CHAPTER IV

FINDING AND DISCUSSION

This chapter presents three topics related to research finding that are the description of data, hypothesis testing and discussion.

A. The Description of Data

This research was conducted at SMAN 1 Kampak with population were all of tenth students of SMAN 1 Kampak. There were 6 classes at tenth grade consisted of 172 students. The sample of this research was X MIPA 1 class with consisted of 26 students, 8 male and 18 female students as experiment and control class because the researcher was conducted pre experimental study so the researcher only used one class. This research used silent viewing technique to teach speaking. This research was conducted on February 2019. The researcher used test to get data, those are pre-test and post-test.

1. The Data Before Using Silent Viewing Activity

In this study, the researcher presented the data of students' score in pretest and posttest. In this case, the researcher wanted to know the effectiveness of using silent viewing activity toward student's ability in speaking at the first grade of SMAN 1 Kampak - Trenggalek. The effectiveness could be seen from the significant different score

of students' score in speaking before and after being taught by using silent viewing activity. Here, the researcher conducted pre-test, giving treatment about speaking by using silent viewing activity 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 speaking.

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

(Adapted from article Riswanto and Haryanto E. 2012)

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 means that they were able to speak very well. The students categorized into good score if they got 71-84 score which means that they were have a little doubt. In this category they were able to speak well. The students categorized into average score if they got 60-70 score which means that they were able to speak pretty well. The student categorized into poor score if they got 0-59 score which means that they need improvement.

The last criteria were the students categorized into very poor score if they got 0-39 score which means that they could not speak well.

2. The Data of Pre-Test

After conducting pretest, the researcher obtained the data. The data were as follows:

Table 4.2 Students' score before being taught by using silent viewing

No	Name	Pre-test
1	A.D.L	75
2	A.F.S	65
3	A.C.A	70
4	A.E.F.W	85
5	A.I.S	70
6	D	68
7	D.R.P	63
8	E.A.P	80
9	F.T.V	83
10	G.R.J	85
11	G.H	76
12	J.T.W	75
13	L.O	72
14	L.A	72
15	M.E.K.D	65
16	M.N.H	68
17	M.R.R	75
18	N.D.H	80
19	N.A.A	78
20	P.A.N.L	76
21	R	75
22	S.D.F	80
23	S.A.A	78
24	V.F.L	75
25	Y.Y.G	71
26	Y.Y	72

The researcher used SPSS 18.0 version to know the descriptive statistic and the percentage of students' score of pre-test. The percentage was divided into five criterions: excellent, good, average, poor, and very poor (see table 4.1) the result of the calculation as follows:

Table 4.3 Descriptive Statistic of Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	26	63	85	74.31	5.938
Valid N (listwise)	26				

Based on the table 4.3 above, it showed that the minimum score of pre-test was 63, the maximum score was 85, and the mean was 74.31.

Table 4.4 The Frequency of Students' Speaking Score

Before Taught Using Silent Viewing

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	1	3.8	3.8	3.8
	65	2	7.7	7.7	11.5
	68	2	7.7	7.7	19.2
	70	2	7.7	7.7	26.9

71	1	3.8	3.8	30.8
72	3	11.5	11.5	42.3
75	5	19.2	19.2	61.5
76	2	7.7	7.7	69.2
78	2	7.7	7.7	76.9
80	3	11.5	11.5	88.5
83	1	3.8	3.8	92.3
85	2	7.7	7.7	100.0
Total	26	100.0	100.0	

From the table 4.4, The frequency of pretest after being distributed there were not students who got score between 0-39 which means that the students' score in speaking was failed, there were not students who got score between 40-59 which means that on the students' score in speaking was low, there were 7 students who got score between 60-70 which means that on the students' score in speaking was good, there were 17 students who got score between 71- 84 which means that on the students' score in speaking was very good, there were 1 students who got score between 85-100 which means that on the students' score in speaking was excellent.

