

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents three topics related to research finding that are the descriptive statistic, Inferential statistic, discussion.

A. Finding

1. Analysis Descriptive Statistic

Descriptive statistics is the term given to the analysis of data that helps describe, show or summarize data in meaningful way such that. Descriptive statistic do not allow us to make conclusions beyond the data that have analysed or reach conclusions regarding any hypothesis that might have made.

a. The Data of experiment class

In this study, the researcher presented the data of students' score in simple present tense test, pretest and posttest. Here, the researcher wanted to know the effectiveness of using substitution drills towards students' ability in simple present tense of the seventh grade at MTs Syafi'iyah Besuk-Probolinggo. The effectiveness can be seen from the significant different score of students' score in simple present tense before and after being taught by using substitution drills. Here, the researcher conducted pre-test, giving treatment about simple present tense by using substitution drills and post-test. Before and

after treatments the researcher done pre-test and post-test. Pre-test and post-test were done to obtain students' score in simple present tense (the students' score see appendix 9).

Table 4.1 The Score's Criteria

No	Interval Class	Criteria
1.	85-100	Excellent
2.	71-84	Very Good
3.	60-70	Good
4.	40-59	Low
5.	0-39	Failed

The scores were divided into five criterions. They were excellent, very good, good, low, and failed. The students categorized into excellent score if they got 85-100 score which meant that they were able to do test very well. The students categorized into good score if they got 71-84 score which meant that they were have a little doubt. In this category they were able to do test well. The students categorized into average score if they got 60-70 score which meant that they were able to do test pretty well. The students categorized into poor score if they got 0-59 score which meant that they just did the test. The last criteria were the students categorized into very poor score if they got 0-39 score which meant that they could not do the test well.

b. The Data of Pre-test

After conducted pretest, the researcher obtained the data. The researcher uses SPSS 18.0 version to know the descriptive statistic and the percentage of students' score of pre-test. The result of the calculation as follows:

Table 4.2 Descriptive Statistic of Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students' score	21	56	87	71.86	9.457
Valid N (listwise)	21				

Based on the table 4.2 above, it showed that the minimum score of pre-test was 56, the maximum score was 87, and the mean was 71.86

Table 4.3 The Frequency of Students' Score in Simple Present Tense Before Taught Substitution Drills

Students' score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	9.5	9.5	9.5
	58	1	4.8	4.8	14.3
	62	1	4.8	4.8	19.0
	64	1	4.8	4.8	23.8
	66	2	9.5	9.5	33.3
	68	3	14.3	14.3	47.6
	74	1	4.8	4.8	52.4
	76	1	4.8	4.8	57.1
	78	2	9.5	9.5	66.7
	79	3	14.3	14.3	81.0
	80	1	4.8	4.8	85.7
	82	1	4.8	4.8	90.5
	85	1	4.8	4.8	95.2
	87	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

From the table 4.3, the frequency of pretest after being distributed there were not students who got score between 0-39 which meant that the students' score in simple present tense was failed, there were 3 students who got score between 40-59 which meant that the students' score in simple present tense was low, there were 7 students who got score between 60-70 which meant that the students' score in simple present tense was good, there were 9 students who got score between 71- 84 which meant that the students' score in simple present tense was very good, there were 2 students who got score between 85-100 which meant that on the students' score in simple present tense was excellent.

c. The Data of Post-test

After conducted posttest, the researcher obtained the data. The researcher uses SPSS 16.0 version to know the descriptive statistic and the percentage of students' score of post-test. The result of the calculation as follows:

Table 4.4 Descriptive Statistic of Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students' score	21	56	92	76.29	10.621
Valid N (listwise)	21				

Based on the table 4.4 above, it showed that the minimum score of post-test was 56, the maximum score was 92, and the mean was 76.29.

