

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the study and the discussion based on the results of the study.

A. Research Finding

1. Description of The Data

In this section, the researcher In this section the researcher discuss the result of the research. The chapter discribes some findings and discussion about the effectiveness of using drilling technique on students' mastery of expressions in speaking class at the first grade of MTs Al-Huda Bandung. As mentioned before, the researcher uses test as instrument in collecting data. The test is administered to seven grade students of B class which consisted of 32 students. The names of the students can seen in Appendix 1. The aim of this research is to find out the effectiveness using drilling technique on students' mastery of expressions in speaking class. The researcher obtined two kinds of the data; the score of pre-test and post-test. The score obtained from analytical oral language scoring rubric. The pre-test is given before the implementation of Drilling Technique, and the post-test is given after the implementation of Drilling Technique.

a. **Students' score before being taught applying Drilling Technique.**

In this section, the researcher presents and analyzes the collected data through administering pretest which are administered to 32 students. The table of the students' score of pre-test could be seen in Appendix 2. The result of statistics, descriptive statistics and the frequency distribution can be seen in the table below:

Table 4.1 The Result of Statistics

		Pretest	Posttest
N	Valid	32	32
	Missing	0	0

Table 4.2 Descriptive Statistics of Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	5	13	8.94	1.983
Valid N (listwise)	32				

Based on table 4.2, shows that the sample consist of 32 students. The minimum score is 5, the maximum score is 13 and the mean is

8.94. Therefore, the score of the students before applying drilling technique the mean is 8.94.

Table 4.3 Frequency of Score in Pre-test

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5	1	3.1	3.1	3.1
6	2	6.2	6.2	9.4
7	5	15.6	15.6	25.0
8	8	25.0	25.0	50.0
9	2	6.2	6.2	56.2
10	6	18.8	18.8	75.0
11	5	15.6	15.6	90.6
12	2	6.2	6.2	96.9
13	1	3.1	3.1	100.0
Tot al	32	100.0	100.0	

The frequency of pre-test score in table 4.3, can explained; 1 student (3.1%) get score 5, 2 students (6.2%) get score 6, 5 students

(15.6%) get score 7, 8 students (25.0%) get score 8, 2 students (6.2%) get score 9, 6 students (18.8%) get score 10, 5 students (15.6%) get score 11, 2 students (6.2%) get score 12, and 1 student (3.1%) get score 13.

This is not a surprising finding considering that students only used their feeling and mixing language during practice of speaking. The students felt difficult to develop their ideas into a good and detailed speaking.

b. Students' score after being taught applying Drilling Technique

In this section, the researcher presents and analyzes the collected data through administering post-test which are administered to 32 students. The table of the students' score of post-test could be seen in Appendix 3. The result of statistics, descriptive statistics and the frequency distribution can be seen in the table below:

Table 4.4 the result of Statistics

		Statistics	
		Pretest	Posttest
N	Valid	32	32
	Missing	0	0

Table 4.5 Descriptive Statistics of Post-test**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	32	6	17	11.34	2.391
Valid N (listwise)	32				

Based on table 4.5, shows that the sample consist of 32 students. The mean is 11.34, the minimum score is 6 and the maximum score is 17. Therefore, the students score after applying drilling technique the mean is 11.34.

Table 4.6 Frequency of Students' Score in Post-test**Posttest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 6	2	6.2	6.2	6.2
8	2	6.2	6.2	12.5
9	1	3.1	3.1	15.6
10	4	12.5	12.5	28.1

11	10	31.2	31.2	59.4
12	2	6.2	6.2	65.6
13	6	18.8	18.8	84.4
14	3	9.4	9.4	93.8
15	1	3.1	3.1	96.9
17	1	3.1	3.1	100.0
Total	32	100.0	100.0	

The frequency of post-test score in table 4.6, can explained; 2 students (6.2%) get score 6, 2 students (6.2%) get score 8, 1 student (3.1%) get score 9, 4 students (12.5%) get score 10, 10 students (31.2%) get score 11, 2 students (6.2%) get score 12, 6 students (18.8%) get score 13, 3 students (9.4%) get score 14, 1 student (3.1%) get score 15 and 1 student (3.1%) get score 17.

This finding shows that after accepting the treatment, students' score significantly increased. It is mean the lowest score in post-test (6) is large than pre-test and the highest score in post-test (17) is also large than pre-test (13).

