

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the description of data, the data analysis, and the discussion based on the result of research.

A. The Description of Data

In this section, the researcher presents the students' speaking achievement in the aspect of pronunciation, fluency, and fabricated expression before and after being taught by using imitation and shadowing technique by using English transcript video in learning process. The test requires the students to complete the dialogue that needs fabricated expression, read it aloud, and telling story that shows about their pronunciation and fluency. The test is administered to eighth grade students of F class at MTsN 2 Trenggalek. The researcher presents and analysis the data taken from two kinds of test, they are pre test and post test. Those tests are conducted to F class that consist of 30 students. The pre test is given before the implementation of Imitation and Shadowing Technique and post test is given after the implementation of Imitation and Shadowing Technique.

The students' speaking performance is scored by using analytic oral language scoring rubric. The elements of speaking, those are rate on the rubric are fabricated expression, pronunciation, and fluency. The researcher also

determines the profound criteria of each scale. Every scale is defined into four categories, they are excellent, satisfactory, good, need improvement.

1. Students' Fabricated Expression, Pronunciation, and Fluency before being Taught by Imitation and Shadowing Technique by English Transcript Video

In this section, the researcher presents the students' score in speaking test before being taught by using Imitation and Shadowing Technique by English transcript video especially in fabricated expression, pronunciation, and fluency. The researcher conducted a pre test to the students to get score. It was conducted with the purpose to know the students' achievement in speaking test before getting treatment. The detailed of students' pre test can be seen in Appendix 7.

Table 4.1. The Descriptive Pre Test of Fabricated Expression, Pronunciation, and Fluency

		Statistics		
		FABRICATED	PRONUNCIATION	FLUENCY
N	Valid	30	30	30
	Missing	0	0	0
Mean		1.7333	1.5333	1.2667
Std. Error of Mean		.12625	.10431	.08212
Median		2.0000	1.5000	1.0000
Mode		2.00	1.00	1.00
Std. Deviation		.69149	.57135	.44978
Variance		.478	.326	.202
Range		2.00	2.00	1.00
Minimum		1.00	1.00	1.00
Maximum		3.00	3.00	2.00
Sum		52.00	46.00	38.00

Table 4.2 Frequency Distribution Pre Test of Fabricated Expression**FABRICATED**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	12	40.0	40.0	40.0
2	14	46.7	46.7	86.7
3	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Based on the table above, it showed the numbers that describe the categorization of fabricated expression based on frequency distribution by considering on qualification of the scoring rubric. There were 12 students (40.0%) getting 1 score, 14 students (46.7%) getting 2 score, and 4 students (13.3%) getting 3 score.

Table 4.3 Frequency of Distribution Pre Test of Pronunciation**PRONUNCIATION**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	15	50.0	50.0	50.0
2	14	46.7	46.7	96.7
3	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the table above, it showed the numbers that describe the categorization of fabricated expression based on frequency distribution by considering on qualification of the scoring rubric. There were 15 students (50.0%) getting 1 score, 14 students (46.7%) getting 2 score, and 1 student (3.3%) getting 3 score.

Table 4.4 Frequency Distribution Pre Test of Fluency

FLUENCY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	22	73.3	73.3	73.3
2	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Based on the table above, it showed the numbers that describe the categorization of fabricated expression based on frequency distribution by considering on qualification of the scoring rubric. There were 22 students (73.3%) getting 1 score, 8 students (26.7%) getting 2 score.

2. Students' Fabricated Expression, Pronunciation, and Fluency after being Taught by Imitation and Shadowing Technique by English Transcript Video

In this section, the researcher presents the students' score in speaking test after being taught by using Imitation and Shadowing Technique by English transcript video especially in fabricated expression, pronunciation, and fluency. The researcher conducted a post test to the students to get score. It was conducted with the purpose to know the students' achievement in speaking test after getting treatment. The detailed of students' post test can be seen in Appendix 8.

