CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher present about the finding of the research. Therefore, this chapter discusses the description of data, hypothesis testing and discussion.

A. Findings

The chapter IV presented about find out of the research, it was conducted by pre-test and post-test. It gave to student in SMPN 1 Tanggunggunung especially on VIII-F student as a sample. Research on VIII F class that consist 31 students have twelve female and nineteen male students, but in the field several students did not join in the class because they are permission for participating as flag raisers, so there are 24 students could taken as sample. The objectives of this research is find out whether there is any significant difference between before students learn speaking by using flashcard and after using flashcard in the class.

Before data counted, there are several criteria as suggested by the English teacher of SMPN 1 Tanggunggunung . In table below will explain a scoring categorization.

Table 4.1 The Scoring Categorization

Intervals	Categorization
81 – 100	Excellent
71 – 80	Good
61 – 70	Enough
41 – 60	Poor
0 – 40	Bad

In data categorization describe if those are some criteria shows in intervals score. While student get 81 up to 100 score they will be in excellent, 71 up to 80 score categorization is good, 61 until 70 score enough score, 41 until 60 mean teacher should be concern with student who get that score, and 40 below is bad score from student. It especially for bad score, teacher will give extra course for student who obtain that score.

The data were collected by administering test, pre-test and post test. Pretest and post-test applied in the class, researcher gave clues within flashcard. Researcher used flashcards more than three times to repeat it and students order to think for arrange sentences until got a good descriptive text. The researcher obtained two kinds of data, the scores from pre-test and post test as follows:

Table 4.2 The Pre-Test and Post-Test Score

No	Name	Pre-Test Score (X)	Post-Test Score (Y)	Difference (D =Y-X)
1.	A N	58	75	17
2.	A E	62	85	23
3.	B P	58	80	22

4.	D W	58	78	20
5.	D D	60	80	20
6.	Di D	68	78	10
7.	D A	60	85	25
8.	E B	62	83	21
9.	F N	75	90	15
10.	Fr N	65	80	15
11.	H S	78	93	15
12.	H P	65	80	15
13.	L D	70	85	15
14.	L H	65	75	10
15.	M A	68	83	15
16.	Mo A	70	80	10
17.	O M	65	78	13
18.	P O	75	90	15
19.	R C	68	82	14
20.	S B	75	85	10
21.	S O	75	83	8
22.	T H	65	78	13
23.	V D	63	80	17
24.	W R	60	82	22

Based on scores above can be seen scoring comparison that occur in pre-test score and post-test, there are some students who good experience development in their abilities which it shown in result from table data above. In pre-test there are some students who get a score below 70 and none students who reach 80 score. On table above especially posttest, they got increasing score after reasearcher did treatments in the classroom. It more detailed explaination will be discussed in pre-test and post-test analyzed from data collection in the research.

1. **The student's ability in Speaking of Descriptive Text Before Using Flashcard (Pre-test score)**

Administering pre-test knowed the capabilities students on speaking descriptive text without using flashcard. The pre-test was speaking achievement test that were in form of descriptive text with a topic "The real money" which decided by researcher. The result of students' speaking score after did in classroom step by step speaking processing, then analyzed speaking rubric score. Pre-test was administered for 24 students in VIII F class as sample. Data in the table 4.2 shows the students' scores obtained at pre-test and post-test. Pre-test data will be calculated using SPSS 16 version to find out descriptive statistics, frequency and interval categories of data resulting. Pre-test did on the 24th March, researcher given students 45 minutes for to do a pre-test. The test was intended to know achievement from students before they getting some treatments.

On data below will be explained from descriptive data which consists of the mean, median, mode, std. deviation, minimum and maximum scores. Data can be seen at the table as follows:

Table 4.3 Descriptive Statistics of the pre-test scores

Statistics

Pre_Test

N	Valid	24
	Missing	0
Mean		66.17
Median		65.00
Mode		65
Std. Deviation		6.105
Minimum		58
Maximum		78

Table 4.3 calculated descriptive statistic from 24 students as participant in the classroom. The mean from data above was 66.17, it knowed that students average got score was 66.17 as pre-test score. Median of pre-test score was 65 and mode was 65. Student pre-test score had minimum and maximum scores, minimum score result was 58. It score mean in around poor category score and maximum score just got 78. Then standard deviation measure, student score standard deviation was 6.105.

