

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of Data**

This the research, the writer will attempt to submit the data as outcomes of research that has hold in the first grade of Mts PII Salinggara Pandeglang. In this research, writer divided students into two classes, 23 students as control class, it is from class VIII A, and 23 students as experimental class, it is from class VIII B. the goal of this research was find out 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 score of students after treatment (post-test ), the different between pre-test and post-test score of students and from the differences of students condition between the students who are taught by comic media in teaching speaking.

The result of post-test in experimental class named variable (x1) and the result of post-test in control class named variable (x2). Pre-test contains fill the diagram in the blank so practice it in front of the class.

On the test, students focused on five component 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 score of conversation English proficiency test the highest total score of all criteria was 99 ant he lowest score was 16. The writer describes the data at experimental and control class as below.

## 1. Experimental Class

The writer describes the result of a pre-test at the experimental class by the table bellows.

**Table 4.1**

**The Students Score of Pre-Test of Experimental Class**

No	Name	Criteria					Amount	Category
		A	G	V	F	C		
1	AF	2	6	8	6	8	30	D
2	AS	1	6	8	6	8	29	D
3	CN	2	12	12	8	15	49	C
4	DN	2	6	12	8	12	40	D
5	EAS	2	12	8	4	12	38	D
6	ES	2	18	16	8	15	59	C
7	FA	1	6	8	4	8	27	D
8	H	2	12	8	6	8	36	D
9	HH	2	12	12	8	12	46	C
10	H	2	12	16	8	12	44	C
11	JM	2	6	12	8	8	36	D
12	LM	2	12	8	6	12	40	D
13	LU	1	6	12	8	8	35	D
14	MA	1	6	8	8	12	35	D
15	MT	2	12	12	10	15	51	C
16	MY	2	6	12	8	12	40	D
17	N	2	12	12	8	8	42	D
18	NA	2	12	12	8	12	46	C
19	RA	2	12	8	8	12	42	D

20	R	1	6	4	2	4	17	E
21	SL	2	18	12	10	15	57	C
22	UH	1	6	12	8	12	39	D
23	WZ	2	12	12	8	15	49	C
Total		927						
Average		40,30						

Determine mean of pre-test experimental class by formula :

$$M_1 = \frac{\sum x_1}{N_1}$$

**M1 : mean of pre-test**

**$\Sigma$  : total Score**

**N1 : Number Of Sample**

$$M_1 = \frac{\sum x_1}{N_1}$$

$$M_1 = \frac{927}{23}$$

$$M_1 = 40,30$$

The table above shows us about the students pre-test score of experimental class based on criteria in speaking skill. The data shows that the lowest score of pre-test is 17 and the highest score is 57 and the average the score of pre-test is 40,30. Based on explanation above showed that the student ability in speaking at the second grade of MTs PII Salinggara – Pandeglang was under the standard before the researcher conducting the research. It can be seen from the students score in the pre-test before the writer gives treatment.

**Table 4.2****The Students Score of Post-Test of Experimental Class**

No	Name	Criteria					Score	Category
		A	G	V	F	C		
1	AF	3	24	20	10	19	76	B
2	AS	2	24	20	10	19	75	B
3	CN	2	24	24	10	19	79	B
4	DN	2	18	20	8	15	63	B
5	EAS	2	24	20	8	15	69	B
6	ES	2	24	24	10	19	79	B
7	FA	2	12	12	8	12	46	C
8	H	2	18	16	8	15	59	C
9	HH	2	18	16	10	19	65	B
10	H	2	18	16	8	19	61	C
11	JM	3	24	24	10	19	80	B
12	LM	2	24	16	8	19	69	B
13	LU	2	18	16	8	15	59	C
14	MA	3	24	16	8	19	70	B
15	MT	3	24	20	12	23	82	B
16	MY	2	18	20	10	15	66	B
17	N	2	18	16	8	19	63	B
18	NA	2	24	24	8	19	77	B
19	RA	2	18	20	10	15	65	B
20	R	2	18	16	8	15	59	B
21	SL	3	30	20	12	23	88	A
22	UH	2	24	16	10	15	67	B