Table 4.5 The Descriptive Post Test of Fabricated Expression, Pronunciation, and Fluency

Statistics		FABRICATED	PRONUNCIATION	FLUENCY
N	Valid	30	30	30
	Missing	0	0	0
Mean		2.3667	2.2333	2.1667
Std. Error of Mean		.11227	.11430	.11826
Median		2.0000	2.0000	2.0000
Mode		2.00	2.00	2.00
Std. Deviation		.61495	.62606	.64772
Variance		.378	.392	.420
Range		2.00	2.00	2.00
Minimum		1.00	1.00	1.00
Maximum		3.00	3.00	3.00
Sum		71.00	67.00	65.00

Table 4.6 Frequency Distribution Post Test of Fabricated Expression**FABRICATED**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	6.7	6.7	6.7
2	15	50.0	50.0	56.7
3	13	43.3	43.3	100.0
Total	30	100.0	100.0	

Based on the table above, it showed the numbers that describe the categorization of fabricated expression based on frequency distribution by considering on qualification of the scoring rubric. There were 2 students (6.7%) getting 1 score, 15 students (50%) getting 2 score, and 13 students (43.3%) getting 3 score.

Table 4.7 Frequency Distribution Post Test of Pronunciation**PRONUNCIATION**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	10.0	10.0	10.0
2	17	56.7	56.7	66.7
3	10	33.3	33.3	100.0
Total	30	100.0	100.0	

Based on the table above, it showed the numbers that describe the categorization of pronunciation based on frequency distribution by considering on qualification of the scoring rubric. There were 3 students (10%) getting 1 score, 17 students (56.7%) getting 2 score, and 10 students (33.3%) getting 3 score.

Table 4.8 Frequency Distribution Post Test of Fluency

FLUENCY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	13.3	13.3	13.3
2	17	56.7	56.7	70.0
3	9	30.0	30.0	100.0
Total	30	100.0	100.0	

Based on the table above, it showed the numbers that describe the categorization of pronunciation based on frequency distribution by considering on qualification of the scoring rubric. There were 4 students (13.3%) getting 1 score, 17 students (56.7%) getting 2 score, and 9 students (30.0%) getting 3 score.

3. The Combination of Students' Score before Being Taught by Using Imitation and Shadowing Technique by English Transcript Video (Post-test)

The researcher administered a pre test in the form of speaking for experimental class. It was conducted to know students' achievement in speaking test before getting the treatment. The test takes of the pre-test in experimental group consisted of 30 students. For the details, the students' pre-test score in experimental class could be seen in appendix 1. After getting the students' score of pre-test the researcher organize the result of the frequency distribution scores in pre-test by using Imitation and Shadowing Technique by English transcript video by using SPSS 16.

Table 4.9 Descriptive Statistic of Pre Test**Statistics**

PRETEST

N	Valid	30
	Missing	0
Mean		4.5333
Std. Error of Mean		.18404
Median		4.0000
Mode		4.00
Std. Deviation		1.00801
Variance		1.016
Range		4.00
Minimum		3.00
Maximum		7.00
Sum		136.00

4.10 Frequency Distribution of Pre Test

PRETEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	4	13.3	13.3	13.3
4	12	40.0	40.0	53.3
5	9	30.0	30.0	83.3
6	4	13.3	13.3	96.7
7	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the table above, it showed the numbers that describe the categorization of pre test based on frequency distribution by considering on qualification of the scoring rubric. There were 4 students (13.3%) getting 3 score, 12 students (40%) getting 4 score, and 9 students (30%) getting 5 score, 4 students (13.3%) getting 6 score, 1 student (3.3%) getting 7 score.

4. The Combination of Students' Score after Being Taught by Using Imitation and Shadowing Technique by English Transcript Video (Post-test)

The researcher administered a post test in the form of speaking for experimental class. It was conducted to know students' achievement in

speaking test after getting the treatment. The test takes of the post-test in experimental group consisted of 30 students. For the details, the students' post-test score in experimental class could be seen in appendix 1. After getting the students' score of post-test the researcher organized the result of the frequency distribution scores in post-test of using Imitation and Shadowing Technique by English transcript video by using SPSS 16.

