

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter the researcher presents the findings which have been collected during research, and discussion about the data of the research.

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

The aim of the research was to obtain whether there was a significant effect of students achievement in speaking taught by using Three Step Interview (TSI) technique at the tenth grade of SMKN 1 Bandung Tulungagung in academic year 2019/2020. The data of this research were taken from the test.

The data were students' scores of achievement in speaking improvement from pre- test to post- test scores of both experimental and control classes. Before giving post- test, the researcher gave pre- test to all of the samples in both classes. The speaking result was evaluated by concerning five components: pronunciation, grammar, vocabulary, fluency, and comprehension. Each component had its scores. The effectiveness can be seen from the significant different score of students' achievement in speaking before and after taught by using Three Step Interview (TSI) technique.

To know the students' mastery it was good or not, the researcher gave category as follows:

**Table 4.1 Rating Scale**

No.	Range of Score	Criteria
1.	91-100	Excellent
2.	81-90	Very good
3.	71-80	Good
4.	61-70	Enough
5.	51-60	Poor

### 1. The data of experimental class

After conducting pre- test and post-test for experimental class, the researcher obtained the data. The data are as follows:

**Table 4.2 Students' achievement in speaking score before and after being taught using Three Step Interview (TSI) technique**

No.	Name	Pre-Test Score	Post- Test Score
1.	AD	52	64
2	AIF	56	60
3	ADA	56	60
4	ASP	40	68
5	AEN	48	44
6	ADY	44	60
7	AA	44	56
8	AP	40	60
9	APM	40	44
10	AN	44	68
11	AMP	48	68
12	ADI	44	72
13	ALP	36	76
14	AH	48	64
15	AMD	52	52
16	AND	36	60
17	AZ	60	48
18	AM	44	56
19	BEO	56	88
20	CKS	40	56
21	CK	52	68
22	CTS	48	52
23	DYR	36	56
24	DRP	44	40
25	DS	44	52
26	DNA	44	68

27	DDA	48	60
28	DAP	44	68
29	DW	40	76
30	DRD	52	64
31	ENM	52	48
32	EDA	60	64
33	EW	36	64
34	EYV	44	60
35	FZN	56	84

## 2. The data of control class

After conducting pre-test and post-test for control class, the researcher obtained the data. The data are as follows:

**Table 4.3 Students' achievement in speaking score before and after being taught without Three Step Interview (TSI) technique**

No.	Name	Pre-Test Score	Post- Test Score
1.	AYN	36	44
2	AGL	32	48
3	AFR	32	64
4	APA	64	44
5	AS	36	48
6	BLH	72	60
7	DHF	64	52
8	DAP	28	48
9	DS	36	52
10	ES	32	48
11	GR	48	52
12	IKR	72	48
13	INS	44	44
14	JAW	32	48
15	LA	68	52
16	MWM	44	44
17	MW	40	52
18	MDR	72	48
19	MA	36	40
20	MNF	48	44
21	MNR	40	48
22	NAS	64	60
23	NDF	32	44

<b>24</b>	PDA	36	48
<b>25</b>	RSD	64	52
<b>26</b>	RNA	32	44
<b>27</b>	RI	36	68
<b>28</b>	SPC	64	52
<b>29</b>	SA	44	72
<b>30</b>	SAI	32	52
<b>31</b>	SNH	44	56
<b>32</b>	SS	76	44
<b>33</b>	SWA	60	44
<b>34</b>	TWW	76	56
<b>35</b>	YR	40	52

## **B. Data Analysis**

Based on the score from pre- test and post- test, the researcher would like to conduct a statistic test about “The effectiveness of Three Step Interview (TSI) technique on the tenth grade students’ achievement in speaking at SMKN 1 Bandung Tulungagung.