Moreover researcher measure pretest score in frequency data, it will show at table 4.4 which had detail explaination about pretest score. That presented as follows:

Table 4.4 Frequency Score of Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	3	12.5	12.5	12.5
	60	3	12.5	12.5	25.0
	62	2	8.3	8.3	33.3
	63	1	4.2	4.2	37.5
	65	5	20.8	20.8	58.3
	68	3	12.5	12.5	70.8
	70	2	8.3	8.3	79.2
	75	4	16.7	16.7	95.8
	78	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

As mentioned at the table 4.4 after data analyzed, it shows pre-test in frequency data that 3 students (12.5%) got 58 score, 3 students (12.5%) got 60, 2 students (8.3%) got 62, 1 student (4.2%) got 63, 5 students (20.8%) got 65, 3 students (12.5%) got 68, 2 students (8.3%) got 70, 4 students (16.7%) got 75, 1 student (4.2%) got 78. In frequency data some students who had more than 70 was 5 students only in the classroom.

Researcher also put pretest result in interval score, it was report all of students in pretest score. Students who have good and bad criteria will show at table 4.5 below. Interval score gave categorization form where researcher can be found comparison speaking skill from students.

Table 4.5 Intervals Score of Pre-Test

Intervals	Frequency	Categorization	Percentage
81 – 100	0	Excellent	0%
71 – 80	5	Good	20.83%
61 – 70	13	Enough	54.17
41 – 60	6	Poor	25%
0 – 40	0	Bad	0

Table 4.5 shows the appropriateness of assessment interval in pre-test, some students got poor predicate. There are 5 (20.83%) who had good predicate, 13 (54.17%) students were enough predicate and 6 (25%) students were poor predicate. The scores based on five part of speaking such as pronounciation, grammar, vocabulary, fluently, comprehension. That can be seen many students are unable to speak sentences clearly. In this regard not suprising that they are still having confuse to speak because they are still hesitant to speak something correctly and it difficult to remember vocabularies for spontaneous speech.

2. **The Student's ability in Speaking of Descriptive Text After Using Flashcard (Post-test score)**

The post-test applied after students got treatments, student data score in post-test can be seen in appendix. Descriptive statistic of post-test which analyzed mean, median and mode. Descriptive statistic will be counted by using SPSS16 and show up below at table 4.6 as follows:

Table 4.6 Descriptive Statistic of Post-test Score

Statistics

Post_Test

N	Valid	24
	Missing	0
Mean		82.00
Median		81.00
Mode		80
Std. Deviation		4.540
Minimum		75
Maximum		93

Table 4.6 showed that there were 24 students as subjects of the research, mean of student score in post-test was 82. According data above, student mean was 82 that nice score for student. Then result from minimum score was 75 that knowed after student got treatmens minimum score increase and maximum score was 93. Median of the data was 81, it means that in centre score of post-test was 81 from 24 students. Then measured mode this research was 80 which there were 6 students who got 80 score. Last analyzed from descriptive statistic is standard deviation score of the post-test based on table above was 4.540.

In the next measuring is frequency score from posttest. There was different result from pretest more detail researcher displayed it at table 4.7.

Table 4.7 Frequency Score of Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	2	8.3	8.3	8.3
	78	4	16.7	16.7	25.0
	80	6	25.0	25.0	50.0
	82	2	8.3	8.3	58.3
	83	3	12.5	12.5	70.8
	85	4	16.7	16.7	87.5
	90	2	8.3	8.3	95.8
	93	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

After accepting treatments into the class, students havine good improvement in speaking score. It seen from table 4.7 they were 2 students (8.3%) got 75 score, 4 students (16.7%) got 78, 6 students (25%) got 80, 2 student (8.3%) got 82, 3 students (12.5%) got 83, 4 students (16.7%) got 85, 2 students (8.3%) got 90, 1 students (4.2%) got 93.

In table 4.8 presented interval score from post test, based on the table there were several students had excellent categorization it was 12 students got excellent category and a half other got good category. It mean that students indicated different before they taught without using flashcards.