Table 4.11 Descriptive Statistic of Post Test

Statistics		
POSTTEST		
N	Valid	30
	Missing	0
Mean		6.7667
Std. Error of Mean		.24767
Median		7.0000
Mode		6.00 ^a
Std. Deviation		1.35655
Variance		1.840
Range		5.00
Minimum		4.00
Maximum		9.00
Sum		203.00

4.12 Frequency Distribution of Post Test

POSTTEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	3	10.0	10.0	10.0
5	1	3.3	3.3	13.3
6	8	26.7	26.7	40.0
7	8	26.7	26.7	66.7
8	8	26.7	26.7	93.3
9	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the table above, it showed the numbers that describe the categorization of post test based on frequency distribution by considering on qualification of the scoring rubric. There were 3 students (10%) getting 4 score, 1 students (3.3%) getting 5 score, and 8 students (26.7%) getting 6 score, 8 students (26.7%) getting 8 score, 2 students (6.7%) getting 9 score.

B. The Data Analysis

The hypothesis testing of this study as follows:

1. When the significant level is bigger than T-table (0.05), the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means that there is significant different score on students' achievement of speaking before and after being taught by using Imitation and Shadowing Technique by English transcript video.
2. When the significant level is lower than T-table (0.05), the alternative hypothesis (H_a) is rejected and null hypothesis (H_0) is accepted. It means that there is no significant different score on students' achievement of speaking before and after being taught by using Imitation and Shadowing Technique by English transcript video.

To find out whether there is significant difference of students' speaking achievement before and after being taught by using Imitation and Shadowing Technique by English transcript Video, the researcher uses paired sample T-test at SPSS 16.0 for Windows. The test result is as follows:

Table 4.13 Paired Sample Statistics

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	4.5333	30	1.00801	.18404
	POSTTEST	6.7667	30	1.35655	.24767

Based on the table 4.13 above, the subjects in experimental class were 30 students. The mean of pre test was 4.5333 and the mean of post test was 6.7667. The standard deviation of pre test was 1.00801 and standard deviation of post test was 1.35655. Meanwhile, the standard error mean in pre-test 0.18404 and in post test was 0.24767.

4.14 Paired Sample Correlations

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	30	.649	.000

Based on the table 4.14 above, the result of paired sample correlations shows that the large correlation between samples, where can be seen numeral both correlation is 0.649 and numeral of significance

0.000. For interpretation of decision based on the result of probability achievement, that is:

- a. If the probability > 0.05 then the H_0 can't be rejected
- b. If the probability < 0.05 then the H_0 can be rejected

From the result above, it can be conclude that there were any significant different of the students' score between pre test and post test.

4.15 Paired Sample Test

Paired Samples 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	-2.2333	1.04000	.18988	-2.62168	-1.84499	-11.762	29	.000

Based on the table above, it can be seen that the T count is 11.762 with the df is 29. The score of speaking skill before being taught by Imitation and Shadowing Technique by English transcript video is enough because the mean score of speaking is 4.5333, after the students got a treatment the mean of speaking score is 6.7667, it improved, with T test

analysis that is used by researcher, the result of t_{count} is 11.762. The negative which appear in t_{count} above means the mean before treatment is lower than after treatment. Therefore, Imitation and Shadowing Technique by English transcript video is appropriate to improve speaking skill for the students.

Then the researcher gave interpretation to T table (t_0). First, the researcher considered the df , $df=N-1$, here df is 29 at the significant level of 0.05, the score of T table is 1.699. By comparing the t_{count} and t_0 and it was found that t_{count} was bigger than $t_0 = (11.762 > 1.699)$.

Because the t_{count} was bigger than t_0 the alternative hypothesis (H_a), saying that there is significant different score before and after taught by using Imitation and Shadowing Technique by English transcript video of eighth grade of MTsN 2 Trenggalek is accepted and the null hypothesis (H_0) saying that there is no significant different score before and after being taught by using Imitation and Shadowing Technique by English transcript video of eighth grade of MTsN 2 Trenggalek is rejected. It means that there is significant different score before and after being taught by using Imitation and Shadowing Technique by English transcript video at eighth grade of MTsN 2 Trenggalek. It can be concluded that Imitation and Shadowing Technique by English Transcript Video is effective in teaching speaking.