23	WZ	3	30	20	10	23	86	A
Total		1603						
Average		69,70						

Determine mean of post-test experimental class by formula :

$$M_1 = \frac{\sum x_1}{N_1}$$

**M1** : mean of post-test

**$\sum$**  : total Score

**N1** : Number Of Sample

$$M_2 = \frac{\sum x_2}{N_2}$$

$$M_2 = \frac{1603}{23}$$

$$M_2 = 69,70$$

The table above shows us about the students post-test score of experimental class based on criteria in speaking skill. The data shows us that the lowest score of post test 46 and the highest score is 88 and the average the score of post-test is 69,70. It means, many students who are no conspicuous mispronunciation because of pronunciation problem, no more that two grammar errors during speaking, understanding everything in both formal and colloquial speech. The average score of post-test was 69,70. Based on explanation above, showed that comic media gave the significant effect students speaking ability after giving treatment, it seen from the average of the post-test was better than the average of the pre-test, that  $40,30 < 69,70$ .

## 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 of Control Class**

No	Name	Criteria					Score	Category
		A	G	V	F	C		
1	AM	2	12	8	6	8	36	D
2	AL	2	6	8	4	4	24	E
3	AM	2	12	12	8	8	42	D
4	ECO	2	12	16	8	12	50	C
5	ER	1	6	8	6	12	33	D
6	FMY	2	12	12	8	15	39	D
7	FNA	2	12	16	8	15	53	C
8	F	1	6	4	4	8	23	E
9	H	2	12	8	8	8	38	D
10	HN	2	12	12	8	12	46	C
11	HA	2	12	16	8	15	53	C
12	K	1	6	4	4	4	19	E
13	K	2	12	8	6	12	40	D
14	MNU	1	6	4	8	8	27	D
15	MSH	2	12	8	8	12	42	D
16	M	2	12	12	10	15	51	C
17	MA	2	6	16	8	12	44	C
18	M	2	18	16	8	15	59	C
19	NL	2	12	12	8	12	44	C

20	S	2	12	8	8	12	42	D
21	SN	2	18	16	10	15	61	C
22	TF	2	12	12	10	15	51	C
23	SPH	1	6	4	2	4	17	E
Total		934						
Average		40.60						

Determine mean of pre-test control class by formula :

$$M_1 = \frac{\sum x_1}{N_1}$$

**M1 : mean of pre-test**

**$\Sigma$  : total Score**

**N1 : Number Of Sample**

$$M_1 = \frac{\sum x_1}{N_1}$$

$$M_1 = \frac{934}{23}$$

$$M_1 = 40,60$$

The table above shows us about the students pre-test score of control class based on criteria in speaking skill. The data shows that the lowest score of pre-test is 17 and the highest score is 61 and the average the score of pre-test is 40,60. Based on explanation above showed that the student ability in speaking at the second grade of MTs PII Salinggara – Pandeglang was under the standard before the researcher conducting the research. It can be seen from the students score in the pre-test before the writer gives treatment.

**Table 4.4**  
**Students score of post-test of control class**

No	Name	Criteria					Score	Category
		A	G	V	F	C		
1	AM	2	18	16	8	19	63	B
2	AL	2	18	16	8	19	65	B
3	AM	3	24	20	10	23	80	B
4	ECO	2	18	16	10	15	61	B
5	ER	2	18	16	8	15	59	C
6	FMY	3	24	16	8	15	66	B
7	FNA	2	18	20	8	19	67	B
8	F	2	18	20	8	15	63	B
9	H	2	18	12	8	12	52	C
10	HN	2	18	20	8	15	63	B
11	HA	2	18	20	8	19	67	B
12	K	2	12	16	8	15	53	C
13	K	2	18	16	8	19	63	B
14	MNU	2	12	12	8	12	46	C
15	MSH	2	18	16	8	19	63	B
16	M	2	18	20	10	19	69	B
17	MA	2	18	16	8	15	59	C
18	M	3	20	16	8	19	66	B
19	NL	2	12	16	8	15	53	C
20	S	2	12	16	8	15	53	C
21	SN	3	24	20	12	23	82	B



22	TF	2	18	20	10	19	69	B
23	SPH	2	12	8	8	12	42	C
Total		1424						
Average		61,91						

Determine mean of post-test control class by formula :

$$M_2 = \frac{\sum x_1}{N_1}$$

M1 : mean of pre-test

$\sum$  : total Score

N1 : Number Of Sample

$$M_2 = \frac{\sum x_1}{N_1}$$

$$M_2 = \frac{1424}{23}$$

$$M_2 = 61,91$$

The table above, shows us about the students' post-test score of control class based on criteria in speaking skill. The data shows the lowest score of post-test is 42 and the highest score is 82 and the average score of post-test is 61.91.

