

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings, hypothesis testing and the discussion based on the results of the study.

A. Research Findings

In this research, the writer presents the students' speaking achievement before and after being taught by using Talking Stick Strategy. To know the speaking achievement the researcher conducted pre-test and post-test. As mentioned before the researcher used test as instrument in collecting the data. It was given to the second grade students of SMP Negeri 5 Tulungagung. Pre-test and post-test were done to get speaking score of the students. The students' scores in pre-test and post-test are presented in the following table.

Table 4.1
The result of pretest and posttest students' speaking skill before and after they were taught by using Talking Stick Strategy

No	Name	Pretest	Posttest
1	A	50	55
2	B	55	62
3	C	60	65
4	D	62	67
5	E	63	60
6	F	64	70
7	G	59	65
8	H	61	67
9	I	56	65
10	J	55	53

11	K	62	70
12	L	64	70
13	M	69	75
14	N	64	70
15	O	63	60
16	P	62	66
17	Q	59	65
18	R	56	65
19	S	55	50
20	T	55	62
21	U	56	65
22	V	60	67
23	W	62	60
24	X	56	65
25	Y	56	66
26	Z	60	67
27	AB	56	65
28	AC	60	67
29	AD	62	70
30	AE	60	67
	N=30	X= 59.60	X= 65.03

Based on the table above, there were 30 students as the sample of the research. The test was conducted by the writer before and after using Talking Stick Strategy in teaching speaking. The test focused on narrative speaking. The researcher asked the students to tell the narrative story. Each student was given 5 minutes to tell the narrative story.

1. Computation result of the students' score before being taught by using Talking Stick Strategy (Pre-Test)

The pre-test asked the students to tell a narrative story about Malin Kundang. Each student was given time 5 minutes to tell the narrative story. There were 30 students as the sample of the study. The test was intended to know the students speaking skill before students given the treatment. The data of the student's speaking achievement before being

taught by using Talking Stick Strategy can be seen in Appendix 6. The descriptive statistic of pre-test scores consisted of mean (Table 4.2) and the frequency distribution of pre-test (Table 4.3), can be seen below:

Table 4.2. Descriptive statistic of Pre-Test score

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	30	50	69	59.60	4.288
Valid N (listwise)	30				

Table 4.3. Frequency Distribution of Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
50-59	14	46.7	46.7	46.7
60-69	16	53.3	53.3	100.0
Total	30	100.0	100.0	

Descriptive statistic is a statistic functioning to describe the condition of certain group of people or a group entity. Based on the table of experimental group above, the sample consisted of 30 students. It shows that the mean score 59.60, it meant that the average of 30 students got score 59.60. The minimum score 50.00. The maximum score 69.00. The frequency of pre-test after being distributed:

- 1) There are 14 students (46.7 %) get score between 50-59, it means that in the students' speaking skill need improvement.
- 2) There are 16 students (53.3 %) get score between 60-69, it means that in the students speaking skill average.

2. Computation result of the students score after being taught by using Talking Stick Strategy (Post-Test)

After being given the treatment by using Talking Stick Strategy, the students are given a post-test. The test is different from pre-test but the level of difficulties is the same. The researcher asks the students to tell the story about the legend of Timun Emas (narrative story). Test takers are 30 students. This test is intended to know the students' speaking achievement after the students got the treatment. The data of the student's speaking achievement after being taught by using Talking Stick Strategy can be seen in Appendix 7. The descriptive statistic of post-test which consists of mean (Table 4.4) and the frequency distribution of post-test (Table 4.5) can be seen below:

Table 4.4 Descriptive Statistic of Post-Test score

	N	Minimum	Maximum	Mean	Std. Deviation
posttest	30	50	75	65.03	4.817
Valid N (listwise)	30				

Table 4.5 Frequency Distribution of Post-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
50-59	2	6.7	6.7	6.7
60-69	22	73.3	73.3	80.0
70-79	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Based on the table of post-test score above, the mean score is 65.03, it means that the average scores of 30 students are get score is

65.03. The minimum score is 50.00. The maximum score is 75.00. The frequency of posttest score after being distributed are:

- 1) There are 2 students (6.7%) get score between 50-59, it means that the students' student speaking achievement need improvement.
- 2) There are 22 students (73.3%) get score between 60-69, it means that the students' speaking achievement average.
- 3) There are 6 students (20%) get score between 70-79, it means that the students' speaking achievement good.

From the results of the data computation, there are differences on the students' speaking achievement before and after being taught by using Talking Stick Strategy. The data show that the students' scores after being taught by using Talking Stick Strategy is better than those of before being taught by using Talking Stick Strategy.