### **1. Descriptive Data**

Before further analyse, the researcher would like to conduct a descriptive data of scores of speaking pre- test and post- test of experimental class and control class. And the result is show below:

#### **a. Control Class**

The descriptive statistic of control class is as follows:

**Table 4.4 Descriptive Data of Pre-test of Control Class**

<b>Descriptive Statistics</b>						
	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Sum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Pre Test Control	35	28	76	1676	47.89	15.748
Valid N (listwise)	35					

Source: SPSS, processed

**Table 4.5 Descriptive Data of Post-test of Control Class**

<b>Descriptive Statistics</b>						
	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Sum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Post Test Control	35	40	72	1772	50.63	7.191
Valid N (listwise)	35					

Source: SPSS, processed

The result displayed that post-test only had a slightly different mean ( $M= 50.63$ ) than pre-test ( $M= 47.89$ ). Since there was no significant difference between the mean of two groups on the pre-test and post-test, the result of data analysis confirmed traditional teaching strategies don't have a significant influence on students' speaking achievement.

b. Experimental Class

The descriptive statistic of experimental class is as follows:

**Table 4.6 Descriptive Data of Pre-test of Experimental Class**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre Test Experimental	35	36	60	1628	46.51	6.866
Valid N (listwise)	35					

Sources: SPSS, processed

**Table 4.7 Descriptive Data of Post-test of Experimental Class**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post Test Experimental	35	40	88	2148	61.37	10.669
Valid N (listwise)	35					

Sources: SPSS, processed

The result displayed that post-test had a higher mean ( $M= 61.37$ ) than pre-test ( $M= 46.51$ ). since there was a significance difference between the mean of two groups on the pre-test and post-test, the result of the data analysis confirmed the idea that Three Step Interview (TSI) technique have a significant influence on students' speaking achievement.

## 2. Normality Test

Statistical errors are common in scientific literature and about 50% of the published articles have at least one errors. The assumption of normality needs to be checked for many statistical procedures, namely

parametric test, because their validity depends on it. The result for normality test for pre-test and post-test was list below:

a. Normality Testing of Control Class

**Table 4.8 Result of Normality Testing Control Class**

		<b>One-Sample Kolmogorov-Smirnov Test</b>	
		Pre Test Control	Post Test Control
N		35	35
Normal Parameters <sup>a</sup>	Mean	47.89	50.63
	Std. Deviation	15.748	7.191
Most Extreme Differences	Absolute	.197	.224
	Positive	.197	.224
	Negative	-.161	-.150
Kolmogorov-Smirnov Z		1.168	1.327
Asymp. Sig. (2-tailed)		.131	.059
a. Test distribution is Normal.			

Source: SPSS, processed

Based on the table above is known that the significance values of control class for pre-test and post-test are 0.131 and 0.059. The significance values of both pre-test and post-test are bigger than 0.050. It means that the data of control class has normal distribution.

## b. Normality Testing of Experimental Class

**Table 4.9 Result of Normality Testing Experimental Class****One-Sample Kolmogorov-Smirnov Test**

		<b>Pre Test Experimenta l</b>	<b>Post Test Experimental</b>
N		35	35
Normal Parameters <sup>a</sup>	Mean	46.51	61.37
	Std. Deviation	6.866	10.669
Most Extreme Differences	Absolute	.186	.124
	Positive	.186	.124
	Negative	-.102	-.106
	Kolmogorov-Smirnov Z	1.099	.736
	Asymp. Sig. (2-tailed)	.179	.651
a. Test distribution is Normal.			

Source: SPSS, processed

Based on the table above is known that the significance values of experimental class for pre-test and post-test are 0.179 and 0.651. The significance values of both pre-test and post-test are bigger than 0.050. It means that the data of experimental class has normal distribution.

**3. Homogeneity Test**

A test of homogeneity tests the null hypothesis that different populations have the same proportions of some characteristics. The assumption of homogeneity of variance is an assumption of the independent samples t-test and ANOVA stating that all comparison



groups have the same variance. The result for homogeneity testing of Variance can be seen in table 4.10 below:

**Table 4.10 Result of Homogeneity Testing**

**Test of Homogeneity of Variances**

Score Posttest

Levene Statistic	df1	df2	Sig.
3.888	1	68	.053

Source: SPSS, processed

Based on the table above is known that the significance value of post-test is 0.053. As on the basic decision making in homogeneity testing, if the significance value is bigger than 0.050, then the data distribution is homogeneous. It can be concluded that significance value that is 0.053 is bigger than 0.050 and the data distribution is homogeneous.

