CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents data description, hypothesis testing, and discussion of research finding.

A. Data Description

The purpose of data description is to show the result of research. The subject of the research was the seventh graders of SMPN 1 Ngunut Tulungagung on academic year 2018/2019 which 7F class as experimental group and 7J class as control group. In this sub-chapter the researcher present the score of pre-test and post-test both from experiment group and control group.

This research was conducted in six meetings. The first meeting was used to conduct pre-test. This action was conduct to know students' speaking ability before receiving treatment. In the second until fifth meeting, the researcher taught the students of experimental group using cue card and the control group without using cue card. The researcher used scientific approach as learning method to teach both class because the school curriculum was K13. The difference was in the used of cue card as media. For the second until fifth meeting, researcher taught descriptive text to the student and gave different topic for each meeting. On the sixth meeting, the researcher conduct post-test to know students' speaking ability after receiving treatment from the researcher. Then, the final result of students speaking performance of pre-test and post-test were analyzed by using scoring rubric of speaking.

a. The data from students' speaking scores of experimental group (7F) can be seen in this following table:

Table 4.1 Students' Score of Pre-Test and Post-Test of Experimental Group

No.	Name of Student	Score	
		Pre-test	Post-test
1.	A.Z.H.O	4	8
2.	A.H.S	7	9
3.	A.T.W	6	10
4.	A.P.	7	9
5.	A.S	6	8
6.	A.O	5	7
7.	A.K	9	11
8.	C.P.R	6	9
9.	D.E.K	5	9
10.	D.M.	7	10
11.	D.T.C	5	9
12.	D.C.A	4	7
13.	E.V.R	5	10
14.	F.E.Y	8	10
15.	M.N	6	9
16.	M.A.S	4	9
17.	M.F.N.A	4	6
18.	M.Z.W.U	7	10
19.	N.P.A	8	11
20.	O.P	8	9
21.	R.A.R.M	7	9
22.	R.S.A	4	8
23.	R.A.D.A	5	7
24.	R.C.K	8	9
25.	R.A	5	9
26.	S.E.A	6	9
27.	S.T.P	6	10
28.	S.G.O	7	10
29.	S.A	5	8
30.	S.V.P	6	8
31.	S.R.H	4	6
32.	Y.D.P	7	10

b. The data from students' speaking scores of control group (7J) can be seen in this following table:

Table 4.2 Students' Scores of Pre-Test and Post-Test of Control Group

No.	Name of Student	Score	
		Pre-test	Post-test
1.	A.N.A	6	4
2.	A.T.F	7	7
3.	A.T.S	6	6
4.	A.S.R	7	7
5.	A.A.P.P	8	6
6.	A.T.S	7	6
7.	B.A.S	4	5
8.	C.K.W	9	9
9.	D.T.R	7	5
10.	D.B.S.P	6	7
11.	E.P.S	7	5
12.	F.S	6	4
13.	F.W.K	5	5
14.	H.D.S	6	7
15.	H.C.S	6	7
16.	L.N	7	8
17.	M.P	5	4
18.	M.Z.A	7	7
19.	M.I.F	5	5
20.	M.R.H.P	7	7
21.	N.A.S	7	7
22.	P.A.P.A	5	5
23.	P.W	5	8
24.	R.O.C	6	6
25.	R.R.P	4	6
26.	R.W.A	4	7
27.	R.A.F.S	5	5
28.	R.L.I	6	7
29.	S.K.S	5	6
30.	T.B.A	6	6
31.	V.R.N	4	5
32.	Y.M	5	6

1. Result of Pre-test

The pre-test was done by giving students instruction to describe a particular picture orally in front of the class. In this action, there were 32 students of experimental group and 32 students of control group. After the scores are collected, researcher calculated the data using SPSS 23.0 program which the result as bellow:

Table 4.3 Descriptive Statistic Pre-test of Experimental Group

N	Valid	32
	Missing	0
Mean		5.97
Median		6.00
Mode		5[a]
Std. Deviation		1.425
Variance		2.031
Range		5
Minimum		4
Maximum		9
Sum		191

The table 4.3 above shows that the mean of students' speaking score of experimental group of pre-test was 5.97. It means that the average score of 32 students of experimental group was 5.97. Meanwhile in the pre-test, the lowest score was 4 and the higher score was 9. Then, median score was 6.00 and the mode score was 5.

