CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the description of data, data of research, hypothesis testing, 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 taught by using picture series as a media in the teaching speaking. As mentioned before, the researcher used test as the instrument in collecting data. It was given to class X-F's students of SMA N 1 Kampak as a single group. The test was asking the students to tell a story about their good experience in front of the class. The researcher presented and analyzed the data through two kinds of tests, they were pre-test and post-test. Those tests were conducted to the single-group, F class that consists of 33 students. The pre-test was given before being taught by applying picture series as media and post-test was given after being taught by applying picture series as media. The collected data were described in the form of table that includes the pretest and posttest score in the single-group.

The students' speaking achievement was scored by using analytic oral language scoring rubric. The elements of speaking that were rated on the table, such as content, grammar, pronunciation, fluency, and vocabulary.

1. **Description of Proficiency of Students Before Being Taught by Using Picture Series as Media in the Speaking**

   In this section, the researcher presents the students ability before being taught applying picture series in the process of teaching speaking. In this presentation, the researcher presents and analyzes the collected through pretest which are administrated to 33 students. The descriptions are presented in the following table:

Table 4.1. The Students' Score before Being Taught by Using Picture Series as Media in the Teaching Speaking

No.	Subject	Content	Gramm	Vocab	Pronoun	Fluen	Score
1	REC	2	2	3	2	3	12
2	YAP	2	2	2	3	3	12
3	AIA	2	3	3	4	3	15
4	DF	4	3	2	5	4	18
5	DP	3	2	4	2	4	15
6	D	3	1	2	3	3	12
7	RS	2	1	2	2	3	10
8	SH	2	2	3	3	4	14
9	EMDN	3	2	2	3	3	13
10	YR	3	2	2	3	2	12
11	AA	2	3	3	4	3	15
12	HDC	3	1	2	2	3	11
13	SK	2	2	2	3	2	11
14	S	2	1	1	2	2	8
15	RS	2	1	1	3	2	9
16	LA	2	3	3	2	2	12
17	BA	2	2	3	3	2	12
18	TY	2	1	1	2	2	8
19	NAI	3	3	2	1	3	12
20	DK	4	2	3	4	3	16
21	ES	1	2	1	2	3	9
22	IYP	2	1	1	3	2	9
23	FS	2	1	2	2	2	9
24	ACM	1	2	3	2	3	11

25	LU	2	1	2	2	2	9
26	ETW	3	2	2	2	3	12
27	GLTN	1	3	2	3	2	11
28	TR	1	3	2	3	2	11
29	MJ	2	1	1	3	2	9
30	B	2	2	2	3	3	12
31	MSA	2	2	3	2	2	11
32	DP	2	3	3	4	3	15
33	RA	1	3	2	3	3	12
							∑387

Pretest was administrated on March, 28th 2013 at 10.00.00- 11.30.00 a.m. The table 4.1 shows the students' speaking ability measured by using speaking analytic scoring. From 33 students there were 13 students got score under 11 (passing score) and 20 students got scores more than 11. It can be concluded that 13 students are not pass the pretest.

2. Description of Proficiency of Students After Being Taught by Using Picture Series as Media in the Teaching Speaking

In this section, the researcher presents the results of posttest after being taught applying picture series as media in the teaching speaking. The description is presented in the following table:

Table 4.2. The Students' Score After Being Taught by Using Picture Series as Media in the Teaching Speaking

No.	Subject	Content	gramm	Vocab	Pronoun	Fluen	Score
1	REC	3	2	4	3	4	16
2	YAP	3	2	4	3	3	15
3	AIA	2	3	4	3	4	16
4	DF	4	3	4	5	4	20
5	DP	3	2	4	3	4	16
6	D	3	2	3	3	4	15
7	RS	2	2	3	2	3	12
8	SH	2	3	3	4	4	16
9	EMDN	3	3	4	3	4	17
10	YR	3	2	4	3	3	15
11	AA	2	3	4	4	3	16
12	HDC	3	2	4	2	3	14
13	SK	2	2	4	3	4	15
14	S	2	2	3	2	2	11
15	RS	2	1	3	3	2	11
16	LA	3	3	4	2	3	15
17	BA	2	2	4	3	4	15
18	TY	2	3	4	2	3	14
19	NAI	3	3	4	2	4	16
20	DK	4	3	4	4	3	18
21	ES	2	2	3	2	3	12
22	IYP	2	2	4	3	4	15
23	FS	3	2	4	3	3	15
24	ACM	3	2	4	3	4	16
25	LU	2	3	4	3	3	15
26	ETW	3	2	3	4	4	16
27	GLTN	2	3	4	3	4	16
28	TR	3	2	4	3	4	16
29	MJ	2	3	4	4	3	16
30	B	3	2	4	3	4	16
31	MSA	2	3	3	3	3	14
32	DP	3	3	3	4	3	16
33	RA	2	3	3	3	4	15
							$\sum$501

Posttest was administrated on March 30rd 2013 at 07.45- 09.15 a.m. Based on the table 4.2, most of students passed the posttest and just 2 students did not pass it because their scores were below the standard performance.

B. Data of Research

In this section, the researcher presents the students' achievement before and after being taught by using picture series as media in the process of teaching speaking. The researcher presented and analyzed the data which had been collected through two kinds of test pre test and post test. It was conducted to thirty three students.

