**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

This chapter reports the result of speaking test that is administered speaking score to the students of eleventh Excellent Science 4th class (see table 4.1. and 4.2. for the students speaking score before being taught by using strip stories and after being taught by using strip stories), data presentation, testing hypothesis and discussion.

1. **Data Presentation**
2. The Students’ Speaking Score before being Taught by Using Strip Stories

Based on the test administered on March, 19th and 22nd 2012, the result is displayed in table 4.1. It shows that each student already measured by using rubric which has 6 components in testing speaking. For about 30 students, there are 13 students who get score under 12 (passing score) and 17 students get score up to 12. It means that 13 students didn’t pass the test before they were being taught by using strip stories.

**Table 4.1. The Students’ Speaking Achievement before being Taught by Using Strip Stories Technique.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Subject** | **Compositions** | | | | | | **Total Score** |
| Task Completion | Communication of message | Fluency | Pronunciation | Vocabulary | Grammar |  |
| 1 | A | 3 | 3 | 2 | 3 | 2 | 2 | 15 |
| 2 | B | 3 | 2 | 1  57 | 1 | 2 | 1 | 10 |
| 3 | C | 2 | 1 | 1 | 1 | 1 | 1 | 7 |
| 4 | D | 2 | 2 | 1 | 1 | 1 | 1 | 8 |
| 5 | E | 3 | 2 | 1 | 2 | 2 | 1 | 13 |
| 6 | F | 2 | 2 | 1 | 1 | 1 | 1 | 8 |
| 7 | G | 4 | 4 | 3 | 3 | 3 | 3 | 19 |
| 8 | H | 3 | 2 | 2 | 2 | 2 | 1 | 12 |
| 9 | I | 4 | 3 | 2 | 2 | 2 | 2 | 15 |
| 10 | J | 4 | 3 | 1 | 1 | 2 | 1 | 12 |
| 11 | K | 3 | 3 | 2 | 2 | 2 | 2 | 14 |
| 12 | L | 2 | 2 | 1 | 1 | 2 | 2 | 10 |
| 13 | M | 3 | 3 | 1 | 2 | 2 | 1 | 12 |
| 14 | N | 2 | 2 | 1 | 1 | 1 | 1 | 8 |
| 15 | O | 3 | 2 | 1 | 1 | 1 | 1 | 9 |
| 16 | P | 2 | 2 | 1 | 1 | 1 | 1 | 8 |
| 17 | Q | 3 | 2 | 1 | 1 | 2 | 1 | 10 |
| 18 | R | 4 | 3 | 1 | 1 | 2 | 2 | 13 |
| 19 | S | 4 | 3 | 2 | 2 | 2 | 2 | 15 |
| 20 | T | 2 | 2 | 1 | 1 | 1 | 2 | 9 |
| 21 | U | 2 | 2 | 1 | 1 | 1 | 2 | 9 |
| 22 | V | 3 | 2 | 1 | 1 | 2 | 1 | 10 |
| 23 | W | 3 | 2 | 2 | 2 | 2 | 2 | 13 |
| 24 | X | 3 | 3 | 2 | 2 | 1 | 1 | 12 |
| 25 | Y | 2 | 2 | 1 | 2 | 2 | 2 | 11 |
| 26 | Z | 3 | 2 | 1 | 2 | 2 | 2 | 12 |
| 27 | A2 | 4 | 3 | 2 | 2 | 2 | 3 | 16 |
| 28 | B2 | 4 | 3 | 2 | 2 | 3 | 3 | 17 |
| 29 | C2 | 3 | 4 | 2 | 2 | 1 | 2 | 14 |
| 30 | D2 | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
|  |  |  |  |  |  |  |  | **∑X= 353** |

1. The Students’ Speaking Score after being Taught by Using Strip Stories

Based on the test administered on April, 9th and 12th 2012, the result is displayed in table 4.2. From 30 students, there are only 2 students who get score under 12 (passing score) and more than 85% students pass the test. It means that the students score after they were taught by using strip stories was improved.