Table 4.4 Frequency Pre-test of Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	6	18.8	18.8	18.8
	5.00	7	21.9	21.9	40.6
	6.00	7	21.9	21.9	62.5
	7.00	7	21.9	21.9	84.4
	8.00	4	12.5	12.5	96.9
	9.00	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Then, based on table 4.3 the median score was 6.00 which if seen on the table above 7 students got score 6.00, 13 students got score less than 6.00, and 12 students got score more than 6.00. Then, mode score was 5, it means that the most frequent score was 5. Therefore, based on table 4.4, many students got score 5, 6, and 7.

Table 4.5 Descriptive Statistic Pre-test of Control Group

N	Valid	32
	Missing	0
Mean		5.94
Std. Error of Mean		.215
Median		6.00
Mode		6[a]
Std. Deviation		1.216
Variance		1.480
Range		5
Minimum		4
Maximum		9
Sum		190

The table 4.4 above shows that the mean of students' speaking score of control group of pre-test was 5.94. It means that the average score of 32 students of experimental group was 5.94. Meanwhile in the pre-test, the lowest score was 4 and the higher score was 9. Then, median score was 6.00 and the mode score was 6.

Table 4.6 Frequency Pre-test of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	4	12.5	12.5	12.5
	5.00	8	25.0	25.0	37.5
	6.00	9	28.1	28.1	65.6
	7.00	9	28.1	28.1	93.8
	8.00	1	3.1	3.1	96.9
	9.00	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Then, based on table 4.5 the median score was 6.00 which if seen on the table above 9 students got score 6.00, 12 students got score less than 6.00, and 11 students got score more than 6.00. Then, mode score was 6, it means that the most frequent score was 6. Therefore, based on table 4.4, many students got score 6.00.

From table 4.3 and 4.4 above, it can conclude that the mean of students' speaking score of pre-test from experimental and control group were different. The mean of experimental group was higher than control group. Then if we summarize the mean, both group's mean were 6. It was still far from the maximum score from four criteria of speaking that was 16. Some students can describe something orally, but there are some aspect that still less such as they have very limited vocabulary,

still difficult to use accurate grammar, and often make wrong pronunciation.

2. Result of Post-test

The post-test was done by giving students instruction to describe a particular picture orally in front of the class. In this action, there were 32 students of experimental group describe a picture on cue card orally and 32 students of control group describe a particular picture orally. After the scores are collected, researcher calculated the data using SPSS 23.0 program which the result as bellow:

Table 4.7 Descriptive Statistic Post-test of Experimental Group

N	Valid	32
	Missing	0
Mean		8.84
Std. Error of Mean		.225
Median		9.00
Mode		9
Std. Deviation		1.273
Variance		1.620
Range		5
Minimum		6
Maximum		11
Sum		283

Table 4.5 above shows that the mean of students' speaking score of experimental group of post-test was 8.84. It means that the average score of 32 students of experimental group was 8.84. Meanwhile in the post-test in experimental group, the lowest score was

6 and the higher score was 11. Then, median score was 9.00 and the mode score was 9.

Table 4.8 Frequency Post-test of Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.00	2	6.3	6.3	6.3
	7.00	3	9.4	9.4	15.6
	8.00	5	15.6	15.6	31.3
	9.00	12	37.5	37.5	68.8
	10.00	8	25.0	25.0	93.8
	11.00	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

From the table 4.7 it can be seen that median of post-test of experimental group was 9.00 and the mode was 9. As described on table 4.8 that showed there were 12 students got score 9.00. Then, based on table above there were 10 students who got score less than 9.00 and there were 10 students got score more than 9.00.

Table 4.9 Descriptive Statistic Post-test of Control Group

N	Valid	32
	Missing	0
Mean		6.09
Std. Error of Mean		.217
Median		6.00
Mode		7
Std. Deviation		1.228
Variance		1.507
Range		5
Minimum		4
Maximum		9
Sum		195

The table 4.6 above shows that the mean of students' speaking score of control group of post-test was 6.09. It means that the average score of 32 students of experimental group was 6.09. Meanwhile in the post-test in control group, the lowest score was 4 and the higher score was 9. Then, median score was 6.00 and the mode score was 7.