3. **The Data of Post-Test**

After conducting posttest, the researcher obtained the data. The data were as follows:

Table 4.5 Students' score after being taught

by using silent viewing

No	Name	Post-test
1	A.D.L	85
2	A.F.S	85

3	A.C.A	90
4	A.E.F.W	82
5	A.I.S	80
6	D	77
7	D.R.P	75
8	E.A.P	75
9	F.T.V	73
10	G.R.J	75
11	G.H	85
12	J.T.W	82
13	L.O	78
14	L.A	75
15	M.E.K.D	80
16	M.N.H	80
17	M.R.R	78
18	N.D.H	75
19	N.A.A	75
20	P.A.N.L	85
21	R	85
22	S.D.F	90
23	S.A.A	82
24	V.F.L	80
25	Y.Y.G	77
26	Y.Y	75

The researcher used SPSS 18.0 version to know the descriptive statistic and the percentage of students' score of pre-test. The percentage was divided into five criterions: excellent, good, average, poor, and very poor (see table 4.1) the result of the calculation as follows:

Table 4.6 Descriptive Statistic of Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	26	71	90	78.85	5.073
Valid N (listwise)	26				

Based on the table 4.6 above, it showed that the minimum score of post-test was 71, the maximum score of post-test was 90, and the mean was 78.85.

Table 4.7 The Frequency of Students' Score in Speaking

After Taught Silent Viewing

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71	1	3.8	3.8	3.8
	72	1	3.8	3.8	7.7
	73	1	3.8	3.8	11.5
	75	7	26.9	26.9	38.5
	77	2	7.7	7.7	46.2
	78	2	7.7	7.7	53.8
	80	5	19.2	19.2	73.1
	82	2	7.7	7.7	80.8
	85	3	11.5	11.5	92.3
	90	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

From the table 4.7, The frequency of post-test after being distributed there were not students who got score between 0-39 which means that the students' score in speaking was failed, there

were not students who got score between 40-59 which means that on the students' score in speaking was low, there were not students who got score between 60-70 which means that on the students' score in speaking was good, there were 21 students who got score between 71- 84 which means that on the students' score in speaking was very good, there were 5 students who got score between 85-100 which means that on the students' score in speaking was excellent.

B. The Implementation

This research was conducted on February 2019. On February 6th 2019, the researcher conducted try out in X MIPA 2 class that consisted of 26 students. After that the researcher computed the result of try out to calculate the validity of the test. When the test was valid, the researcher conducted pre-test at X MIPA 1 class on February 13rd 2019. The researcher conducted research while five meeting. The first meeting was doing pretest. The second meeting was conducted to give the first treatment on February 14th 2019 to X MIPA 1 class, the researcher introduces and explains about silent viewing activity start from the purpose and steps in applying to the students. The third meeting was used to give the second treatment on February 20th 2019, the researcher showed kind of video about narrative with the sound off and invite the students to guess what happen in the story and the conversation of the characters on the video. The fourth meeting was used to give the third treatment on

February 21th 2019, the researcher gives several questions according to the video and ask student to try developed their idea to tell story about narrative based on the video that they have seen on the screen. After all the treatments were done, the researcher conducted posttest on February 27th 2019 to see the score of students is there any differences between pretest's score and posttest's score. If the posttest's score was higher than pretest's score so the silent viewing activity was effective to teach speaking to the first grade of senior high school. After the researcher computed the posttest's score, it was higher than pre-test's score. So this technique was effective to teach speaking.

C. Hypothesis Testing

After the data were collected, the hypothesis testing was needed. Before being tested, a requirement test was conducted to find out what the technique it could be used or not, while the requirements were:

1. Instrument Testing

a. Validity Testing

Before the researcher gave the test to X MIPA 1 class, the test that will be used must be proven validity. Therefore the researcher used expert validity. Expert validity were English lecturers and English teacher of SMAN 1 Kampak - Trenggalek, (See appendix 6)

Table 4.8 The data of X MIPA 2 class

No	Name	Try out's Score
1	A.A.P	49
2	B.U	69
3	D.P.M.B	45
4	D.D.C	83
5	D.C.P	55
6	D.C.P.S	42
7	E.P.H	64
8	E.S.R	68
9	K.D.N	72
10	M.A.K	59
11	N.G.A	62
12	N.	56
13	N.S.M	80
14	O.T.R	80
15	P.L	52
16	P.A.P.S	69
17	R.E.P	62
18	R.A	80
19	S.N	70
20	S.Y.A	77
21	S	64
22	W.B.N	57
23	W.H	75
24	W.T.A.S	67
25	W.A.M	65
26	Y.V	60

From the table 4.8 above, it showed that the minimum score of try out was 42, and the maximum score of try out was 83. The respondent of try out's class was X MIPA 2 consisted of 26 students. The following are the results of calculation of validity of the test that could be seen in table 4.9 below.