Based on data, the writer arrange the students' pre-test and post-test from lower to higher as follow:

**Table 4.5**

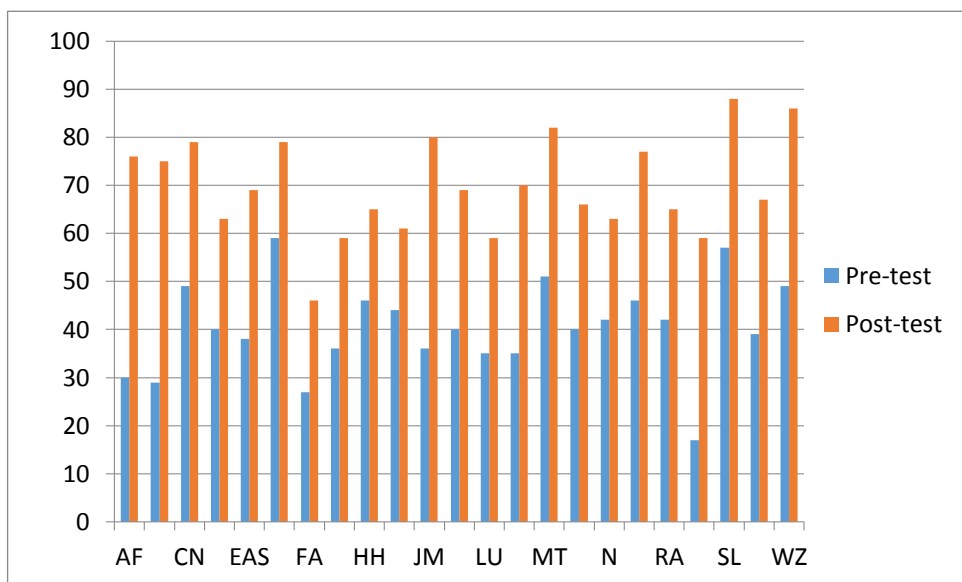
**Students score pre-test and post-test of experiment class**

Score description	Pre-test	Post-test
Highest score	57	88
Lowest score	17	46
Mean score	40,30	69,70

Based on the table above, the highest score of students' pre-test was 57 while in post-test 88. The lowest score of students' pre-test was 17 while in post-test was 46. Mean of students' score in pre-test was 40,30 while mean score of post-test was 69,70.

**Graphic 4.1**

**Pre-Test and Post-Test Score in Experimental Class.**



Based on graphic above, it showed that the result of experimental class got significant improvement after giving treatment. It is seemed from average score of post-test is better the pre-test.

**Table 4.6**

**Student Score Pre-Test and Post- Test of Control Class**

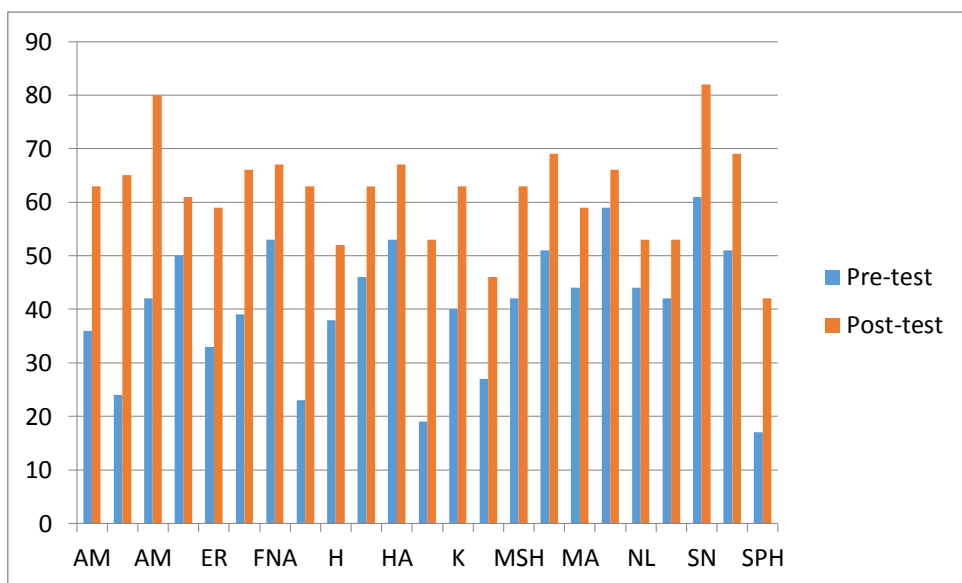
Score description	Pre-test	Post-test
Highest score	61	82
Lowest score	17	42

