CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the finding which have been collected during research, and discussion about the data of the research.

A. Research Findings

To know the students' speaking ability before and after using oral presentation strategy, the researcher conducted pre-test and post-test. As previously mentioned, the researcher used testing topic as the instrument in collecting data.

In this research, the researcher used pre-experimental research about the effectiveness of using oral presentation technique toward the Thai students' speaking ability at State Islamic Institute Tulungagung. In this research, the researcher wanted to know the effectiveness of using oral presentation toward the Thai students' speaking ability. The effectiveness can be seen from the any significant difference score of student's speaking ability before and after using oral presentation technique.

The form of testing in the pre-test and post-test was slightly different, but the way of the presentation was the same was to describe something either the topic determined by the researcher or not determined by the researcher. The data were collected through administering test. The test was divided into two section: the pre-test and post-test. In pre-test and

post-test, the students started prepare and think first about possible vocabulary used to describe.

The pre-test conducted on Sunday, June 09th 2019. The researcher told students to present what students wanted to present on a free topic. students were given 2 minutes to prepare themselves and prepare the vocabulary to be spoken. Then, the students were given 5 minutes in presenting the idea in front of their friend. In scoring the students' speaking the researcher use speaking scoring rubric which include pronunciation, grammar, vocabulary, fluency and comprehend.

After the researcher getting the data of pre-test, the researcher give treatment to the study by using think pair share strategy in teaching speaking. In giving treatment, the researcher looked enthusiastic and motivated to speak in front. Treatment done three time on Wednesday 12 June 2019, Friday 14 June 2019 and Saturday 15 June 2019. When treatment had finished, the researcher gave post-test to know students speaking ability after taught by using oral presentation strategy.

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

Table 4.1 The category of students' score

Interval	Letter value	Conversion number	State of graduation
96-100	A+	3,76-4,00	Pass
91-95	A	3,51-3,75	Pass
86-90	A-	3,26-3,50	Pass
81-85	B+	3,01-3,25	Pass

76-80	B	2,76-3,00	Pass
71-75	B-	2,51-2,75	Pass
66-70	C+	2,26-2,50	Pass
61-65	C	2,00-2,25	Pass
56-60	D	1,01-1,99	Don't pass
0-55	E	0,00-1,00	Don't pass

*(*Source of: *Pedoman penyelenggaraan pendidikan tahun akademic 2015/1016)*

1. **Description of Proficiency of Students Before being taught Oral Presentation Strategy (Pretest)**

    This section presents the students' speaking ability before being taught by using oral presentation strategy. In this presentation, the researcher analyzed the collected data through pre-test which administered to 10 students. The descriptions were presented in the following table:

    Table 4.2 The students' speaking score before being taught by using oral presentation share strategy (Pre-test)

No	Name	Pre-test	Qualification
1.	SM	70	C+
2.	NA	68	C+
3.	ST	60	D
4.	MK	63	C
5.	RM	75	B-
6.	NR	77	B
7.	TM	60	D

8.	CP	60	D
9.	TK	60	D
10.	ID	75	B-

The table 4.2 above, it shows the minimum score are 60, while the maximum score is 77. There is a student include B qualification, 2 students include B- qualification, 3 students include C qualification, and 4 students include D qualification.

Table 4.3 Descriptive statistic of pre-test

Statistics

Pretest

| N	Valid	10
	Missing	0
Mean		66.80
Median		65.50
Mode		60

The table 4.3 above, it can be seen there are 10 students score before being taught by using oral presentation strategy. This table shown that mean score is 66.80, the median score is 65.50, and the mode score is 60. It means that the average of 10 students are got 66.80 scores.

Table 4.4 The Frequency of pre-test

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	4	40.0	40.0	40.0
	63	1	10.0	10.0	50.0
	68	1	10.0	10.0	60.0
	70	1	10.0	10.0	70.0
	75	2	20.0	20.0	90.0
	77	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

The table 4.4 show that 4 students (40%) got 56, 1 student (10%) got 63, 1 student (10%) got 68, 1 student (10%) got 70, 2 students (20%) got 75 and 1 student (10%) got 77.