Table 4.9 The Result of Validity Testing

Correlations

		Content	Fluency	Vocabulary	Pronunciation	Grammar	Total
Content	Pearson Correlation	1	.794**	.395*	.402*	.195	.874**
	Sig. (1-tailed)		.000	.023	.021	.170	.000
	N	26	26	26	26	26	26
Fluency	Pearson Correlation	.794**	1	.486**	.614**	.271	.930**
	Sig. (1-tailed)	.000		.006	.000	.090	.000
	N	26	26	26	26	26	26
Vocabulary	Pearson Correlation	.395*	.486**	1	.237	.168	.645**
	Sig. (1-tailed)	.023	.006		.122	.206	.000
	N	26	26	26	26	26	26
Pronunciation	Pearson Correlation	.402*	.614**	.237	1	.228	.633**
	Sig. (1-tailed)	.021	.000	.122		.131	.000
	N	26	26	26	26	26	26
Grammar	Pearson Correlation	.195	.271	.168	.228	1	.395*
	Sig. (1-tailed)	.170	.090	.206	.131		.023
	N	26	26	26	26	26	26

Total	Pearson Correlation	.874[**]	.930[**]	.645[**]	.633[**]	.395[*]	1
	Sig. (1-tailed)	.000	.000	.000	.000	.023	
	N	26	26	26	26	26	26

**. Correlation is significant at the 0.01 level (1-tailed).

*. Correlation is significant at the 0.05 level (1-tailed).

From table 4. 9 showed that tests were valid, with compare the r_{count} (Pearson Correlation) was higher than significance level 5% or 0.05 was 0.374. So, all of tests were valid.

b. Reliability Testing

Reliability test was used to find out whether the items tested were reliable in giving the results of students learning measurement or not. To test the reliability of instrument, the researcher used the *Alpha Cronbach* Method.

Table 4.10 The Result of Reliability Testing

Case Processing Summary

		N	%
Cases	Valid	26	100.0
	Excluded[a]	0	.0
	Total	26	100.0

Case Processing Summary

		N	%
Cases	Valid	26	100.0
	Excluded[a]	0	.0
	Total	26	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.781	6

Based on table 4.10 *reliability Statistics,* the result of *Cronbach's Alpha* was 0.781. So, the test was reliable.

2. Requirement Testing

a. Homogeneity Testing

Homogeneity testing was 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.*

Table 4.11 The Result of Homogeneity Testing

Test of Homogeneity of Variances

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Levene Statistic	df1	df2	Sig.
.544	1	50	.464

From to table 4.11 above the result of homogeneity testing, the significance was 0.464 and it was higher than 0.05, so it could be concluded that the data distribution was homogeneous.

b. Normality Testing

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

Table 4.12 The Student's Score

No	Name	Pre-test	Post-test
1	A.D.L	75	85
2	A.F.S	65	85
3	A.C.A	70	90
4	A.E.F.W	85	82
5	A.I.S	70	80
6	D	68	77
7	D.R.P	63	75
8	E.A.P	80	75
9	F.T.V	83	73
10	G.R.J	85	75
11	G.H	76	85
12	J.T.W	75	82
13	L.O	72	78
14	L.A	72	75

15	M.E.K.D	65	80
16	M.N.H	68	80
17	M.R.R	75	78
18	N.D.H	80	75
19	N.A.A	78	75
20	P.A.N.L	76	85
21	R	75	85
22	S.D.F	80	90
23	S.A.A	78	82
24	V.F.L	75	80
25	Y.Y.G	71	77
26	Y.Y	72	75
Total Score		1.932	2.079
Mean		74.31	78.85

From the table 4.12 it showed that the total score of pre-test was 1.932 and the mean of students' score of pretest was 74.31. The total score of post-test was 2.079 and the mean of students' score of post-test was 78.85

Table 4.13 The Result of Normality Testing

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.123	26	.200[*]	.974	26	.716
posttest	.160	26	.084	.930	26	.079

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

According to the result of normality testing, the significance of pre-test in *Kolmogorov-smirnov* was 0.200 and it was higher than 0.05. The result of post-test in

Kolmogorov-Smirnov was 0.9741 and it was higher than 0.05, so it could be concluded that the data was normal.