**Table. 4.2. The Students’ Speaking Achievement after being Taught by Using Strip Stories Technique**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Subject** | **Compositions** | | | | | | **Total Score** |
| Task Completion | Communication of message | Fluency | Pronunciation | Vocabulary | Grammar |  |
| 1 | A | 4 | 3 | 2 | 3 | 3 | 3 | 18 |
| 2 | B | 3 | 2 | 1 | 2 | 2 | 2 | 12 |
| 3 | C | 3 | 2 | 1 | 1 | 2 | 1 | 10 |
| 4 | D | 3 | 3 | 1 | 2 | 2 | 2 | 13 |
| 5 | E | 4 | 3 | 2 | 2 | 2 | 2 | 15 |
| 6 | F | 3 | 3 | 1 | 2 | 2 | 2 | 13 |
| 7 | G | 4 | 4 | 4 | 4 | 3 | 4 | 23 |
| 8 | H | 3 | 3 | 2 | 2 | 3 | 2 | 15 |
| 9 | I | 4 | 3 | 3 | 2 | 2 | 2 | 16 |
| 10 | J | 4 | 3 | 1 | 1 | 2 | 2 | 13 |
| 11 | K | 3 | 3 | 2 | 2 | 2 | 2 | 14 |
| 12 | L | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| 13 | M | 3 | 3 | 2 | 2 | 2 | 2 | 14 |
| 14 | N | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| 15 | O | 3 | 2 | 2 | 2 | 2 | 2 | 13 |
| 16 | P | 3 | 3 | 1 | 1 | 2 | 2 | 12 |
| 17 | Q | 3 | 2 | 1 | 1 | 2 | 2 | 11 |
| 18 | R | 4 | 3 | 2 | 2 | 2 | 2 | 15 |
| 19 | S | 4 | 3 | 2 | 2 | 3 | 3 | 17 |
| 20 | T | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| 21 | U | 3 | 3 | 1 | 1 | 2 | 2 | 12 |
| 22 | V | 3 | 3 | 1 | 2 | 2 | 2 | 13 |
| 23 | W | 3 | 3 | 2 | 2 | 2 | 2 | 14 |
| 24 | X | 3 | 3 | 2 | 2 | 2 | 2 | 14 |
| 25 | Y | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| 26 | Z | 3 | 2 | 2 | 2 | 2 | 2 | 13 |
| 27 | A2 | 4 | 3 | 2 | 3 | 3 | 3 | 18 |
| 28 | B2 | 4 | 4 | 3 | 3 | 3 | 3 | 20 |
| 29 | C2 | 3 | 4 | 2 | 2 | 2 | 2 | 15 |
| 30 | D2 | 3 | 3 | 2 | 2 | 2 | 2 | 14 |
|  |  |  |  |  |  |  |  | **∑Y= 425** |

1. **Testing Hypothesis**

To know the difference students’ speaking score before being taught by using strip stories and after being taught by using strip stories, the researcher tested the hypothesis as seen in Table 4.3 to the computation.

**Table. 4.3. The students’ score before treatment (pre-test) and after treatment (post-test)**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Subject** | **Pre – test**  **(X)** | **Post – test**  **(Y)** |
| 1 | A | 15 | 18 |
| 2 | B | 10 | 12 |
| 3 | C | 7 | 10 |
| 4 | D | 8 | 13 |
| 5 | E | 13 | 15 |
| 6 | F | 8 | 13 |
| 7 | G | 19 | 23 |
| 8 | H | 12 | 15 |
| 9 | I | 15 | 16 |
| 10 | J | 12 | 13 |
| 11 | K | 14 | 14 |
| 12 | L | 10 | 12 |
| 13 | M | 12 | 14 |
| 14 | N | 8 | 12 |
| 15 | O | 9 | 13 |
| 16 | P | 8 | 12 |
| 17 | Q | 10 | 11 |
| 18 | R | 13 | 15 |
| 19 | S | 15 | 17 |
| 20 | T | 9 | 12 |
| 21 | U | 9 | 12 |
| 22 | V | 10 | 13 |
| 23 | W | 13 | 14 |
| 24 | X | 12 | 14 |
| 25 | Y | 11 | 12 |
| 26 | Z | 12 | 13 |
| 27 | A2 | 16 | 18 |
| 28 | B2 | 17 | 20 |
| 29 | C2 | 14 | 15 |
| 30 | D2 | 12 | 14 |
|  |  | **∑ X = 353** | **∑Y = 425** |