C. Discussion

This study is conducted three steps. The first is giving pre test to students. Pre test is given to know the students' speaking score before being taught by using Imitation and Shadowing Technique by English transcript video. The second step is giving treatment or applying Imitation and Shadowing Technique by English transcript video. The treatment is given twice. The third step is giving post test.

From the finding, it is known that t_{count} is bigger than t_0 ($11.762 > 1.699$). It shows difference speaking score of eighth grade of MTsN 2 Trenggalek before and after being taught by English transcript video.

Based on the hypothesis testing t_{count} is bigger than t_0 . It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Thus, the teaching speaking by using Imitation and Shadowing Technique by English transcript video gives significant effect on students' speaking skill. There is significant score before and after being taught by using Imitation and Shadowing technique by English transcript video on students' speaking skill.

Before being taught by Imitation and Shadowing technique by English transcript video, the students hesitate to pronounce some words, their fluency also are still low, even they could not answer some questions about some expressions. However, after being taught by using Imitation and Shadowing technique, the students can understand the topic and increase their fabricated expression from the transcript, they feel enjoy, more active, and being confident to speak up because there is the example how to pronounce the

sentence, and because the students imitate and shadow the video more than once, it also effects to their fluency. Furthermore, teaching speaking by using Imitation and Shadowing Technique by English transcript video makes the students get the opportunity to speak up well.

According to Brown (2001), there are some characteristics of successful speaking activity, they are : students speak a lot in target language, participation is even, motivation is high, and language is an acceptable level. By learning with Imitation and Shadowing technique, the students are helped to reach those kinds of successful speaking activity. The researcher would discuss those one by one and more focus on the aspect of pronunciation, fluency, and fabricated expression.

1. The students a lot in target language

When the researcher taught the students by Imitation and Shadowing Technique by English Transcript Video, they spoke English a lot, because they imitate and shadow English conversation from the video that it is spoken by native speaker. So, the students learnt to speak in correct pronunciation that are directed by the good model, they also could check what they pronounce by seeing the words in the transcript showing in the video. Their fluency is also increased, because they speak as fast as the speaker in the video. It makes them learn to speak fluently.

2. Participation is even

In conducting treatment, the researcher divided the schedule into two part. The first is whole imitation and shadowing. In this part, all of the

students must imitate and shadow the video. The second part, the researcher divided students into six groups. Beside they would participate in a whole, they would more focus by participating in a group that every student has a task to speak up individually. So, it is proved that Imitation and Shadowing technique by English transcript video allows every student to participate in speaking.

3. Motivation is high

During the process of teaching and learning applying Imitation and Shadowing Technique by English transcript video, the students are more enjoyable and active to speak up based on the video because the video shows the cartoon but still dubbed by native speaker. It makes the atmosphere of the classroom is alive. So, the students are more confident to speak English because they have attractive model that decrease their anxiety to make mistake in pronunciation. In other hand, the researcher did not blame the students if they mispronounce, the researcher only replied the video, and they have known their mistake. Thus, the students were not afraid or shy to try speaking.

4. Language is an acceptable level

Students express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. In conducting the research, beside implementing Imitation and Shadowing Technique, the researcher also used English transcript video. It is hoped to help the students grasp some sentence or expression

correctly. There are some expressions in greeting, asking and giving information that could be used in their daily life or in their English lesson. Because, the expression in English cannot be divided randomly. Sometimes, it is a unity that will influence the meaning if they are cut. So, by implementing Imitation and Shadowing Technique by English transcript video, the students would have many expressions that they got from the transcript, and the main goal is the students would often try to speak English correctly in real communication.

Based on the result of speaking test, the students' score after being taught by using Imitation and Shadowing Technique by English transcript video is higher than before being taught by Imitation and Shadowing Technique by English transcript video. In pre test, the students' score is 4.5333, while the students' score of post test is 6.7667. It is indicated that there is significant effect of teaching speaking by using Imitation and Shadowing Technique by English transcript video at eighth grade of MTsN 2 Trenggalek.