The researcher also gave elaborate bar chart to make the data clear. The bar chart of the result of pre-test score were presented below:

pretest

pretest
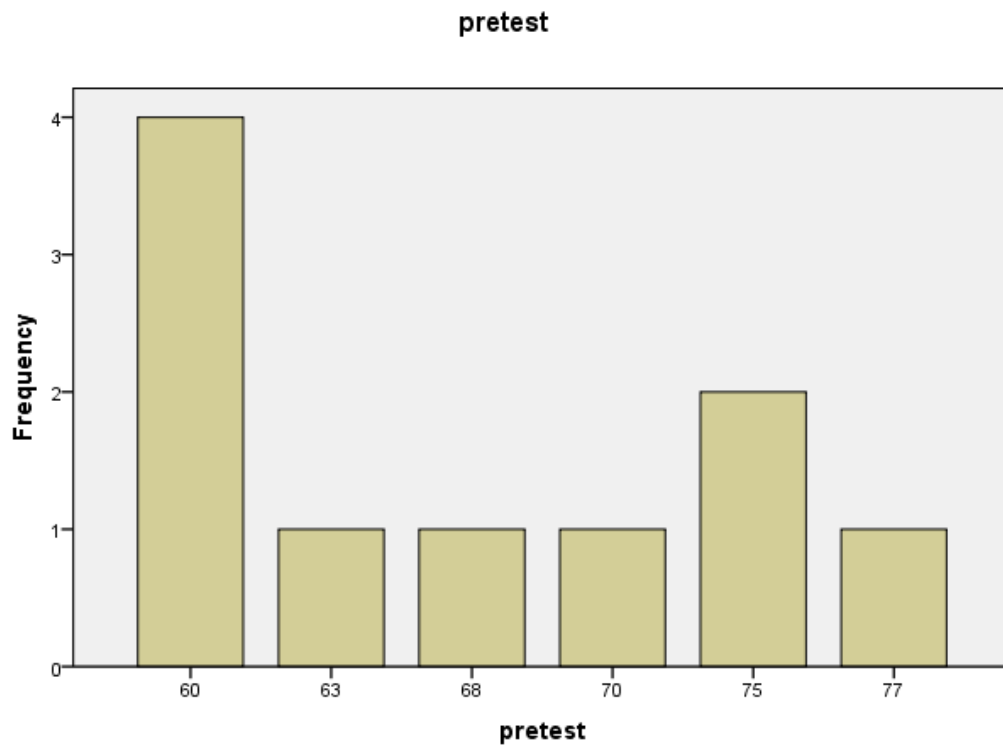
2. Description of Proficiency of Students After being taught Oral Presentation Strategy (posttest)

In this section presents the students speaking ability after being taught by using oral presentation strategy. In this presentation, the researcher analyzed to collected the data through post-test which administered to 10 students. The description was presented in the following table:

Table 4.5 The students' speaking score after being taught by using

oral presentation strategy (post-test).

No	Name	Post-test	Qualification
1.	SM	81	B+
2.	NA	76	B
3.	ST	71	B-
4.	MK	72	B-
5.	RM	86	A-
6.	NR	91	A
7.	TM	73	B-
8.	CP	73	B-
9.	TK	72	B-
10.	ID	82	B+

The table 4.5 above, it shows the minimum score are 71, while the maximum score is 91. There is a student include A, 1 student include A-, 2 students include B+, 1 student include B, and 5 students include B- qualification.

Table 4.6 Descriptive statistic of post-test

Statistics

Posttest

N	Valid	10
	Missing	0
Mean		77.70
Median		74.50
Mode		72

Based on the table 4.6, there are 10 students. This table shown post-test that mean score is 77.70, the median score is 74.50, and the mode score is 72.

The table 4.7 Frequency of post-test

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71	1	10.0	10.0	10.0
	72	2	20.0	20.0	30.0
	73	2	20.0	20.0	50.0
	76	1	10.0	10.0	60.0
	81	1	10.0	10.0	70.0
	82	1	10.0	10.0	80.0
	86	1	10.0	10.0	90.0
	91	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

The table 4.7 show that a student (10%) got 71, 2 students (20%) got 72, 2 students (20%) got 73, 1 student (10%) got 76, 1 student (10%) got 81, 1 student (10%) got 82, 1 student (10%) got 86, and 1 student (10%) got 91.