#### 4. T- test

In this study, the researcher used the formula of t-test to analyse the data to know the result of students' test which are conducted before and after doing treatment. The data were analysed using the following of t-test.

And the result is:

**Table 4.11 T-Test****Group Statistics**

Group	N	Mean	Std. Deviation	Std. Error Mean
Post Test Experimental	35	61.37	10.669	1.803
Post Test Control	35	50.63	7.191	1.216

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PostTest	Equal variances assumed	3.888	.053	4.940	68	.000	10.743	2.175	6.403	15.083
	Equal variances not assumed			4.940	59.607	.000	10.743	2.175	6.392	15.094

Source: SPSS, processed

After doing the analysis by using SPSS then concluded that the value of Significance of t-test is 0.000 smaller than 0.05 then means H<sub>0</sub> rejected automatically H<sub>1</sub> is accepted.

So the result of this study indicate that there is a significant effect of student's mean score. It means Three Step Interview (TSI) technique is

effective to improve on the tenth grade students' achievement in speaking at SMKN 1 Bandung Tulungagung.

### **C. Discussion**

The result of students' achievement in speaking of asking for and giving direction in experimental class was greater than students' achievement in speaking in control class. It caused Three Step Interview (TSI) technique is very helpful in increasing the students' achievement in speaking. It can also be seen through the treatment when the students worked together in Three Step Interview (TSI) process. They were interested to follow the class and really enjoyed practicing speaking. They can speak in expression, stress, and intonation of words as the result their grammar, vocabulary, comprehension, fluency, and pronunciation to be better. They become more active in classroom activities and they feel confident to speak with their partner instead of talking to the teacher or the whole class. They just feel relax in speaking with partner. As what has been stated by Kagan (2009), the students were much more fluent talking with a partner than when asked to share with the team or with whole class. It means that talking with a partner can build the students' self-esteem and it better to make them having practice of speaking without being shy or afraid of making any mistakes.

Moreover, Mandal (2009:99) state that by applying Three Step Interview technique, it makes students will have interaction with each member of the team as the interviewer and interviewee and in the last step of

this technique students will share their partner's response with member of the team. So, by using Three Step Interview technique will make students active in English class because all of students in class will speak up in their group interview as interviewer and interviewee. In fact, students who were taught by Three Step Interview (TSI) technique had greater gain score of achievement in speaking than were taught by conventional method.

The findings of the present research confirm the finding of previous research done by Nadhifatuzzahro' (2017) stated that the effect of Three Step Interview (TSI) could improve the students' speaking ability at Senior High School. Her study shows that these technique can be implemented for manageable and unmanageable class, and even for the lowest class.

The finding also confirm the research carried out by Putri (2017) who has been successful to make the students writing achievement by applying Three Step Interview (TSI) at Junior High School. Her study show there is significance effect of the students who were taught by using animation film and those who are taught by using lecturing method.

Thus, in this research, the researcher also confirm that there is significant effect of Three Step Interview (TSI) technique for student's achievement at Vocational High School. The researcher found out that Three Step Interview (TSI) technique can create a conductive classroom activity and also the students' motivation in speaking increased.

Three Step Interview (TSI) appears to be an alternative strategy to teach the students speaking. It makes the students feel so enthusiastic and not bored to practice speaking. When they are not bored in doing the speaking activity, it means that this strategy is interesting for them. Moreover, their motivation in speaking is also improved. Consequently, they have a strong encouragement to practice speaking and have more opportunities to share their idea with others orally.

Finally, Three Step Interview (TSI) can be chosen as one of an alternative strategy to enhance the students' speaking achievement. By having them practice, their speaking ability shows improvement since learning speaking involves more opportunities to practice instead of learning the theories. The result of this study shows the real effective of using Three Step Interview (TSI) technique toward students' achievement in speaking.