3. **Hypothesis Testing**

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

Null hypothesis of this research was the score of students in speaking after being taught by using silent viewing was less than or equal to their scores before being taught using silent viewing to the tenth grade of SMAN 1 Kampak.

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

Alternative Hypothesis (H_a) of this research was the score of students in speaking after being taught by silent viewing was higher than their score before being taught using silent viewing to the tenth grade of SMAN 1 Kampak.

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

Table 4.14 The Result of Paired Sample Test

Paired Samples Test

		Paired Differences							
			Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 1	Students' score - Students' score	4.538	2.702	.530	3.447	5.630	8.566	25	.000

Based on table 4.14, the t was 8.566, with the df = 25, 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 word, 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 means that there was significance different before and after being taught using silent viewing.

A. 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 speaking before being taught using silent viewing activity. The second step the researcher gave treatments to the student three meetings. The first treatment the researcher introduces and explains about silent viewing activity start from the purpose and steps in applying to the students. The second treatment the researcher showed kind of video about narrative with the sound off and invite the students to guess what happen in the story and the conversation of the characters on the video. The third treatment the researcher gives several questions according to the video and ask student to try develop their idea to tell story about narrative based on the video that they have seen on the screen. After all the treatments were done, the researcher conducted the third step that was post-test to see the score of students is there any differences between pretest's score and posttest's score.

Students' score in speaking was low. It was proved when they were taught before used silent viewing activity. From the research findings, the students' score before used silent viewing was lower than the students' score of post-test. It was proved by the calculation of mean score on pre-test 74.32 and mean score on post-test 78.85. 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, enjoy and easy to develop their idea when they speaking, especially in telling narrative story, and this technique could use to teach speaking.

Based on table 4.14, the t is 8.566, with the df = 25, 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 means that there was significance different before and after being taught using substitution drill technique.

The finding of this research stating that silent viewing technique was considered as an effective for the students' ability in speaking. It could be seen in the treatment process, the students are more interested

when the researcher applied this technique. The teacher could help the students easy to getting idea for speaking by watched video in silent.

Regarding on the result of data analysis above, it was also strongly with previous study as stating that silent viewing activity was considered as an effective technique toward students' ability in speaking. The first study conducted by Silviyanti and Fauzia Rozani (2013) with the title "*Using Silent Viewing Activity in Teaching Speaking to Senior High School Students*" in this research it can be conclude that Silent viewing require students to speak orally by watching the movie. This technique can motivate the students more active and easy to understand. Students find and practice their speaking ability in front of the class, so it can improve their speaking ability.

The second study from Ana Muslimah. (2015) with the title "*Teaching Speaking of Narrative Text Through Silent Viewing Video Technique to Eleventh Graders of Sman 1 Driyorejo*" in Journal of English Language Teaching.Vol.3 No.2. It this research the model of silent viewing activity using prediction, so the teacher ask students to predict the story like narrative text, and the finding of this research is the students' ability got better after its implementation of the technique. It could be seen from their speaking scores. It can stimulate the students to develop their ideas in speaking narrative text. Since the technique is effective, the teacher can use silent viewing as a technique to use a video in teaching and learning process.

Another research from Fitri nengsih and Rima Andriana S. (2012) with the title "*Using Shaun The Sheep Silent Cartoon Movie as Media In Teaching Speaking A Recount Text At Junior High School*" in Journal of English Language Teaching. Vol.1 No.1. Hlm 24. in this study the writer using shaun the sheep movie as a silent video and silent viewing technique to teaching speaking a recount text. The different with the study before is this study use a recount text not narrative text as way to speaking. From this research I can conclude that by using cartoon movie with silent viewing strategy it can be concluded that shaun the sheep cartoon movie is one of the interesting teaching and learning media in second grade of junior high school. It can help the students to develop their English ability, especially in speaking and understanding a recount text.

From the explanation above, it could be concluded that silent viewing activity was effective in this research. And the strategy above was accepted by the researcher, especially it could use to teach speaking to the tenth grade of SMAN 1 Kampak - Trenggalek.