4. While of the average scores of control class was 56,4.

1. Experimental Class

The writer analysis the data by comparing students' score in pre-test and post-test in experimental class, explaining by the table below:

Table 4.5

The difference score between pre-test and post-test experiment class

No	Name	Pre-test X1	Post-test X2	Deviation (X=X2-X1)	Squarred Deviation (X2)
1	MFF	37	87	50	2.500
2	AAJ	46	76	30	900
3	AM	37	77	40	1.600
4	IS	51	76	25	625
5	AS	52	77	25	625
6	ARA	62	80	18	324
7	APA	48	89	41	1.681
8	AMA	54	81	27	729
9	AFA	43	75	32	1.024
10	AEF	57	68	11	121
11	AW	49	79	30	900
12	ANS	56	93	37	1.369
13	SS	31	70	39	1.521
14	AAH	54	78	24	576
15	BS	60	88	28	784
16	DHZ	43	77	34	1.156
17	DK	60	73	13	169

18	DS	55	86	31	961
19	FU	51	76	25	625
20	IM	54	71	17	289
21	IS	56	87	31	961
22	IL	46	86	40	1.600
23	ISM	55	82	27	729
24	JSS	58	75	17	289
25	JMA	50	77	27	729
26	MK	50	76	26	676
27	YP	51	80	29	841
28	MA	55	75	20	400
29	MAN	57	82	25	625
30	MZ	60	87	27	729
Total		$\Sigma Y_1 =$ 1.538	$\Sigma Y_2 =$ 2.384	$\Sigma Y =$ 846	$\Sigma (Y)^2 =$ 26.058

Table 5 above Showed that the score difference between pre-test and post-test at the experimental class. The difference score was the results from the post-test scores subtract pre-test score. There was significant difference score between pre-test and post-test at the experimental class, the biggest difference score was 50and the cancel difference was 11.

1. Control Class

The writer analysis the data by comparing students' score in pre-test and post-test at control class, explaining by the table below:

Table 4.6

The difference score between pre-test and post-test of control class

No	Name	Pre-test X1	Post-test X2	Deviation (X=X2-X1)	Squarred Deviation (X2)
1	HD	43	62	19	361
2	SCF	49	54	5	25
3	SY	42	49	7	49
4	AKA	47	53	6	36
5	SYS	53	57	4	16
6	DZ	40	44	4	16
7	AB	40	52	12	144
8	AAH	52	51	1	1
9	SFS	49	57	8	64
10	RA	45	55	10	100
11	MYD	54	56	2	4
12	MRF	55	62	7	49

13	GZ	39	53	14	196
14	FK	54	49	5	25
15	GR	50	54	4	16
16	AFY	51	61	10	100
17	RM	50	51	1	1
18	AM	43	60	17	289
19	ARY	48	54	6	36
20	NK	43	49	6	36
21	FZ	56	56	0	0
22	GN	60	66	6	36
23	NAS	54	78	24	576
24	YL	46	56	10	100
25	DS	58	62	4	16
26	AEP	56	60	4	16
27	SM	49	57	8	64
28	HN	43	53	10	100
29	SF	51	54	3	9
30	FTN	54	68	14	196
Total		$\Sigma Y_1=$ 1.474	$\Sigma Y_2=$ 1.693	$\Sigma Y =$ 231	$\Sigma(Y)^2=$ 2.677

Table 6 above showed that the score difference between pre-test and post-test at the control class. The difference score was the results from the post-test scores subtract pre-test score. There was significant difference score between pre-test and post-test at the control class, the biggest difference score was 24 and the worst difference was 0. There oneof students not increased in their scores.

From the above data is gotten, the writer t-test calculated using the steps as follow:

1. Determine mean of score experiment class (MX), with formula:

$$MX = \frac{\Sigma X}{N}$$

$$= \frac{846}{30}$$

$$= 28,2$$

The result above showed about the average score (mean) at the experimental class. The writer got the data from ΣX_1, ΣX_2, and ΣX. Afterword the researcher calculated the data based on the formula above.

2. Determine mean of control class (MX), with formula:

$$MY = \frac{\Sigma Y}{N}$$

$$= \frac{231}{30}$$

$$= 7,7$$

The result above showed about the average score (mean) at the control class. The writer got the data from ΣY_1, ΣY_2, and ΣY. Afterword the researcher calculated the data based on the formula above.

3. Determine the total square of error in experiment class (X), with formula:

$$\Sigma X^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$= 26.058 - \frac{(846)^2}{30}$$

$$= 26.058 - \frac{715.716}{30}$$

$$= 26.058 - 23.857,2$$

$$= 2.200,8$$

The result above showed about the score quadrates at the experimental class. The writer got the data from ΣX_1, ΣX_2, and ΣX. Afterword the researcher calculated the data based on the formula above.

4. Determine the total square of error in control class (Y), with formula:

$$\Sigma Y^2 = \Sigma Y^2 - \frac{\Sigma Y2}{N}$$

$$= 2.677 - \frac{(231)^2}{30}$$

$$= 2.677 - \frac{53.361}{30}$$

$$= 2.677 - 1.778,7$$

$$= 898,3$$

The result above showed about the score quadrates at the experimental class. The writer got the data from ΣY_1, ΣY_2, and ΣY. Afterword the researcher calculated the data based on the formula above.

5. Determine the degree of freedom, with formula:

$$Df = Nx + Ny - 2$$

$$= 30 + 30 - 2$$

$$= 58$$

The result above showed about the calculating t-test after the writer got the data from MX, MY, ΣX^2, and ΣY^2. Afterword the researcher calculated the data based on the formula above.