Table 4.8 Intervals Score of Post-Test

Intervals	Frequency	Categorization	Percentage
81 – 100	12	Excellent	50%
71 – 80	12	Good	50%
61 – 70	0	Enough	0%
41 – 60	0	Poor	0%
0 – 40	0	Bad	0%

The result after getting treatments by using flashcard, students score increased significantly. Can be seen in interval above, the score had a good increasing who indicated an excellent predicate a half from students in the class and none students get enough, poor, and bad predicate. Comparing between pre-test and post-test, in pre-test there was who got ≥85 score (0%), while in post-test percentage of sample who got ≥ 85 increased by 29.2%. Moreover, pretest highest score only 78 and posttest highest score was 93, pretest lowest score is 58 and posttest lowest score was 75. This finding indicated that after using Flashcard, the students skill in speaking were increased by the progress of score showed from pre-test and post-test.

B. Data Analysis

Data analysis usefull to investigate whether Flashcard is effective on the students' score by speaking descriptive text, the researcher taken result of pretest and posttest by using Paired Sample Test in IBM SPSS Statistics 16. The minimum and maximum score, mean and standard deviation from speaking pre-test and post-test showed on table 4.9 Descriptive Statistics of pre-test and post-test.

Table 4.9 Descriptive Statistics Comparison of pre-test and post-test.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Test	24	58	78	66.17	6.105
Post_Test	24	75	93	82.00	4.540
Valid N (listwise)	24				

Table 4.9 showed mean of post-test scores (82) was higher than pre-test scores (66.17). It explained that using Flashcard made students score better than previous score in pretest, meanwhile pretest standard deviation was 6.1 and posttest standard deviation was 4.540. So, we can be concluded that score increased after being taught by using flash card toward students' speaking skill.

Further whether Flashcard was significant in students speaking skill, researcher tested the result of pre-test and post-test by using Paired Sample Test in IBM SPSS Statistic 16.0. Two hypothesis mentioned previously at chapter 1 in this study there are (1) Null Hypothesis stating that there is no significant difference in students speaking before and after using Flashcard and (2) Alternative Hypothesis stated that there is any significant difference score of students before and after being taught using flashcard. Testing was done to know whether the null hypothesis could be rejected or not. Table 4.10 showed the result of the paired sample correlation.

Table 4.10 Paired Sample Correlation

Paired Samples Correlation

		N	Correlation	Sig.
Pair 1	Pre_Test & Post_Test	24	.654	.001

In the table above, output Paired Sample Correlation described score correlation between pretest and postest, where score from correlation was 0.654 and significance score was 0.001. The interpretation of probability achievement that was:

a. If the probability > 0.050, so the null hypothesis (Ho) is accepted.

b. If the probability < 0.050, so the null hypothesis (Ho) is rejected.

Significant numerical was 0.001 smaller than 0.050 (0.001 < 0.050). It means that the Null Hypothesis (Ho) was rejected. The researcher made decision there is any significant difference in speaking score of students before and after being taught by using flashcard at eight grade of SMPN 1 Tanggunggunung. Moreover for detailed if there were any significance in finding can be seen Paired Sample Test.

Table 4.11 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	Pre_Test - Post_Test	-15.833	4.650	.949	-17.797	-13.870	-16.681	23	.000

Based on the table 4.11 Paired Sample Test output clearly showed that any different mean score from pre-test and post-test was -15.833. From that table a standard deviation was 4.650. The standard error mean was 0.949, lower different was -17.797 and upper different was -13.870. The result of t was -16.681 with df was 23 and significance (2-tailed) was 0.000.

The table 4.11 showed Sig.(2-tailed) was less than 0.05 (0.000 < 0.05). Thus, there was enough evidence indicating that the null hypothesis could be rejected. It could be concluded that using Flashcard was effective on the students' speaking score in descriptive text.

C. The Result Of Normality

This part researcher discuss about result from normality and homogeneity testing. Normality testing is determination conduct whether get a data normal distribution or not. It was used by SPSS 16 *One Sample Kolmogorov-Smirnove Test* that score of significance (α) = 0.050. The result can be seen below.