Table 4.5 The Frequency of Students' Score in Simple Present Tense After Taught Using Substitution Drills

		Students' score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	9.5	9.5	9.5
	66	1	4.8	4.8	14.3
	68	4	19.0	19.0	33.3
	72	1	4.8	4.8	38.1
	74	2	9.5	9.5	47.6
	76	1	4.8	4.8	52.4
	80	1	4.8	4.8	57.1
	81	1	4.8	4.8	61.9
	82	1	4.8	4.8	66.7
	84	1	4.8	4.8	71.4
	85	1	4.8	4.8	76.2
	86	2	9.5	9.5	85.7
	88	1	4.8	4.8	90.5
	92	2	9.5	9.5	100.0
	Total	21	100.0	100.0	

From the table 4.5, the frequency of pretest after being distributed there were not students who got score between 0-39 which meant that the students' score in simple present tense was failed, there were 2 students who got score between 40-59 which meant that the students' score in simple present tense was low, there were 5 students who got score between 60-70 which meant that the students' score in simple present tense was good, there were 8 students who got score between 71-84 which meant that the students' score in simple present tense was very good, there were 6 students who got score between 85-

100 which meant that the students' score in simple present tense was excellent.

Table 4.6 Descriptive of Pre-test and Post-test.

Statistics		
Pre-test		
N	Valid	21
	Missing	0
Mean		71.86
Median		74.00
Mode		68 ^a
Std. Deviation		9.457
Minimum		56
Maximum		87

Statistics		
Post-test		
N	Valid	21
	Missing	0
Mean		76.29
Median		76.00
Mode		68
Std. Deviation		10.621
Minimum		56
Maximum		92

The table above describe the central tendency of students' in pretest score. There are 21 students as participant in pretest group. In column mean it shows 71.86 it means that average of score from total amount students are 71.86. The median score are 74, median is the halfway point of total amount students scores. There is 68 for mode, it means the most frequent score from total students are 68. The standart deviation of score is 9.457. the standart deviation is the deviation of total score it show how the score were spread.

Moreover, table above describe the central tendency of students' in posttest score. There are 21students as participant in posttest group.

In column mean it shows 76.29 it means that average of score from total amount students are 76.29. The median score is 76, median is the halfway point of total amount students scores. There is 68 for mode, it means the most frequent score from total students are 68. The standart deviation of score is 10.621. the standart deviation is the deviation of total score it show how the score were spread.

Two tables above are describing about pre-test and post-test result. The central tendency of pretest are low and the spread are large. Moreover, the central tendency of posttest are high and the spread large. So, central tendency of post-test higher than pre-test and the spread also large.

2. Analysis Inferential Statistic

After the data is collected, the inferential statistic is needed. Before being tested, a requirement test was conducted to find out what the strategy it can be used or not, while the requirements are:

a. Requirement Testing

1. Homogeneity Testing

Homogeneity testing is used to test whether the group used in the research has the same variance or not. Here, the researcher used one class because the researcher used pre experimental study. So the researcher used pre-test and post-test score to see the homogeneity. To test the homogeneity the researcher used *SPSS Statistic 18.0*.

Table 4.7 The Result of Homogeneity Testing

Test of Homogeneity of Variances			
Hasil			
Levene Statistic	df1	df2	Sig.
,171	1	40	,682

According to table 4.7 above the result of homogeneity testing, the significance was 0.682 and it was higher than 0.05, so it can be concluded that the data distribution was homogeneity.

2. Normality Testing

In normality testing, the researcher used pre-test and post-test score.

Table 4.8 The Result of Normality Testing

One-Sample Kolmogorov-Smirnov Test			
		Pre_test	Post_test
N		21	21
Normal Parameters ^{a,b}	Mean	71.86	76.29
	Std. Deviation	9.457	10.621
Most Extreme	Absolute	.171	.116
Differences	Positive	.135	.116
	Negative	-.171	-.113
Kolmogorov-Smirnov Z		.782	.530
Asymp. Sig. (2-tailed)		.574	.941

a. Test distribution is Normal.

b. Calculated from data.

From table above, the significance of pre-test in *Kolmogorov-Smirnov* was 0.574 and it was higher than 0.05. The result of

post-test in *Kolmogorov-Smirnov* was 0.941 and it was higher than 0.05, so it could be concluded that the data was normal.

b. Hypothesis Testing

1. $H_0 = \mu_1 \leq \mu_2$ or the mean of the pre-test is smaller than or equal to the mean of the post-test.

Null Hypothesis (H_0) of this research was the score of the students in using simple present tense after being taught by using substitution drill was less than or equal to their scores before being taught using substitution drills technique to the seventh grade of Mts. Syafi'iyah Besuk-Probolinggo.

2. $H_1 = \mu_1 > \mu_2$ or the mean of post-test is higher than the mean of pre-test.