Then, the researcher also gave elaborate bar chart to make the data clear. The bar chart of the result of pre-test score were presented below:
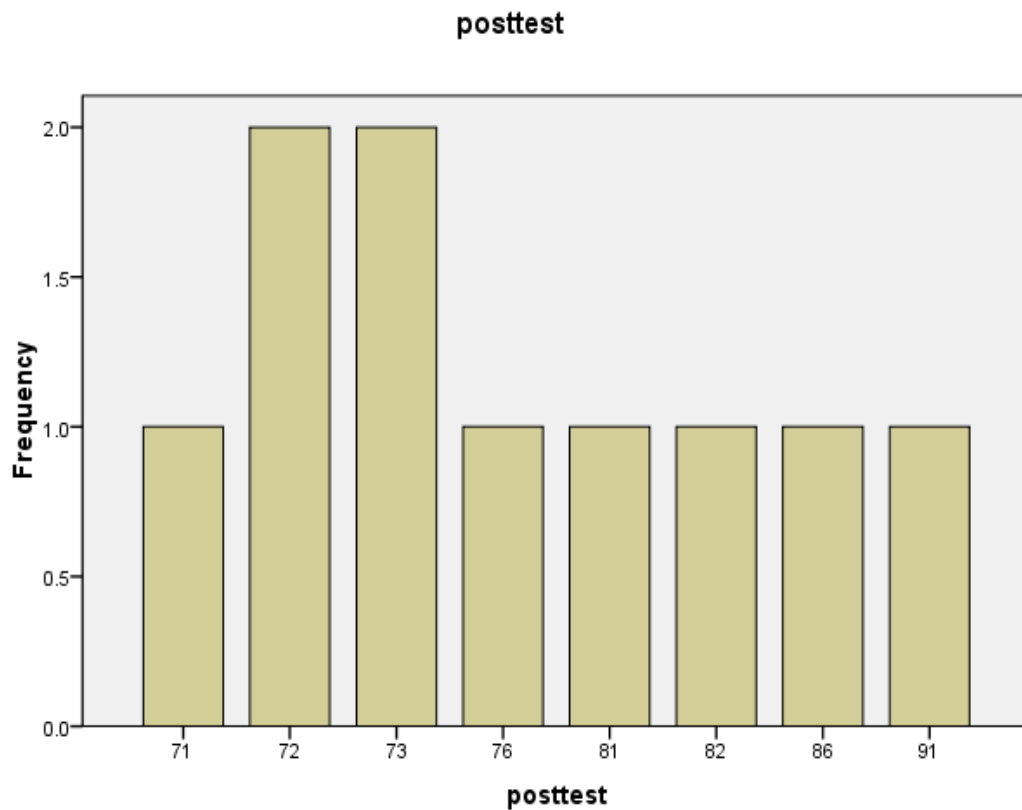
posttest

B. Normality and Homogeneity Testing

1. The Result of Normality Testing

In this research the normality testing used SPSS 16.0 version. The normality testing is done toward both pre-test and post-test score. The hypothesis of testing normality are that H_O (null hypothesis) is accepted and H_a (alternative hypothesis) is rejected. The researcher used SPSS

16.0. *One Sample Kolmogorov-Smirnov* test by the value of significance

(a) = 0.05. the result can be seen below:

Table 4.8 Normality Using *One Sample Kolmogorov Smirnov Test*

One-Sample Kolmogorov-Smirnov Test

		pre test	post test
N		10	10
Normal Parameters[a]	Mean	66.8000	77.7000
	Std. Deviation	7.06792	6.92901
Most Extreme Differences	Absolute	.232	.251
	Positive	.232	.251
	Negative	-.177	-.167
Kolmogorov-Smirnov Z		.734	.794
Asymp. Sig.)2-tailed(		.655	.553

a. Test distribution is Normal.

Based on the result from SPSS above, the sig/p value on pre-test is 0.655 and it is lower 0.05 (0.655> 0.05). It means that H_o is accepted and H_a is rejected and the data is in normal distribution. Then, for post-test score the value of sig/p is 0.553 and that is bigger than 0.05 (0.553> 0.05). It also means that H_o is accepted and H_a is rejected and the data is in normal distribution. So, it can be interpreted that both of data (pre-test and post-test score) are in normal distribution.

2. The Result of Homogeneity Testing

Homogeneity testing is intended to show two or more groups of data samples come from population having the same variance. Homogeneity testing is conducted to know whether gotten data has a homogeneous variance or not. To know the homogeneity, the researcher used One Way SPSS 16.0 version. The value of significant of homogeneity is 0.05. The result can be seen below:

Table 4.9 Homogeneity Testing

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
.075	1	18	.788

Based on the table above, it shows that the sig. value is 0.788 higher than 0.05. It means that H_o was accepted and H_a was rejected. So, it can be interpreted that the data is homogeny.

C. Hypothesis Testing

The hypothesis testing of this study is a follow:

1. If the Sig. (significant) < 0.05 then the null hypothesis (H_o) is rejected and the alternative (H_a) is accepted. It means there is any significant different of students' speaking ability before and after being taught by using oral presentation technique.

2. If the Sig. (significant) > 0.05 then the alternative hypothesis (H_a) is no any significant different score of students' speaking ability before and after being taught by using oral presentation technique.

Then, to get significant difference between pre-test and post-test score, the researcher analysis the data using SPSS 16.0 version and the result show in the following table:

Table 4.10 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	66.8000	10	7.06792	2.23507
	post test	77.7000	10	6.92901	2.19114

Based on the table 4.10 above, paired sample statistics shown *Mean* For pre-test score (66.8000). While *N* for cell there are 10. *Standard*

Deviation for pre-test (7.06792), *Standard Error Mean* for pre-test (2.23507).

The pre-test is done before treatment process. This test is given to know the students' speaking ability before they get treatment.

The *Mean* score of post-test is 77.7000. *Standard Deviation* for post-test (6.92901), *Standard Error Mean* for post-test (2.19114). The post-test is done after giving treatment. This test is done to know the students' speaking ability after they get treatment.