Table 4.10 Frequency Post-test of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	3	9.4	9.4	9.4
	5.00	8	25.0	25.0	34.4
	6.00	8	25.0	25.0	59.4
	7.00	10	31.3	31.3	90.6
	8.00	2	6.3	6.3	96.9
	9.00	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

From the table 4.9 it can be seen that median of post-test of control group was 6.00 and the mode was 7. It means that the most frequent score was 7. As described on table 4.10 that showed there were 10 students got score 9.00. Then, based on table above there were 19 students who got score less than 7.00 and there were 3 students got score more than 7.00.

From the result of calculation of post-test between experimental group and control group, it can conclude that there was improvement

scores in both of groups. Though, the improvement score in experimental group was higher than in control group.

Table 4.11 Descriptive Group Statistic

Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
7F class	32	8.84	.225	1.273
7J class	32	6.09	.217	1.228
Valid N (listwise)	32			

The table 4.7 above shows that mean in post-test of experimental group was higher than mean of control group. It indicated that the use of cue card can caused an improvement of student's speaking ability. Though the conclusion was only a descriptive conclusion.

B. Hypothesis Testing

Hypothesis testing of this research as follows:

1. If the significant level is less than 0.05 (<0.05), the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that cue card is effective to teach speaking the seventh graders.
2. If the significant level is more than 0.05 (>0.05), the alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted. It means that cue card is not effective to teach speaking the seventh graders.

Therefore, to investigate whether cue card was effective or not to teach speaking the seventh graders, the researcher tested the result of post-test by using Independent Samples T-Test using SPSS 23.0 program.

Table 4.12 Independent Sample T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students' score	Equal variances assumed	.013	.911	8.797	62	.000	2.750	.313	2.125	3.375
	Equal variances not assumed			8.797	61.919	.000	2.750	.313	2.125	3.375

Referring to table 4.8, it shows that in Levene's Equality of Variance, it seen that F=0.013 (p value=0.911) because of p higher than 0.05, it indicated that there is no difference in variance data or it can said that the data was equal/homogenous. If the data was homogeneous, check on the result of *equal variance assumed*. As can be seen on the table above that Df (Degree of freedom) was 62. Therefore, the way to test whether the alternative Hypothesis (Ha) can be accepted was by comparing the p-value with the standard level of significance that was 0.05. The convention to accept the alternative Hypothesis (Ha) was if the p-value was less than 0.05 (<0.05). As shows by table 4.8 above, the p-value was less than 0.05. (0.000<0.05). Thus, there was enough evidence indicating that alternative Hypothesis (Ha) was accepted and the null Hypothesis (Ho) was rejected. The interpretation can be concluded with saying "There is any significant different score between students who was taught using cue card and students who was taught without

using cue card". According to that evidence, it can answer the research problem or question that cue card is effective for teaching speaking the seventh graders of SMPN 1 Ngunut Tulungagung.

C. Discussion

In this part, the researcher present the discussion of data analysis. Based on the explanation and the calculation above, cue card gave positive effect to student's speaking ability especially spoken descriptive. It was prove by the gained significance value of T-Test which less than 0.05 (0.000<0.05) that means the alternative Hypothesis (Ha) is accepted and the null Hypothesis (Ho) is rejected. In other word, cue card is effective to teach speaking.

In addition, It could be seen from the students' score in pre-test and in post-test that were conducted by the researcher on 20th of March 2019 and on 20th of April 2019, that there was an improvement of mean from pre-test 5.97 to post-test 8.84. It showed that the students get good improvement in their speaking achievement after receiving treatment using cue card.

Whereas, in pre-test the researcher found many mistake done by the students especially in the use of vocabulary, grammar, fluency, and pronunciation. Almost all the seventh graders have limited vocabulary that makes them uses a very limited vocabulary and expression when speaking English. Then, by the young age they still have limited knowledge about grammar. They often use basic structure and make frequent error. They also often speak with some hesitation that interferes with communication and that

could influence their score for fluency achievement. The seventh graders also still often to make mistake in pronunciation.

After the students received treatments using cue cards, the result showed that cue card give good impact on students' speaking ability especially in vocabulary, fluency, and pronunciation aspects. It was caused by the use of cue card as instructional media to teach speaking. It was prove by Hamidjojo cited in Arsyad (2011: 4) that states that the use of media helps the teacher send material to the students and can help the students accept the material more effective. It was proved by the significant different of post-test score between class which was taught using cue card and the one which was taught without using cue card. Moreover, the use of picture to teach speaking was suggested by Jeremy Harmer in his book entitled the Practice of English Language Teaching (2001).