Alternative Hypothesis (H_a) of this research was the score of the students in using simple present tense after being taught by using substitution drill was higher than their score before being taught using substitution drills technique to the seventh grade of Mts. Syafi'iyah Besuk-Probolinggo.

To know whether the post-test's score was higher than pre-test score before and after using substitution drill technique, the researcher computed *paired-sample test* by using SPSS 18.0 Version. The output was as follows:

Table 4.9 The Result of Paired Sample Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest – Pretest	4.429	2.521	.550	3.281	5.576	8.049	20	.000

Based on table 4.17, the t was 8.049, with the $df = 20$, and the p -value (two-tailed) was 0.000. Given that the present test was one-tailed test, so the p -value (0.000) was divided into: $0.000 / 2 = 0.000$. The significance level was 0.05. For interpretation of decision based on the result of probability, it was:

- 1) If the probability value (sig) > 0.05 then the null hypothesis was not rejected.
- 2) If the probability value (sig) < 0.05 then the null hypothesis was rejected.

Since 0.000 was smaller than significance level (α) 5% or 0.05, so the null hypothesis was rejected. In other words, the hypothesis said that the mean of the pre-test was smaller than or equal to the mean of the post-test was rejected. It automatically accepted the

alternative hypothesis saying that the mean of post-test was higher than the mean of pre-test. It meant that there was significance differences before and after being taught using substitution drill technique.

B. Discussion

As discussed of research method in the teaching and learning process was divided into three steps. The first step was given pre-test. The researcher wanted to know the students' score in simple present tense before being taught using substitution drills technique. The second step the researcher gave treatments to the student three meetings. The first treatment the researcher explained about using simple present tense in descriptive text using substitution drills technique. The second treatment the researcher explained about simple present tense in verbal sentence using substitution drills technique. The third treatment the researcher explained about simple present tense in nominal sentence using substitution drill technique. After all the treatments were done, the researcher conducted the third step that was post-test to see the score of students there were any differences between pretest's score and posttest's score.

Students' score in simple present tense was low. It was proved when they were taught before used substitution drill technique. From the research findings, the students' score before being taught by using substitution drills

was lower than the students' score of post-test. It was proved by the calculation of the mean score on pre-test 71.86 and the mean score on post-test 76.29. From the research finding, the students' score of post-test was higher than students' score of pretest. So, the researcher concluded that this technique was very useful to make students more active and understand about simple present tense, and this technique could use to teach simple present tense.

Based on table 4.16, the t was 8.049, with the $df = 20$, and the p -value (two-tailed) was 0.000. Given that the present test was one-tailed test, so the p -value (0.000) was divided into: $0.000 / 2 = 0.000$. The significance level was 0.05. Since 0.000 was smaller than significance level (α) 5% or 0.05, so the null hypothesis was rejected. In other words, the hypothesis said that the mean of the pre-test was smaller than or equal to the mean of the post-test was rejected. It accepted the alternative hypothesis which said that the mean of post-test was higher than the mean of pre-test. It meant that there was significance differences before and after being taught using substitution drill technique.

The finding of this research stated that substitution drills technique was considered as an effective for the students' ability in simple present tense. It could be seen in the treatment process, the students were more interested when the researcher applied this technique. The teacher could help the students memorize the language especially in simple present tense by the

teacher's control and it makes the teacher could correct any mistakes that students make and encourage them to concrete on difficulties at the sometime.

Regarding on the result of data analysis above, it was also strongly with previous study as stating that substitution drill was considered as an effective technique toward students' ability in simple present tense. The first thesis written by Purwito (2011) he found that there was single slot substitution drill technique gave contribution in developing students' mastery and students' positive attitude towards simple present tense. Therefore, it was suggested that teachers should use single slot substitution drills as an alternative technique in teaching simple present tense. The second thesis written by Dewifartina (2011) she found that that there was improvement of students' ability of the simple present tense. There was a positive response from the students and the English teacher about implementing the action. In conclusion substitution drills could develop students' ability of the simple present tense. The third thesis was conducted by Amrudin (2013) he found that the use of substitution drill is effective in improving the ability of the seventh grade students of SMP Negeri 1 Sindue Tobata in using simple present tense sentences.

From the explanation above, it could be concluded that substitution drills technique was effective in this research. Then the strategy above was accepted by the researcher, especially it could be used to teach simple present tense to the seventh grade of MTs Syafi'iyah Besuk-Probolinggo.