The researcher provides the table about the list of pretest and posttest total score to make easier in identifying mean and T- test. The table is as follow:

Table 4.3. The List of Students' Achievement before and after being Taught by Using Picture Series as Media in the Teaching Speaking

No.	Subject	Pre-test (X)	Post-test (Y)	D(Y-X)	D (Y-X)^2
1	REC	12	16	4	16
2	YAP	12	15	3	9
3	AIA	15	16	1	1
4	DF	18	20	2	4
5	DP	15	16	1	1
6	D	12	15	3	9
7	RS	10	12	2	4
8	SH	14	16	2	4
9	EMDN	13	17	4	16
10	YR	12	15	3	9
11	AA	15	16	1	1
12	HDC	11	14	3	9

13	SK	11	15	4	16
14	S	8	11	3	9
15	RS	9	11	2	4
16	LA	12	15	3	9
17	BA	12	15	3	9
18	TY	8	14	6	36
19	NAI	12	16	4	16
20	DK	16	18	2	4
21	ES	9	12	3	9
22	IYP	9	15	6	36
23	FS	9	15	6	36
24	ACM	11	16	5	25
25	LU	9	15	6	36
26	ETW	12	16	4	16
27	GLTN	11	16	5	25
28	TR	11	16	5	25
29	MJ	9	16	7	49
30	B	12	16	4	16
31	MSA	11	14	3	9
32	DP	15	16	1	1
33	RA	12	15	3	9
		$\sum X = 387$	$\sum X = 501$	$\sum D = 114$	$\sum D^2 = 478$

a. Identify Mean

From the table above, the mean of students' score can be found by applying the following formula:

$$MD = \frac{\sum D}{N} = \frac{114}{33} = 3.454$$

Mean from X and Y:

$$MD\,X = \frac{\sum X}{N} = \frac{387}{33} = 11.727$$

$$MD\,Y = \frac{\sum Y}{N} = \frac{501}{33} = 15.181$$

b. Identifying T- score

Meanwhile, to find the T- score, based on the presented data, the calculation is done by using the following formula:

$$t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{3.454}{\sqrt{\frac{478 - \frac{(114)^2}{33}}{33(33-1)}}}$$

$$= \frac{3.454}{\sqrt{\frac{478 - \frac{12996}{33}}{33(32)}}}$$

$$= \frac{3.454}{\sqrt{\frac{478 - 393.818}{1056}}}$$

$$= \frac{3.454}{\sqrt{\frac{84.182}{1056}}}$$

$$= \frac{3.454}{\sqrt{0.079}}$$

$$= \frac{3.454}{0.281}$$

$$= 12.291$$

c. Degree of freedom

To know the significant different between the students' score before and after taught by using random picture, the result of t count must be consulted to t-table.

f   = N – 1

        = 33– 1

        = 32

From the T distribution it is found that t- table for t 0, 05 = 2, 042

So, t count > t table = 12, 291 > 2, 042

C. Hypothesis Testing

In hypothesis testing, if the T- score is bigger than the T- table, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means, that picture series in teaching speaking is accepted and the model is effective for teaching speaking. Meanwhile, if the T- score is smaller than the T-table, the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. It means, that picture series in teaching speaking is rejected and the model is not effective for teaching speaking.

From the result above, the df is 32 and the result in 5% significant level is 2.042. The computation above shows that the result of T- test is 12.291 To compare whether it is significance or not, the researcher uses T- table. It can be

seen that "t" with significance level 5% and degree of freedom 32 is 2.042, while the T- score is 12.291. In conclusion, T- score is greater than T- table. It means, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Thus, the alternative hypothesis (Ha) says that picture series in teaching speaking is accepted and effective for teaching speaking.

D. Disscussion

From the data analysis, the objective of this study is to know if there is an effect applying picture series in teaching speaking to the first grade students of SMAN 1 Kampak in academic year 2012/ 2013.

In order to gain the objectives of the study, the writer conducted an experiment in a pre-test and post-test design. The research procedures done during teaching and learning process were divided into three steps. First step was preliminary study in which the researcher conducted the preliminary study to know the students' speaking ability by administrating pretest. The second step was giving treatment to the students. The treatment here was teaching speaking by using picture series. The last step was giving posttest. In the posttest, the students were given a test to know their speaking ability after they were treat by using picture series as media.

Based on the results of the statistical computation using T- test, the results show that there is significant differences between pre-test and post-test score. The result of T- test is 12.291. If the T- test is compared to T- table with the degree of freedom 32 as stated in hypothesis testing, the T- test 12.291 is higher than the T- table 2.042. Therefore, based on the hypothesis testing, the Ha is accepted and the

Ho is rejected, the theory is verified. It means that picture series as media in teaching speaking is effective for teaching speaking.

After getting the treatment, the students were more enthusiastic and motivated to speak, they also enjoyed when presented the material. Students got easy to speak something and also more enjoy to spread out their idea with look at the picture series. Teacher helped the perform of individual students directly. So, the students did not nervous about trying to say things in foreign language. In addition, they had self confident to telling story in front of class. The application of picture series as media in speaking also gave some advantageous both teacher and students.

Harmer (2001:134) states that "Teachers have always used pictures or graphics – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning". Picture than given the viewer much visual information may contribute less as learning stimulate. The better of colourful, composition and structure of picture, the greater students' interest will be. Pictures can also help learners with abstract words, as associating the words with a concrete object makes these words easier to remember.

The use of method in learning and teaching process is very important, so the teacher should choose one kinds of method in learning and teaching English especially in teaching speaking, the method can help the teacher to teach and make the students more enjoyable in learning and teaching vocabulary. Teaching vocabulary is easier and interesting if the teacher used method that is suitable in teaching speaking. One of methods that are easy and interesting to apply in

teaching speaking is picture series. It is by far the simplest of all creative techniques and is widely used by people who need to create new ideas.

In conclusion, picture series shows that it is effective by helping students to improve vocabulary mastery and motivate the first grade students of SMAN 1 Kampak .