Table 4.12 Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Pre_Test	Post_Test
N		24	24
Normal Parameters[a]	Mean	66.17	82.00
	Std. Deviation	6.105	4.540
Most Extreme Differences	Absolute	.159	.170
	Positive	.159	.170
	Negative	-.134	-.106
Kolmogorov-Smirnov Z		.779	.834
Asymp. Sig. (2-tailed)		.578	.490

a. Test distribution is Normal.

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Normality Testing above referred to significance score from pre-test is 0.578 and post test is 0.490. Both of them were higher than 0.05, taken conclusion for normal distribution was normal data. That data for t-test as one of parametric testing was choosen for data analysis previously.

D. Hyphotesis Testing

This study has purpose for examine whether there is any significant different ability at eight grade students from SMP Negeri 1 Tanggunggunung in speaking skill of descriptive text. Researcher presented the data result, to find out a hypothesis testing by using T-test formula from the result of computation. T-test formula made it data and analyzed it by using SPSS.16 version. The result of Sig. (2-tailed) or probability from data paired samples test was less than 0.05 (0.000<0.05).

The null hypothesis (Ho) in this research was there is no significant different in speaking score of students before and after being taught using flash card rejected. Then, the alternative (Ha) in this research there is any significant different in speaking score of students before and after being taught by using flash card accepted. So, the flashcard was effective toward students speaking skill at eight grade of SMPN 1 Tanggunggunung in academic year of 2018/2019.

E. Discussion

Based on the objectives this study are find out the score of speaking from the students at eight grade SMPN 1 Tanggunggunung. The result indicated the score post-test were significantly better than pre-test score at the end of the study. Creswell (2013:242) defines teaching and learning process was devided into three steps are administering of pre-test, giving treatments, and administering of post-test. In this study, first step was administering pre-test on speaking before the researcher do treatments.

This study have two variables, those are dependent variable and independent variable. Students' ability in speaking descriptive text as a dependent variable. Independent variable in this study is teaching using flashcard to students' at eight grade in SMPN 1 Tanggunggunung. Researcher gave twice test for students in the classroom, there are pre-test and post-test. After students got test, researcher would analyzed students' capabilities while they spoke descriptive text without researcher applied flashcard in the class and when they learnt speaking by using flashcard.

The result pre-test showed there are many students got troubles to speak clearly. They felt difficult and confuse about speaking in the classroom. Then, the researcher gave treatments by using flashcard as a media, they interested to speak something based on the pictures. The material in syllabus which are about people, animal, and wonderful places. The students during treatments felt enjoy, active, interesting, and enthusiastic to learn english especially speaking skill. The last step, it did a administering post-test. The post-test gave after they got treatments to know speaking scores from students. The result post-test seemed to be better than the pre-test. That means post-test score was higher, it seen from mean of post-test was 82 and the mean of pre-test was 66.17. The Sig. (2-tailed) was 0.000 it mean significance of this research less than 0.005. So, researcher concluded that alternative hypothesis was accepted. It was to indicate about flashcard related with speaking proficiency based on result finding in this research.

Referring to post-test showed a flashcard media had influential toward teaching and learning speaking skill from students. Using flashcard to learn media was effective and students more interested toward speaking lesson in the classroom. The score of research in the classroom make students motivated when they learn to speak English. The flashcard is a media for effective learning card containing images, text or symbols that are to help remind or direct students for think something about it and that can be measured by previous analytical data. The researcher as English teacher explained detail about flashcard and how to speak clearly and try some students practicing their speaking in the classroom. Early the students confused and

shy to say something when they looked at the picture, the researcher motivated them until spoke by their own word.

Based on previous chapter that flashcard can be applied on seventh grade for teaching vocabulary, but that flashcard also can be applied at eight grade of SMPN 1 Tanggunggunung for teaching speaking. So flashcard for teaching is good to any level in the school start from elementary school until university. In university flashcard using more interesting tools to teaching with this media it is digital flashcard. According Colbran digital flashcard in coorporating multimedia, data analytic and spaced repetition system that time the repeat access to cards so as maximize memory retention (Colbran 2015:04).

Finally, based on this chapter, the researcher made decision flashcard as a learning media was effective toward students speaking skill at eight grade of the SMPN 1 Tanggunggunung.