CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the description of data, findings of the study, the analysis and the discussion based on the results of the study.

A. The Description of Data

In this section, the writer presents the students' speaking achievement before and after being taught applying Market Technique. As mentioned before, the researcher uses test as instrument in collecting data. The test is administered to seven grade students of E class at SMPN 04 Tulungagung. The test requires the students to perform describing picture in front of the class. The researcher presents and analysis the data taken from two kinds of test, they are pre-test and pos-test. Those tests are conducted to E class that consists of 38 students. The pre-test is given before the implementation of the Market Technique and post-test is given after the implementation of Market Technique. The collected data are described in the form of table that includes the pre-test and post-test score in the single group.

The students' speaking performance is scored by using analytic oral language scoring rubric. The elements of speaking, those are rate on the rubric are vocabularies, fluency, grammar, and content. The researcher also determines the profound criteria of each scale. Every scale is defined into four categories; they are excellent, very good, good, need improvement.

1. The Students' Achievement before being Taught Applying Market Technique

In this section, the researcher presents and analyzes the collected data through administering pretest which are administered to 38 students. The table of student's achievement before being taught by using market technique can be seen in

Appendix7. The descriptive statistic and the frequency distribution can be seen in the table below:

Table 4.1. The Descriptive statistic of Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	38	51	79	63.26	6.310
Valid N (listwise)	38				

Table 4.2. The Frequency of Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-59	11	28.9	28.9	28.9
	60-69	22	57.9	57.9	86.8
	70-79	5	13.2	13.2	100.0
	Total	38	100.0	100.0	

Based on the Table 4.1. Shows that the sample consist of 38 students, the mean is 63.26, the minimum score is 51, and the maximum score is 79. The frequency of pre-test score in Table 4.2. after being distributed are:

1) There are 11 students (28.9%) get score between 1-59, it means that the students speaking ability is need improvement.

2) There are 22 students (57.9%) get score between 60-69, it means that the students speaking ability is average.

3) There are 5 students (13.2%) get score between 70-79, it means that the students speaking ability is good.

2. The Students' Achievement after being Taught Applying Market Technique

In this section, the researcher presents and analyzes the collected data taken from administering pos-test which are administered to 38 students. The table of student's achievement after being taught by using Market Technique can be seen in Appendix 8. The descriptive statistic and the frequency distribution can be seen in the table below:

Table 4.3. The Descriptive statistic of Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	38	56	86	70.11	7.173
Valid N (listwise)	38				

Table 4.4. The Frequency of Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-59	4	10.5	10.5	10.5
	60-69	13	34.2	34.2	44.7
	70-79	16	42.1	42.1	86.8
	80-100	5	13.2	13.2	100.0
	Total	38	100.0	100.0	

Based on The Table 4.3. shows that the sample consist of 38 students, the mean is70.11, the minimum score is 56 and the maximum score is 86. The frequency of the score pos-test in Table 4.2. after being distributed are:

1) There are 4 students (10.5%) get score between 1-59, it means that the students speaking ability is need improvement.

2) There are 13 students (34.2%) get score between 60-69, it means that the students' speaking ability is average.

3) There are 16 students (42.1%) get score between 70-79, it means that the students speaking ability is good.

4) There are 5 students (13.2%) get score between 80-100, it means that the students speaking ability is excellent.

B. **Hypothesis Testing**

The hypotheses testing of this study are as follow:

1. When the significant level of T-test is bigger than T-table (0.05%), the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is significant different score on students' achievement of speaking before and after being taught by using Market Technique.

2. When the significant level of T-test is lower than T-table (0.05%), the alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted. It means that there is no significant different score on students' achievement of speaking before and after being taught by using Market Technique.