Then, the used of cue card was appropriate with one principle in teaching speaking that was also give the students opportunity to talk in group-work or pair-work and limiting teacher's talk (Nunan, 2003, 54-56). As the definition states by Harmer, (2001) cue cards was small cards which students use in pair or group work. So, the researcher made the lesson plan with adapted from the definition of cue card that states by Harmer. Moreover in scientific approach that used in curriculum 2013, one strategy that have to do in the class was students' discussion in group-work.

After done the calculation of students' post-test score, the researcher found improvement in some aspects of speaking such as in vocabulary, grammar, fluency, and pronunciation aspects. The improvement in

vocabulary and pronunciation aspect caused by cue card provides some clues that many clues are words that still new for the students. The students can try to pronounce the words on cue card before arrange a sentence based on that words. The use of cue card also give an improvement on students' grammar achievement. It can be known by comparing students' of experimental and control group' grammar aspect achievement of post-test. The improvement of fluency caused cue card as media could ensure the students to not forget about what they are intend to say (Turk, 2003: 91). Then, it also caused by the use of cue card can reduce students' anxiety. Brown (2007: 161) defines anxiety as the feeling of uneasiness, frustration, self-doubt, apprehension or worry. It can influence speaking ability. By the clues on cue card, students can remember easier about what to say. So, they have no reason to afraid to come forward to practice speaking. Next, Harmer (2007: 347) states that if a teacher wants their students speak fluently, they should be a prompter for students. By giving the appropriate clues on cue card, teacher can help students more interactive. It can help them when they are lost the idea about what to say. The last, the improvement of pronunciation is caused by cue card contain some clues and the student should learn the clues first in a group discussion before perform in front of the class and they may ask the teacher if they found any difficulties. Beside that, the good picture and the understandable clues on cue card can motivate students to learn better. As states by Hamalik, 1985 the use of media can help to motivate students during the learning process.

Based on the explanation above, it can be said that cue card give a significant effect on the seventh graders' speaking ability at SMPN 1 Ngunut Tulungagung. It could be seen from the description of research finding above. In addition, this research is also in line with the previous studies that found cue card is effective to teach as instructional media. As states by Elvita (2012) *"there is a significant effect of using cue card toward students' speaking ability"*. But, this previous research done with only one group of pre-test and post-test. It made there is a doubt about it is still effective or not if the research done using two group of samples. So, this research can strengthen her research finding that said cue card give significant effect toward students' speaking ability. Next, Budiastuti (2007) states *"using cue card as a teaching medium improved the average of the students' speaking ability"*. This research was action research that was done on two cycles. So, she only done the research by observing the class that was taught using cue card and test students speaking ability in each meeting. By the limited time, she got help from English teacher to do the test and to do the procedure of using cue card. It made the doubt about it is cue card still effective or not if the researcher conduct the research by her-self with more cycles or done by using another research design. Then, this research was answered that doubt. This research prove that by using different research design, the use of cue card could show the significant effect to the students' speaking score. This research can strengthen her finding that said cue card as medium can improved the average of students' speaking ability. The last previous research was done by Rahmawati (2017) that states *"the use of cue cards media can improved the*

students' speaking skill". This was an action research that done on two cycle. Actually this research was almost same with Budiastuti (2007). The differences was on the material, and in this previous research the researcher conduct the research by observing and done the procedure of using cue card by her-self. This research was prove that by using different research method, the used of cue card showed the significant improvement on students' speaking score. It can conclude that this research can strengthen the last previous research about the use of cue card for teaching speaking.

In this research, the researcher formulated some reasons why cue card showed the effectiveness to use:

1. The use of cue card can help to motivate the students during the learning process. By the age of seventh graders, teacher can engage student's attention easily using interesting picture. Cue card are small card with picture and clues above it. So it is effective to teach seventh grade student.
2. The use of cue card can stimulate students to respond. The clues on cue card can help student product idea and remember about what to say when they should speak up.

As a result, the researcher implied that and as a teacher we should use appropriate media such as cue card in teaching learning process which would help the students to have an improvement on their learning outcomes.