Mean score	40,60	61,91
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Based on the table above, the highest score of students, pre-test was 61 while in post-test was 82. the lowest score of students in pretest was 17 while in post-test was 42. Mean of students' score in pretest was 40.60 while the mean score of post-test was 61,91.

**Graphic 4.2**

**The Score Pre-Test and Post-Test in Control Class**



Based on graphic above, it showed that the result of control class did not have the significant improvement, it seem from average score of post-test that is score of pre-test  $40,60 < 61,91$ . This class also realized can effect improvement but lower than experimental class.

## B. Analysis of Data

After getting the data from pre-test and post-test score of two classes the writer analyzed it by using t-test formula with degree of significant 5% and 1% the writer used step as follows.

**Table 4.7**  
**The score of Distribution frequency**

NO	SCORE		$X_1$	$X_2$	$X_1^2$	$X_2^2$
	X1	X2	( $X_{1M1}$ )	( $X_{2M2}$ )		
1	76	63	6,30	1,09	39,74	1,18
2	75	65	5,30	3,09	28,14	9,53
3	79	80	9,30	18,09	86,57	327,14
4	63	61	-6,70	-0,91	44,83	0,83
5	69	59	-0,70	-2,91	0,48	8,49
6	79	66	9,30	4,09	86,57	16,70
7	46	67	-23,70	5,09	561,48	25,88
8	59	63	-10,70	1,09	114,40	1,18
9	65	52	-4,70	-9,91	22,05	98,27
10	61	63	-8,70	1,09	75,61	1,18
11	80	67	10,30	5,09	106,18	25,88
12	69	53	-0,70	-8,91	0,48	79,44
13	59	63	-10,70	1,09	114,40	1,18
14	70	46	0,30	-15,91	0,09	253,22
15	82	63	12,30	1,09	151,40	1,18
16	66	69	-3,70	7,09	13,66	50,22
17	63	59	-6,70	-2,91	44,83	8,49
18	77	66	7,30	4,09	53,35	16,70
19	65	53	-4,70	-8,91	22,05	79,44
20	59	53	-10,70	-8,91	114,40	79,44
21	88	82	18,30	20,09	335,05	403,49
22	67	69	-2,70	7,09	7,27	50,22
23	86	42	16,30	-19,91	265,83	396,53
<b>Total</b>	<b>1603</b>	<b>1424</b>			<b>2288,87</b>	<b>1935,83</b>
<b>M</b>	<b>69,70</b>	<b>61,91</b>				

**Note :**

X1 = score post-test ( experimental class)

X2 = score post-test ( control class )