To find out whether there is significant differences of students' speaking achievement before and after being taught by using Market Technique, the researcher uses paired sample T-test at SPSS 16.0. The test result is as follows:

Table 4.5. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	63.26	38	6.310	1.024
	VAR00002	70.11	38	7.173	1.164

T

a

Paired Samples Test

	Paired Differences	t	df	Sig.

e

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6. Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	38	.880	.000

Table 4.7. Paired Samples Test

After

T-test

was

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	(2-tailed)
					Lower	Upper			
Pair 1	Pre-test Post-test	-6.842	3.413	.554	-7.964	-5.720	-12.357	37	.000

done by the researcher, the result of t_{count} was (-12.357). The negative which appeared in t_{count} above showed the mean before treatment was lower than after treatment. Then the researcher gave interpretation to T table (t_0). First the researcher considered the *df* = N-1 with the *df* was 38 at the significant level of 0.05, the score of T table was 1.686. By comparing the t_{count} and t_0 it was found that t_{count} was bigger than t_0 = (12.357>1.686).

Because the t_{count} was bigger than t_0 the alternative hypothesis (H_a) saying that there is significant different score before and after being taught by using Market Technique of seven grade student of SMPN 04 Tulungagung is accepted and the null hypothesis (H_0) saying that there is no significant different score before and after being taught by using Market Technique of seven grade student of SMPN 04 Tulungagung is rejected. It means that there is significant different score before and after being taught by using Market Technique on students' speaking ability of seven grade student of SMPN 04 Tulungagung. It can be concluded that the Market Technique is effective used in teaching speaking.

C. Discussion

This study is conducted in three steps. The first step is giving pretest to students. The pre-test is given to the student twice. Pretest is given to know the students' speaking score before being taught by using Market Technique. The second step is giving treatment and applying the Market Technique to the students. The treatment is given to the student one time. The third step is giving posttest. The post-test is given to the

student twice. Post-test is given to know the students' speaking score after being taught by using Market Technique.

From the finding, it is known that T count is bigger than T table (12.357>1.686). It shows difference speaking score of seven grade student of SMPN 04 Tulungagung before and after being taught by using Market Technique.

Based on the hypothesis testing, the t_{count} is bigger than t_0. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Thus, the teaching speaking by using Market Technique gives significant effect on the student's speaking ability. There is significant score before and after being taught by using Market Technique on students' speaking ability. By using Market Technique, that students can understand the topic, they feel enjoy, more active, and confident to speak up. Market Technique is the modified technique, where the researcher combines the drilling method with describing picture activity of speaking. This technique of teaching speaking facilitated many groups effort between the students; the groups will take a role as seller and buyer. Generally, in the market the seller sells vegetables and the buyer buy the vegetables, but in this technique the vocabularies sold by the seller to the buyer. The buyer should memorize it. Then they apply and developed it when describing, the students here as students center, and this technique assumes the cooperative learning. According to Ricard and Rebecca (2007: 01) cooperative learning is an approach group to work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. The students can cooperate with the other students, and the learning is enjoyable, they don't feel bored and then the students confident to speak up. By using Market Technique the student should confident to speak up.

Furthermore, teaching speaking by using Market Technique, Each student gets the opportunity to speak up. They don't feel shy to speak a lot. According to Underhil (1987; 120), there are some characteristics of successful speaking activity, they are: students speak a lot, participation is even, motivation is high, and language is an acceptable level. The student interact each other in group to practice the languages, solve the problem and achieve the goal. They have high motivation, and do not feel shy to speak up when they do the learning with their group.

During the process of teaching and learning applying Market Technique, the students are confident to speak up. Based on the result of speaking test, the student's score after being taught by using Market Technique is higher than before being taught by using Market Technique. In the pre-test, the student score is 63.26, while the student score of post-test is 70.11. Although I shows a slight between difference 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 mater speaking ability after being taught by using Market Technique. Referring to the description above, it can be concluded that in this study, using Market Technique to teach speaking is effective. Practically, the theory is accepted, and it can improve the student speaking score at SMPN 04 Tulungagung in the academic year 2015/2016