CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The researcher started to analyze the data after getting the students oral test. The researcher gave score to five speaking elements (grammar, vocabulary, comprehension, fluency, and pronunciation).

The data were obtained from the result of students' oral test. a class consisted of 28 students of SMPN 3 Kedungwaru, Tulungagung.

1. Students' Speaking Skill before treatment

Class VII A as experimental group was given pre-test, treatment, and post-test. The pre-test was conducted on April 20th 2015. The result of pre-test is shown on table 4.1.

Table 4.1 Scores of Pre-Test

NO	Student	ASPECTS					TOTAL
		G	V	C	F	P	
1	AD	2	3	3	3	3	14
2	AW	3	3	3	2	2	13
3	AB	3	3	3	3	2	14
4	BM	3	3	2	3	3	14
5	CA	3	3	3	3	3	15
6	DT	3	3	3	2	3	14
7	DW	3	3	3	3	3	15
8	EN	3	3	3	3	3	15
9	FY	3	3	2	3	2	13
10	IB	3	3	3	2	2	13
11	IY	3	3	3	2	2	13
12	JW	3	3	3	3	3	15
13	KR	3	3	2	3	2	13
14	KA	3	3	2	2	3	13
15	K	4	4	3	3	3	17
16	LD	3	3	3	3	3	15

17	MI	3	3	2	3	2	13
18	NI	3	4	3	3	3	16
19	PM	3	3	2	3	2	13
20	PW	3	3	2	2	3	13
21	QA	3	4	3	3	3	16
22	RS	3	3	3	2	3	14
23	RDS	3	3	3	3	2	13
24	RD	3	3	3	3	3	15
25	RM	4	4	3	3	3	17
26	SW	4	3	3	3	3	16
27	TK	3	3	3	3	3	15
28	YD	2	3	3	2	3	13
N = 28							Σ = 400

After giving a pre-test, the researcher gave a treatment. It was conducted on April 23th, 27th 2015. The class consisted of 28 students. The students were taught descriptive text by using small group interaction.

After giving the treatment, the researcher gave post-test to the students. The post-test was done after pre-test and treatments. The post-test of experimental group was conducted on April 30th 2015. The purpose of the test was to know the students' speaking skill in descriptive text after being taught using small group interaction. The result of post-test is shown on table 4.2.

2. **Students' Speaking Skill after treatment**

Table 4.2 Scores of Post-Test

NO	Student	ASPECTS					TOTAL
		G	V	C	F	P	
1	AD	4	4	4	4	3	19
2	AW	4	4	4	4	3	19
3	AB	4	4	4	3	3	18
4	BM	4	4	3	3	3	17
5	CA	4	5	4	4	4	21
6	DT	4	4	4	4	3	19
7	DW	4	5	4	4	4	21
8	EN	4	5	4	4	4	21

9	FY	4	4	3	3	3	17
10	IB	4	4	3	4	4	19
11	IY	4	4	4	3	3	18
12	JW	4	4	4	3	3	18
13	KR	4	4	4	3	3	18
14	KA	3	4	3	3	3	19
15	K	3	3	3	3	3	15
16	LD	4	4	3	3	3	19
17	MI	4	4	4	3	3	18
18	NI	2	3	3	3	2	13
19	PM	4	4	4	4	3	16
20	PW	4	4	3	3	3	17
21	QA	2	3	2	3	3	13
22	RS	4	4	4	4	4	20
23	RDS	4	4	4	4	3	19
24	RD	4	5	4	4	4	21
25	RM	4	5	4	4	4	21
26	SW	4	4	4	4	3	19
27	TK	4	5	4	4	4	21
28	YD	4	4	4	3	3	18
N = 28							$\Sigma = 514$

Table 4.3 Scores of Pre-Test and Post-Test

No	Student	Pre-Test	Post-Test
1	AD	14	19
2	AW	13	19
3	AB	14	18
4	BM	14	17
5	CA	15	21
6	DT	14	19
7	DW	15	21
8	EN	15	21
9	FY	13	17
10	IB	13	19
11	IY	13	18
12	JW	15	18
13	KR	13	18
14	KA	13	19
15	K	17	15
16	LD	15	19
17	MI	13	18
18	NI	16	13
19	PM	13	16
20	PW	13	17

21	QA	16	13
22	RS	14	20
23	RDS	13	19
24	RD	15	21
25	RM	17	21
26	SW	16	19
27	TK	15	21
28	YD	13	18
N=28		Σ = 400	Σ = 514

3. The Analysis of T- test

Data analysis was done to know the different score before test and after test by searching the gain "D" (score after test - score before test) and the total of the gain score (Σ D).

Here also shown the number of subject (N), the total of pre-test and post-test and mean.