6. Calculation t-test

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{28,2 - 7,7}{\sqrt{\left(\frac{2.200,8 + 898,3}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{20,5}{\sqrt{\left(\frac{3.099,1}{58}\right)(0,06)}}$$

$$t = \frac{20,5}{\sqrt{(53,432)(0.06)}}$$

$$t = \frac{20,5}{\sqrt{3,20592}}$$

$$t = \frac{20,5}{1,7905083077}$$

$$t = 11,44$$

The t-test value of 11,44 is called the t_{hitung} value. To determine the significant level of difference it should be used the t_{table} value contained in the table t_{table}values must be found first degrees of freedom (db) on the overall distribution in detail

The formula db $= N - 2$

$$= 60 - 2$$

$$= 58$$

Based on db $= 58$ in table t, with 5% significance level found t_{table} 1,67 and with 1% significance level found t_{table} 2,39.

C. Interpretation of Data

Based on the explanation before, It can be seen the result that the students who are taught by using Whole Brain Teaching (WBT) method get higher score than the students who are not taught by using Whole Brain Teaching (WBT) method, the average scores of the post-test in experimental class was 79,4 while the average score of post-test in control class was 56,4.

Based on the result of the tests, the writer found the difference learning outcomes in speaking ability before and after treaments on experiment class. The experimental class has the averange of pre-test 51,2before using Whole Brain Teaching (WBT). It means the averange score is low. After giving 2 times treatments for experimental class using Whole Brain Teaching (WBT), the writer got the averange of post-test 79,4. The smallest score in the pre-test was 31 and the highest score was 62. The data showed the post-test that the smallest score was 68 and the highest score was 93. It can be result that the averange in post-test were higher than pre-test.

Meanwhile, from the description of score in controlled class which was the writer got the averange of pre-test 49,1. It means the averange score is low. After giving 2 times treatment without Whole

Brain Teaching (WBT) method, the writer got the averange of post-test 56,4. It is low because the averange score is still lower than the standard minimum.The smallest score in the pre-test was 39 and the highest score was 60. The data showed in post-test that smallest score was 44 and the highest score was 78, it can be summarized that the lowest and the highest were also higher than pre-test. From the description it, the writer made two graphic for more details of the averange of pre-test and post-test can be seen below:

Grafic 4.1

The averange pre-test and post-

test
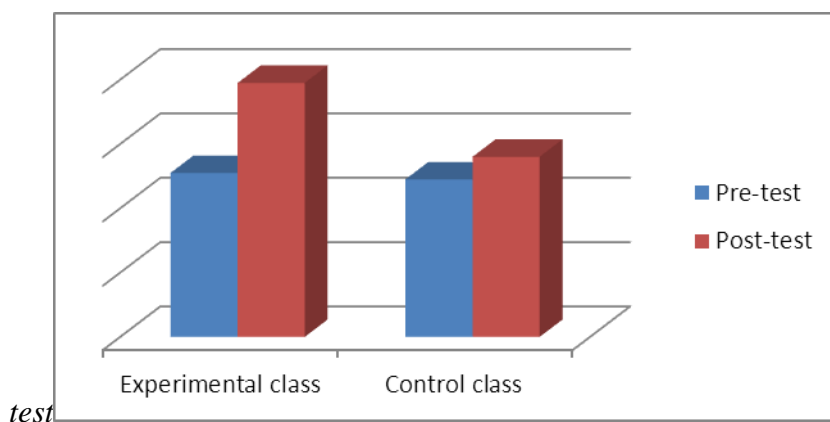
In the process of teaching learning in experimental class, the writer teaching speaking skill about recount text by Whole Brain Teaching (WBT) method which showed in front of the class while in learning process.

Meanwhile, teaching learning process in the control class was ordinary learning. In the process of teaching learning, the writer explained the material about how to make recount text to the students, then the students do the exercises and practice it in front of the class. In the end of learning.

Before deciding the result of hypothesis, the writer proposes interpretation towards with procedure as follow:

a. Ha (Alternative Hypothesis) : $t_{observation}$> t_{table} = It means there is significant difference between teaching speaking skill by using Whole Brain Teaching (WBT) method at second grade in SMPN 17 Serang

b. Ho (Null Hypothesis) : $t_{observation}$< t_{table} = It means there is no significant difference between the effectiveness of teaching speaking skill by using Whole Brain Teaching (WBT) method at second grade in SMPN 17 Serang. So the writer concludes the score of t_o is bigger than the score of t_t; that is: 1,67<2,39. So, Ho is rejected and Ha is accepted.

More detail, it is explained by the calculation of the result of t-test, which the value of the to is 12.21 and the value of the degree of significance 5 % is 1,67 and 1 % is 2,39. Because $t_o$is bigger than t_t, so the writer's hypothesis (Ha), there is significance difference between

student speaking ability for Whole Brain Teaching (WBT) method at second grade in SMPN 17 Serang, is accepted.

Based on the result of the hypothesis, it can be interpreted that Whole Brain Teaching (WBT) method for students speaking ability was better and it was effective to the students and they more interesting to learn speaking in the communicative way and can solve their problem each other, such as their accent and fluency are very slow and affected by language problem. They also can be more braver and fun to speak English, because Whole Brain Teaching (WBT) gives students an more understanding the materialand pratice their speaking ability in front of students, it gave them more chance to practice english in the class. therefore, students can improve the score in speaking criterias; accent, grammar, vocabulary, fluency and comprehension.

Whole Brain Teaching is a set of strategies that combines the best attribute of direct instruction and cooperative learning to create an engaging classroom environment for students and enjoyable workday for teacher. Based on book Whole Brain Teaching (WBT) Method: theory and pratice, this can be apply in making material in teaching.

From interpretation above, the writer said that using Whole Brain Teaching (WBT) method for students speaking ability would be

better and more effective than teaching english speaking ability without using Whole Brain Teaching (WBT) method.