From the descriptions above, there was different score between before and after being taught by using Drilling Technique.

2. Normality and Homogeneity

a. The Result of Normality Testing

Normality is to know whether the data is normal distribution or not. According to Rohmah (2016) Normality of the data is important because if the data were in normal distribution, the data are considered to be the representative of the population. The researcher used one of the methods of normality testing was done towards both try out of pre-test and post-test score. In this research, the researcher used t-test and the correlation t-test and normality is to measure whether the test is normal or not normal. To know the normality, the researcher used SPSS IBM 16 One sample Kolmogorov-Smirnov test. Null hypothesis (H_0) was rejected when significant value was lower than 0.05. The result could be seen in the table as follows:

Table 4.7 Normality Testing

One-Sample Kolmogorov-Smirnov Test

		pretest	posttest
N		32	32
Normal Parameters ^a	Mean	8.94	11.34
	Std. Deviation	1.983	2.391
Most Extreme Differences	Absolute	.182	.162
	Positive	.182	.151

	Negative		
Kolmogorov-Smirnov Z		-.141	-.162
Asymp. Sig. (2-tailed)		1.029	.914
a. Test distribution is Normal.		.241	.374

Based on the table 4.7 the significant score pre-test is 0.241 and significant score of post-test is 0.374. So it can be concluded that the significant score pre-test and post-test is higher than 0.05. It means that residual score is normal distribution.

b. The result of Homogeneity Testing

Homogeneity testing is conducted to measure whether the data has homogenous variance or not. This test usually used as a requirement in analysis of independent t-test and anova. Homogeneity test also used as a reference material for determining stastical test decision:

1. If the value of sig < 0.05, it mean that the variant of two or more population data groups is not same.
2. If the value of sig > 0.05, it mean that the variant of two or more population data groups is same.

The researcher used Test of Homogeneity of variances with SPSS by the value of significance (α) = 0.05 the result can be seen below:

Table 4.8 Homogeneity Testing**Test Homogeneity of Variances****Speaking class****Test of Homogeneity of Variances**

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Levene Statistic	df1	df2	Sig.
.086	1	62	.771

Based on the table 4.8 above, the sig. Value is 0.771 and it was higher than 0.05, it means that H_0 is rejected and H_a is accepted. It can be concluded that data is homogeneity.

3. The Result of Hypothesis Testing

The hypothesis testing of this study as follows:

1. If the significant level of t-test is bigger than t-table (0.05), the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means there is significant difference score on students' mastery of expressions in speaking class before and after using Drilling Technique.
2. If the significant level t-test lowers than t-table (0.05), the alternative hypothesis (H_a) is rejected and null hypothesis (H_0) is accepted. It means there is no significant difference score on students' mastery of expressions in speaking class before and after using Drilling Technique.

To find out whether there is a significant difference of students' mastery of expressions in speaking class before and after being taught Drilling technique, the researcher uses paired sample t-test in SPSS 16.0. The result can be seen at the table 4.9.

Table 4.9 Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	8.9375	32	1.98279	.35051
	Posttest	11.3438	32	2.39097	.42267

Table 4.10 Paired Sample Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest & posttest	32	.903	.000

Based on table 4.10 above, the result of paired sample correlations shows that sig. 0.000. The table above showed that sig 0.000, it is lower than 0.05. It means that H_0 is rejected and H_a is accepted.

4. The Result of Data Analysis

Data analysis was done to know the different score before and after doing the test and after doing the the test and found the score before test and

after test. The researcher used statistical test using Paired Sample Test on IBM SPSS statistics 16 to ensure the effectiveness of teaching expressive expression in speaking class used by drilling technique. The result is shown as follows:

Table 4.11 Descriptive Statistic for Pre-test and Post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest	32	8	5	13	8.94	.351	1.983	3.931
Posttest	32	11	6	17	11.34	.423	2.391	5.717
Valid N (listwise)	32							

From the table above, it could be seen that the mean of post-test score (0.423) was larger than the mean of pre-test (0.351). It means that the used of Drilling Technique has caused in improving students' mastery of expressive expressions in speaking class. While N for each other are 32. Meanwhile, the standard deviation of pre-test is 1.983 and standard deviation of post-test is 2.391.