Based on the result above, the mean of post-test (77.7000) is higher than the mean of pre-test (66.8000). From this result, the researcher concluded that there is improvement of student' speaking ability.

Table 4.11 The Paired Sample Correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & post-test	10	.947	.000

Based on the table 4.11 above, output Paired Sample Correlation showed the large correlation between samples, where can be seen numeral both correlation was (0.947) and numeral of significance (0.000).

The table 4.12 showed the result of calculation of Paired Sample Test as follow:

Table 4.12 Paired Sample Test

Paired Samples Test

		Paired Differences							Sig.)2-tailed(
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	
					Lower	Upper			
Pair 1	pre test - post test	-10.90000	2.28279	.72188	-12.53301	-9.26699	-15.099	9	.000

Based on the table 4.12 above, it shows that mean of the score was -10.90000. Meanwhile the standard deviation was 2.28279. The standard error mean was 0.72188. 95% confidence interval of the difference lower was -12.53301 and upper was -9.26699, the t-count is – 15.099, while df was 9 and the significance (2-tailed) was 0.000.

It means that the significance value is smaller than significance level (0.000<0.05). The result of significance value indicated than null hypothesis (H₀) is rejected and the alternative hypothesis (Hₐ) is accepted. It means that teaching speaking skill through using oral presentation technique is effective.

D. Discussion

From the research method, the teaching and learning process is divided into three steps. The first step is giving pre-test, the second is giving the treatment for the students, and the last is given post-test for the students.

Based on those described above, the first step is giving pre-test. In the pre-test, the researcher tells students to presentation about what they want to present on free topic. In this pre-test to find out the ability to speak English in students before being taught by using oral presentation technique.

The second step is giving the treatment for the students. The treatment here is teaching speaking test by using oral presentation technique. The material is description. The researcher tries to give the students fun teaching and learning process. After the students got treatment, the students were more enthusiastic to learn speaking test.

The last step is giving post-test to the students after got treatment. In the post-test, the researcher asked the students to talk about the topic determined by the researcher. In this step, the researcher wants to know the students speaking ability score after being taught by using oral presentation technique.

From the research finding, the researcher used SPSS version 16.0 to analysis the data. The mean of pre-test was 66.8000, while the mean of post-test was 77.7000. It shows that the students' speaking skill score after being taught by using oral presentation technique was better and bigger than the students' speaking ability score before being taught by using oral

presentation technique. Furthermore, the result of Paired Sample Test shows that the sig. (2 tailed) was 0.000. It means that the significant level was less than 0.05 (0.000<0.05). Thus, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Therefore, there was any significant different of students' speaking ability before and after being taught by using oral presentation technique. Thus, it could be concluded that the using oral presentation technique toward the Thai students' speaking ability at State Islamic Institute Tulungagung is effective.

This finding is related with the previous study that was using oral presentation technique to teaching speaking. The first research was conducted by Hildawati (2017). She taught by using oral presentation technique of teaching students' speaking achievement of the first grade on junior high school in MTS al-Ma'arif Tulungagung by conducted pre experimental research design with quantitative research. The result of her research is the students' speaking skill achievement can be improved speaking skill by using oral presentation technique. Finally, it can conclude that there are the significant differences between pre-test and post-test score where mean score of post-test higher than mean of pre-test means that the teaching speaking skill through using oral presentation technique is effective. The second research was conducted by Suhardin (2011). She conducted the research in first grade students SMP 1 Gorontalo. In this research she used pre experimental research design with quantitative approach. It can con concluded that the speaking ability became better after

they got the treatment for three times. Actually, the students' performances in post-test were better than pre-test.

Based on the result of research finding and explanation above, it can be concluded that using oral presentation technique is effective in speaking skill for Thai students at State Islamic Institute Tulungagung. It proved that oral presentation technique has significant effect to the students' speaking skill. According to Clark (2010), Oral presentation is a kind of activity of communicating ideas and information in front of the audiences. Unlike a report, an oral presentation carries the speaker's personality better and allows immediate interaction between all of participants or audiences. According to King (2002:401) oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency. Based on some definition above, the researcher concludes that oral presentation is an activity of sharing ideas and or information in front of audiences which has purpose to improve students' oral proficiency.

Based on the result of pre-test and post-test, that showed the score of post-test higher than pre-test score. It means that teaching speaking skill through using oral presentation technique is effective. This technique helps students train themselves to speak English in front. With this technique will make students able to prepare themselves from home for presentations in front, therefore students will feel confident in speaking, not worried in speaking, and will improve abilities in student speaking.

Based on the explanation above can conclude that oral presentation is effective toward the students' speaking abilities, especially of the Thai students at State Islamic Institute Tulungagung.