Table 4.4 Scores of Pre-Test and Post-Test to get "D"

No	Student	Pre-Test	Post-Test	D
1	AD	14	19	+5
2	AW	13	19	+6
3	AB	14	18	+4
4	BM	14	17	+3
5	CA	15	21	+6
6	DT	14	19	+5
7	DW	15	21	+6
8	EN	15	21	+6
9	FY	13	17	+4
10	IB	13	19	+6
11	IY	13	18	+5
12	JW	15	18	+3
13	KR	13	18	+5
14	KA	13	19	+4
15	K	17	15	-2
16	LD	15	19	+4
17	MI	13	18	+5
18	NI	16	13	-3
19	PM	13	16	+3
20	PW	13	17	+4
21	QA	16	13	+3

22	RS	14	20	+6
23	RDS	13	19	+6
24	RD	15	21	+6
25	RM	17	21	+4
26	SW	16	19	+3
27	TK	15	21	+6
28	YD	13	18	+5
N=28		Σ = 400	Σ = 514	Σ D = 112

After getting ΣD, the researcher search mean difference "$\overline{D}$" with formulated below:

$$\overline{D} = \frac{\Sigma D}{N}$$

$$= \frac{112}{28} = 4$$

Here also the step to get mean pre-test and post-test as formulated below:

$$M_1 = \frac{\Sigma Y1}{N}$$

$$= \frac{400}{28} = 14.285$$

$$M_2 = \frac{\Sigma Y_2}{N}$$

$$= \frac{514}{28} = 18.357$$

The total score before treatment (pre-test) is 400 and mean was 14.285.

The total score after treatment (post-test) is 514 and mean was 18.357.

After different score of pre-test and post-test known, the researcher calculated the score of deviation (ΣD) then the squaring the score deviation (ΣD^2). See the table 4.5.

Table 4.5 The squaring of Score deviation Pre-Test and Post-Test

NO	Student	Pre-Test	Post-Test	D	D^2
1	AD	14	19	+5	25
2	AW	13	19	+6	36
3	AB	14	18	+4	16
4	BM	14	17	+3	9
5	CA	15	21	+6	36
6	DT	14	19	+5	25
7	DW	15	21	+6	36
8	EN	15	21	+6	36
9	FY	13	17	+4	16
10	IB	13	19	+6	36
11	IY	13	18	+5	25
12	JW	15	18	+3	9
13	KR	13	18	+5	25
14	KA	13	19	+4	16
15	K	17	15	-2	4
16	LD	15	19	+4	16
17	MI	13	18	+5	25
18	NI	16	13	-3	9
19	PM	13	16	+3	9
20	PW	13	17	+4	16
21	QA	16	13	+3	9
22	RS	14	20	+6	36
23	RDS	13	19	+6	36
24	RD	15	21	+6	36
25	RM	17	21	+4	16
26	SW	16	19	+3	9
27	TK	15	21	+6	36
28	YD	13	18	+5	25
N=28		$\Sigma = 400$	$\Sigma = 514$	$\Sigma D = 112$	$\Sigma D^2 = 628$

To know the degree of freedom (df) or (db), the researcher can find the result as follows:

df/db   : N-1

             : 28-1

             : 27

So the degree of freedom with df/db 27 at level 0.05 is 2.05.

After getting the result of the mean and deviation, the researcher computed the t-test. The value of t-test was to know whether there is any significance difference of the students' speaking skill before taught using small group interaction and after taught using small group interaction. The null hypothesis (H_0) is stated that there is no any significance difference of the students's speaking ability before they are taught by using small group interaction in descriptive text and after. The alternative hypothesis (H_1) is stated that there is any significant difference of the students speaking ability when they are taught by using small group interaction in descriptive text and after. If the sigma (2-tailed) > 0.05, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

The t-test can be calculated as follows:

$$t_{count} = \sqrt{\frac{\overline{D}}{\frac{\sum_D 2 - \frac{(\sum_D)2}{n}}{N(N-1)}}}$$

$$t_{count} = \sqrt{\frac{4}{\frac{628 - \frac{(112)2}{28}}{28(28-1)}}}$$

$$t_{count} = \sqrt{\frac{4}{\frac{628 - \frac{12544}{28}}{28(28-1)}}}$$

$$t_{count} = \sqrt{\frac{4}{\frac{628 - 448}{28(28-1)}}}$$

$$t_{count} = \sqrt{\dfrac{\dfrac{4}{180}}{28(27)}}$$

$$t_{count} = \sqrt{\dfrac{\dfrac{4}{180}}{756}}$$

$$t_{count} = \sqrt{\dfrac{4}{0.2381}}$$

$$= \dfrac{4}{0.4879}$$

$$= 8.198$$

After finding t-test, the researcher used t_{table} to compare the t-test. From the data above, the value of t_{count} is 8.198 with df = 27 and the value of t_{table} is 2.05 at the level 0.05. If the sigma (2 tailed) > 0.05, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

The value of t_{count} is higher than the value of t_{table} (t_{count} 8.198 > t_{table} 2.05). It means that small group interaction have positive effect for teaching speaking. Besides that, the result of the mean of post-test was higher than the mean of pre-test (M_2 = 18.357 > M_1 = 14.285). It can be concluded that there is significance improvement difference between the students' speaking ability before they were taught by using small group interaction in descriptive text and after they were taught by using small group interaction. The difference is 4.072 (18.357 − 14.285).