From the result above, can be concluded that there was the significant different of the students' score between pre-test and post-test.

Table 4.12 Paired Sample T-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	- 2.406 25	1.04293	.18437	-2.78227	-2.03023	-13.052	31	.000

Based on the table above, it can be seen that t-count is 13.052 with the df is 31. Standard mean error 2.406 the lower different 2.782, the upper different 2.030 and the sig. (2-tailed) is 0.000.

The way to test the null hypothesis can be rejected or not was by comparing p-value with the standard level of significance, 0.05. the table 4.12 shows that the p-value was less than 0.05 ($0.000 < 0.05$). It means that the null hypothesis could be rejected and it could be concluded that the use of drilling

technique was effective to improve students' mastery of expressive expression in speaking class.

B. Discussion

From the data analysis, the objective of the research is to know if there is an affect in applying that Drilling Technique in teaching expression in speaking class at the first grade of junior high school of MTs Al-Huda Bandung academic 2018/2019.

Based on the research method, this study is conducted in three steps. The first step is giving pre-test to students. Pre-test is given to know the students' speaking score before being taught by Drilling Technique. The second step is giving treatment and applying the Drilling Technique to the students. The treatment is given to the students three times. The third step is giving post-test. Post-test is given to know the students' speaking score after being taught by Drilling Technique.

Based on the result of the statistical computation using t-test, the result showed that there is any significant difference between pre-test and post-test. The result t-test is 13.052, if the t-test is compared to t-table with the degree of freedom 31 as stated hypotesis testing, the t-test 13.052 is higher. Based on the hyotesis testing, H_a is accepted and H_0 is rejected, the theory is verified. It means that there was significant different between score of pre-test and post-test. It can be concluded that the students get good achievement in students' mastery of expressions in speaking class after being taught by drilling

technique. The students' mastery of expressions in speaking class achievement improves significantly, so teaching students' mastery of expressions by using drilling technique is effective to improve students' achievement on speaking class.

In this research the researcher used drilling as the teaching technique. In order to make the students always use English, the teacher asked the students to make some dialogue. According to Brown (2001: 250) says that much of our language teaching energy is devoted to instruction in mastering English conversation. One of the instruction that he classifies is dialogue.

In addition, some studies dealing with expressions of speaking and Drilling technique support this research. The first study was conducted by Fortina Delana, Ag. Bambang Setiyadi, Ramlan Ginting Suka, entitled "*Implementing Drill Technique in Teaching Speaking*". The result of the study found that drilling technique was effective in teaching speaking at the second grade students in class VII J of SMPN 4 Bandar Lampung. The second study was conducted by Ria Fransiska 2012 (Airlangga University, Surabaya) on her research entitled "*The Use of Drilling Technique in Teaching English Vocabulary to the Seventh Grade Students of SMP Negeri 2 Tanggulangin*". The result of this study shows that there was a difference between seventh grade students' English vocabulary mastery taught using drilling technique and those taught without using drilling technique. The third study was conducted by; Muhammad Fikri Nugraha Kholid, Hery Yufrizal, Patuan Raja, entitled "*Improving Students' Speaking Ability through Drill Technique*". The

result of the study found that there is any significant difference score between students' speaking ability before and after being taught through drill technique at second grade students of MAN 1 Bandar Lampung. The fourth study was conducted by; Rahmawati Khadijah Maro (Universitas Muhammadiyah Malang). Entitled "*Drilling Technique: A Study of Improving Speaking Skill for Non Scholars in Short Term*". The result of this study is to investigate whether drilling technique is applicable to improve speaking skills for non-scholar.

The use of teaching technique in teaching learning process was very important, so the teacher should choose the appropriate technique for teaching learning. A teaching technique could help the teacher to teach more easily and help the students more enjoyed and controllable. One of teaching technique that were easy and interesting in teaching speaking was drilling technique. By using the drilling technique, the students not only study about pronunciation, but also study about grammar and the facial expression, because in this research, the researcher used drilling technique in teaching learning of expressions in speaking class.

Based on the explanation above, the advantages the use of drilling technique give positive effect toward students' mastery of expressions in speaking class. It has been verified by the result of the data analysis that there is significant difference between students' mastery of expressions before and after taught using drilling technique and it can help the students' to improve their speaking class at the first grade of MTs Al-Huda Bandung.