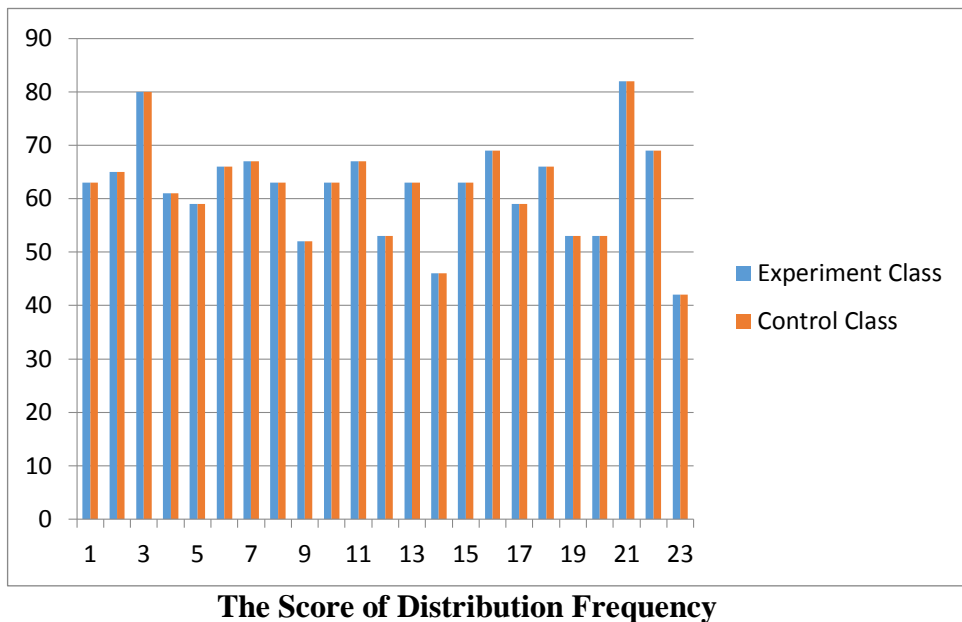
$$X_1 = X1 - M_1 (\text{mean } X1)$$

$$X_2 = X2 - M_2 (\text{mean } X2)$$

$$x_{1^2} = \text{the squared value of } X_1$$

$$x_{2^2} = \text{the squared value of } X_2$$

**Graphic 4.4**



Based on the graphic above the experimental class = than control class=.had different value. The experimental class higher than the control class.

From the table above, the writer got the data  $\sum X1=1603$   $\sum X2=1424$   $\sum x_{1^2} = 2288,87$   $\sum X 2^2=1935,83$  whereas  $N_1=23$  and  $N_2=23$ .

After getting the data from pre-test and post-test, the writer analyzed it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

1. Determine mean of variable x1 and x2

Variable X1

$$M_1 = \frac{\sum x_1}{N_1}$$

$$M_2 = \frac{\sum 1603}{23}$$

$$= 69,70$$

variable X2

$$M_1 = \frac{\sum x_2}{N_2}$$

$$M_2 = \frac{\sum 1424}{23}$$

$$= 61,91$$

2. Determine t-test

$$t = \frac{M_1 - M_2}{\sqrt{(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2})(\frac{N_1 + N_2}{N_1 \cdot N_2})}}$$

$$t = \frac{69,70 - 61,91}{\sqrt{(\frac{2288,87 + 1935,83}{23 + 23 - 2})(\frac{23 + 23}{23 \cdot 23})}}$$

$$t = \frac{7,79}{\sqrt{(96,01)(0,08)}}$$

$$= \frac{7,79}{\sqrt{(7,68)}}$$

$$= \frac{7,79}{2,77}$$

$$= 2.81$$

**Note :**

$M_1$  = the average Score of experimental class (mean X1)

$M_2$  = the average score of Control Class (mean X2)

$\sum x_1^2$  = sum of the squared deviation score of experimental class

$\sum x_2^2$  = sum of the squared deviation score of Control Class

$N_1$  = the number of students' of experimental class

$N_2$  = the number of students of Control Class

2 = constant number

### 3. Degree of freedom

$$Df = (N_1 + N_2) - 2$$

$$= (23 + 23) - 2$$

$$= 44$$

There is no degree of freedom for 44, so the writer uses the closer df from 44. In degree of significance 5% from 44  $t_t = 2.01$  and in degree of significance 1% from 44  $t_t = 2.69$ .

Based on the result statistic calculation, it is obtained that the score of  $t_0$  is  $= 2.81 > t_t = 2.01$  in degree of significance 5%. The score of  $t_0 = 2.81 > t_t = 2.69$  in degree of significance 1%. To prove the hypothesis, the data obtained from the experimental class is calculated by using t-test formula with assumption as follow :

If  $t_{observation} > t_{table}$  : the alternative hypothesis is accepted. It means there is a significant effectiveness of using comic media on students' speaking skill.

If  $t_{observation} > t_{table}$  : the alternative hypothesis is rejected. It means there is a significant effectiveness of using comic media on students' speaking skill.

From the result above, the writer give conclusion that there is a significant effectiveness of using comic media on students' speaking skill. It can be seen that the students' got better score by comic media. The value of  $t_{observation}$  is bigger than  $t_{table}$ .  $t_{observation} = 2.81 > t_{table} = 2.01$  (5%), so  $H_0$  is rejected and  $H_a$  is accepted. In addition, the result of hypothesis based on the data above is accepted. Comic media is very effective to teaching English, especially for teaching speaking. It's will be provoke the students' to speak spontaneity or conceptually.