B. Discussion

The research aimed at knowing whether small group interaction can improve the students speaking skill and also to know whether there is any

significant difference between the students' speaking ability before they are taught by using small group interaction in descriptive text and after they are taught by using small group interaction in descriptive text. After getting the result of the data collection, the researcher discussed the implication of the research. The discussion in this case, deals with the research problems which discussed details as the following:

First activities in experimental group was doing pre-test was conducted on April 20th 2015. The pre-test was conducted before treatment. As experimental group, the treatment was taught speaking using small group interaction. From the result of pre-test; it showed that students faced many difficulties in oral test in describing picture. They can speak clearly and they also afraid if they made mistakes in their pronunciation when they described a picture. Then the researcher did the first treatment of experimental group in class VII A and it was conducted on April 23th 2015. The students were given many pictures. The researcher divided the students into group. Each group consisted of 4 until 5 students. The researcher explained the material and students work with their group. The researcher explained about the definition of descriptive text, the generic structure of descriptive text, the use of language feature in descriptive text and example of descriptive text. The second treatment was conducted on April 27th 2015. The students were accustomed to share their feelings, ideas, and opinions in their own word based on the picture given in group. They learned to share the information about the picture, discussed worksheet given, and they also help each other when they have difficulties in understanding the picture or finding the meaning of

difficult words. Thus, the students felt easier in describing a picture. As like Stewart (2004: 8) state that small group interaction can help the student to motivate others and also solve the problem in teams work.

After the students finished the treatment. They were motivated to do their best. Then, they did the post-test. Post-test was conducted on April 30th 2015. The researcher asked the student to describe one of the pictures given. It showed that the students felt easy to describe than pre-test. Although, there were some students still face difficulty.

The result of post-test was higher than pre-test although there were some students got unsatisfactory scores or same scores. It was caused that taught by using small group interaction helped the students' speaking skill. Stewart (2004: 8) states that Small Group Interaction helps students to improve their-academic achievement, such as: Developing self-awareness, Managing personal stress and Solving problems analytically and creatively. It is clear that Small Group Interaction is the effective technique that a teacher can apply in the classroom.

In every activity in the treatments, they learnt together and if they had some difficulties to understand a picture and a text or found the meaning of difficult words, the other students helped and gave information about the picture in detail so that they did not feel difficult to learn and practice it in front of their friend. As like Stewart (2004: 8) states that small group interaction can build effective teams and teams work. Beside that the students did not feel bored and they interested in the classroom atmosphere that was made by the researcher. They also can share their ideas, opinion and express their feeling to their friend.

Thus, they were not ashamed to give their ideas. It helped them before they performed it in front of the class. As like Daniel Muijs and David Reynold (2005: 52) state that the use of small group interaction can use as sharing experience that makes enjoyment in playing and learning together.

The students' speaking skill before taught by using small group interaction was different with the students' speaking skill after taught by using small group interaction. It can be seen from the post-test score.

According to the result of t-test from the pre-test and post-test, the value of t_{count} is 8.198 with df = 27 and the value of t_{table} is 2.05 at the level 0.05. If the sigma (2 tailed) > 0.05, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. So that there is any significant difference between student's speaking ability before they are taught and after taught by using small group interaction in descriptive text. The value of t_{count} was higher than the t-value of t_{table} (t_{count} 8.198 > t_{table} 2.05). It showed that teaching speaking using small group interaction have positive effect to improve students' speaking skill. Besides that, the result of the mean of post-test was higher than the mean of pre-test (M_2 = 18.357 > M_1 = 14.285). It means that there is significant improvement difference between student's speaking ability before they are taught and after taught by using small group interaction in descriptive text. In other word, teaching speaking with small group interaction was more effective than teaching speaking without using small group interaction. In addition, small group interaction improved speaking skill in the first grade of student of SMPN 3 Kedungwaru, Tulungagung.

Based on the result above, the use of small group interaction in teaching speaking was effective. It was the same with previous research done by Umiyati (2011) that the use of small group interaction in teaching reading comprehension was success. In other hand, the use of small group interaction can be used in difference area of teaching.