After entered the students score before treatment and after treatment to the SPPS 17.0, the result show as like bellow:

| **Table. 4. 4. Paired Samples Statistics** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | before treatment | 11.77 | 30 | 2.991 | .546 |
| after treatment | 14.17 | 30 | 2.780 | .508 |

| **Table. 4.5. 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 | before treatment - after treatment | -2.400 | 1.276 | .233 | -2.876 | -1.924 | -10.304 | 29 | .000 |

From the computation of T-test in above, it can be seen that the t-count is 10,304 with the d.f is 29. The score of speaking before being taught by using strip stories is bad because the mean of total score of 30 students is only (11, 77). After getting the treatment, the mean score of speaking is (14, 17). It improved, with the t-test analysis that is used by the researcher, the result of t count is (10, 304). The negative which appear in t-count above means that the mean before treatment is lower than the mean after the treatment. Therefore, by using strip stories technique improved the speaking achievement of the students.

Then the researcher gave interpretation to t0. First the researcher considered the *d.b*. *d.b* = N – 1 with the *d.b* is 29. The researcher consulted to the score in the “t-table”. At the significance level of 0, 05, the score of t-table is 1,699. By comparing the “t” that the researcher has got in calculation t count = (10,304) and the value of “t” on the t-table t0, 05 = (1,699). It is known that t-count is bigger than t-table = (10,304>1,699)

Because the t count is bigger than t table the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected, it means that there is different speaking score of the eleventh students excellence science 4th class in MAN Tulungagung 1 between before being taught by using strip stories and after being taught by using strip stories technique. The difference is significant, the total score before taught by using strip stories is 353 after the students taught by using strip stories technique the total is improved 425.

1. **Discussion**

Based on research method in chapter III, the teaching and learning process was divided into three steps. First step is preliminary study by which the researcher conducted a preliminary study to know the students’ speaking ability by administering pre-test by teaching without using strip stories technique. The second was given treatment to the students. The treatment here is teaching speaking by using strip stories technique. After getting treatment, the students are more enthusiastic to speak because they have the same chance to speak up. By using strip stories, the students more enjoy for make a conversation, giving and asking information and express their ideas to their friends. And the last step was given a post-test. In the post- test, the researcher wants to proved how effective the treatment she used. So, in post test, the researcher conduct a test again to measure the students speaking ability, of course, after they were treat by strip stories technique.

Related with the research finding whereas Ha is accepted, the theory was verified. It means that strip stories as teaching technique surely shows the real effectiveness, because it can help the students to improve their speaking ability also motivate the students to speak. The used of strip stories as a treatment is appropriate with the theory which was stated before in Chapter II that the strip stories technique was initially created to help foreign student deal with the problems of oral communication in real situations. Technique trough this media start from an approach that prioritizes the real creativity of communication so that later students can easily and do not hesitate to communicate with a foreign language (Gibson, 1975)

Here the researcher shows some factors that are influenced by the result of the experiment. The explanation below shows the strength of using strip stories technique as an aid.

1. The strip story activity provides a fun and useful way of introducing new texts and/or new vocabulary and grammatical items
2. Strip stories give students an opportunity to speak up freely. It also helps students to develop ideas to speak/ retelling the story.
3. It also brings good impact on increasing the learning process and they can work not only individually but also in a group.
4. In the strip stories activity, the students speak with occasional hesitation, use adequate vocabulary, use comprehensible pronunciation, and use complex sentence in asking and responding. Most of the students started to speak more bravely and without feeling shy anymore.

We all know that every technique has its strength and weaknesses. The use of strip stories technique also has its weaknesses as described below.

1. It spends time to organize and understand the students.
2. The writer must have a will to spend her own spare time at home for searching the suitable materials.