### C. Interpretation of Data

From the result of pre-test and post-test in experimental class, the writer can be conclude that from lowest score in pre-test is 17 and the highest in pre-test score was 57. After the writer conducted treatment of using comic media to improve speaking skill and also conducted post-test. The lowest score in post-test of experimental class was 46 and the highest score in post-test was 88.

Before decided the result of hypothesis, the writer proposed interpretation towards with procedure as follow :

If  $t_{observation} > t_{table}$  : the alternative hypothesis is accepted.  
It means there is a significant effectiveness of using comic media on students' speaking skill.

If  $t_{observation} > t_{table}$  : the alternative hypothesis is rejected.  
It means there is a significant effectiveness of using comic media on students' speaking skill.



According to the data, the value of  $t_{\text{observation}}$  is bigger than  $t_{\text{table}}$   $t_{\text{observation}} = 2,81 > t_{\text{table}} = 2,01$  (5%) or  $t_{\text{observation}} = 2.81 > t_{\text{table}} = 2.69$  (1%), so  $H_o$  is rejected and  $H_a$  is accepted.

From the result above, the writer give conclusion that means there is significant effectiveness of using comic media on students' speaking skill. It can be seen that the students got better score by comic media. This cloud be seen after comparing the score of pre-test ( before using comic media ) and the post-test ( after using comic media ).

Based on the data obtained from control and experimental class among the average scores, and  $t$  observation, the writer summarized that teaching speaking through comic media has significant effectiveness toward students' speaking because the purpose of this technique was explore the students' ability in speaking English based on comic.

The result of the research shows that the experimental class ( the students who are taught by comic media ) has the mean value (69,70), meanwhile the control class ( the students' who are not taught by comic media ) has the mean value ( 61,91 ). It can be said that the achievement score of experimental class is higher than control class. The following was table of pre-test and post-test students' average score.

**Table 4.8**

**The Pre-Test And Post-Test Average Of The Experimental  
And Control Class**

<b>Class</b>	<b>The Average Of Pre-Test</b>	<b>The Average Of Post-Test</b>
experimental	40.30	69.70
Control	40.60	61.91

Based on the result of pre-test and post-test, it could be concluded :

By comic media was effective to improve students' speaking skill at the second grade of MTs. PII Salinggara – Pandeglang. It can be seen from the result of analysis by using t test formula.

1. The achievement of students' speaking skill of experimental and control group before treatment is equal. It can be seen from the mean of pre-test of experimental class ( 40,30) and the mean of control group (40.60) before the treatment. There is no significant different in students' achievement between experiment and control group.
2. The achievement of students' speaking skill of experimental group after treatment was better than experimental group before treatment. It can be seen from the mean of post-test in the experimental class ( 69.70 ). Is higher than the mean of pre-test in experimental class (40.30 ).
3. The achievement of students' speaking skill of control group after learning process is higher than control group before learning process. It can be seen from the mean of post-test of control class

( 61.91 ) is the higher than the mean of pre-test in control class (40.60).

4. The achievement of students' of speaking skill of experimental group after treatment. It can be seen from the mean of post-test of the experimental class ( 69.70) is bigger than the mean of post-test of control class (61.91) after the treatment.
5. The case in both of groups is the same that there is an improvement in each group's cognitive achievement. However, the improvement on control group not as much as on the experimental group. It is convinced by the statistical result of the hypothesis test. The test by means of t-test formula shown that  $t_0 = > t_{table} = 2.01$  at 5% in degree of significance with  $df = 23+23-2 = 44$  and  $t_0 = 2.81$   $t_{table} = 2.69$  at 1%. From the result of calculation t-test = 2.81. if compered between  $t_0$  and  $t_{table}$ ,  $t_0 > t_{table}$ . It means  $H_0$  is rejected and  $H_a$  is accepted. There is a significant different of average score from pre-test and post-test of control class. From the calculation of interaction A and B, there was a different significance between students' who taught by using comic media and students' who not taught by comic media.

Reason according to researcher comic media can improve students speaking, because comic media made learning English fun, students' become more motivated to speak English as they were learning in more enjoyable and interesting ways, they were not shy, most of them become more enthusiastic and active.