3. The effectiveness of using Talking Stick Strategy toward students' speaking skill

The researcher uses statistical with a paired sample analysis by using SPSS 20.00 to ensure the effectiveness of using Talking Stick Strategy toward the students speaking skill. The result is as follows:

Table 4.6 Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pa pretest - ir 1 posttest	-5.433	4.423	.808	-7.085	-3.782	-6.728	29	.000

Based on the (Table 4.6), output paired sample statistic shows that the mean of pre-test and post-test is (5.433) and the standard deviation is (4.423), with the mean standard error is (0.808). The lower difference is (7.085), while upper difference is (3.782). The result of T-test = (6.728) with df = 29 and significance of 0.00.

B. Hypothesis Testing

The hypotheses testing of this study are as follow:

- a. When the significant value < significant level, the alternative (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant different score on the students' speaking achievement before and after being taught by using Talking Stick Strategy.
- b. When the significant value > Significant level, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is not significant different score on the students' speaking achievement before and after being taught by using Talking Stick Strategy.

The mean score before being taught by using Talking Stick Strategy is (59.60) and after being taught by using Talking Stick Strategy is (65.03), it means that the mean before being taught by using Talking Stick Strategy is lower than after being taught by using Talking Stick Strategy. Meanwhile, based on the statistical calculation using SPSS 20.00, the researcher gave interpretation to significant value. The significant value of the research is 0.000, significance level 0.05 and the T_{table} 2.045 the df: 29 whereas T_{count} 6.728. Because significant value (0.000) is smaller than significant level (0.05), it can be concluded that alternative hypothesis (H_a) saying that “there is significance different score before and after being taught by using Talking Stick Strategy is accepted” and the null hypothesis (H_o) saying that “there is no significance score before and after being taught by using Talking Stick Strategy” is rejected. Based above evidence, It can be concluded that by using Talking Stick Strategy on the students’ speaking skill in second grade of SMPN 5 Tulungagung is effective.

C. Discussion

The study is conducted in three steps. The first step is giving pretest to students. Pretest is give to know the students speaking score before being taught by using Talking Stick Strategy. The second step is giving treatment and applying the talking stick strategy to the students. The treatment is given to the students 3 times. The third step is giving

posttest to the students to know the students' speaking score after being taught by using Talking Stick Strategy.

From the finding, it is known that T_{count} is bigger than T_{table} ($6.728 > 2.045$). it shows that there is different speaking score of the second grade of SMPN 5 Tulungagung before and after being taught by using Talking Stick Strategy.

Based on the hypothesis testing alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Thus, the teaching speaking by using Talking Stick Strategy gives significant effect on the students' speaking achievement. By using Talking Stick Strategy, the students feel fun in learning English and they can apply cooperative learning with the other students. So makes the students more fun, enjoy, confident and interested to speak up. According to Nasih and Kholidah (2009:36) Talking Stick is one of cooperative learning in the learning process by passing a stick, the student who gets the stick must answer the question from the teacher or follow the instruction of their teacher. The students can cooperate with the other students and the learning will enjoyable and the students will not be bored in learning English, especially in practicing speaking skill. By using Talking Stick Strategy students should confident to speak up.

Meanwhile, According to Laura Candler (2013:2) Talking stick is a strategy that encourages all the students to participate equally in the learning. Each students will get the opportunity to speak up, it practice the

students' speaking skill. Moreover, the students practicing speaking as a habit in speaking class. They will not feel shy to speak in front of the other friends. The students are more active in the teaching learning process. Talking stick is one of strategy in cooperative learning. Cooperative learning is a general term to strategies learning which it has been planned to bring up cooperative in group and interaction to the other students for each their purposes, Jacobsen et. al (2009:13). The students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or to achieve a goal. By using one of strategies in cooperate learning, that is Talking Stick Strategy the students are confident to speak up.

During the process of teaching and learning applying Talking Stick Strategy, the students are enthusiastic and they are confident to speak. Based on the result of the speaking test. The students' score after being taught by using Talking Stick Strategy is higher than before being taught by using Talking Stick Strategy. In the pretest, the average score is 59.60 while the average score of posttest is 65.03. Although it shows a slight difference between the two means, the result shows that post-test is better than pre-test.

From the result computation, it is concluded that the students get good achievement in master speaking skill after being taught by using Talking Stick Strategy. Referring to the description above, it can be concluded that in this study, using Talking Stick Strategy to teaching

speaking is effective. Practically the theory is accepted and it can improve the students' speaking score at SMPN 5 Tulungagung in the academic year 2015/2016.