

CHAPTER IV

FINDING AND DISCUSSION

This chapter covers the result of the study. It is discusses the research findings which includes data presentation and data analysis of the students' conversation habit in English and speech ability, and also discussion which concerning to the students' conversation habit in English and speech ability.

A. Research Finding

1. Data Presentation

In order to get the necessary data related to the two variables in this research that was “conversation habit in English and speech ability”. The researcher gave the questionnaire to the students and asked documentation score of students at MA Darul Hikmah Tulungagung. The score from students practice in English speech. MA Darul Hikmah Tulungagung has 4 (four) classes (X A IPA, X B IPA, X A IPS, X B IPS) which consist 150 students. The researcher took 35 students from X A IPA as the sample to represent the population. The presentation data of both instruments can be seen as follows:

a. Description of Students' Habit in English Conversation (questionnaire)

To find out the students' habit in English conversation, the researcher collected the data by conducting questionnaire and gave it to the students. The questionnaire here consist 20 (twenty) question with four (4) option. To gave score of the answer, the

researcher gave four alternative answers with different value. The researcher gave 5 point for answer A (always), 4 point for answer B (often), 3 point for answer C (sometimes), 2 point for answer D (never). The questionnaire was about the students' habit in English conversation.

After scoring the questionnaire result, the researcher presented score list of questionnaire as follows:

Table 4.1 The Score of Students' Habit in English Conversation.

No.	RESPONDENT	QUESTIONNAIRE SCORE
1	Alf	78
2	Alfn	63
3	Aln	62
4	Amr	63
5	Ans	80
6	An	73
7	Ar	72
8	Arn	69
9	Ayk	65
10	Chn	75
11	Dn	80
12	End	85
13	Ftw	85
14	Fdt	80
15	Hnf	81
16	Ilm	80
17	Inh	76
18	Int	73
19	Lna	77
20	Lsa	80
21	Llk	74
22	Mhrn	78
23	Nbl	78
24	Nda	80
25	Nta	76
26	Nra	76
27	Nras	74
28	Nrl	78

29	Rgl	80
30	Sr	80
31	Sfyh	80
32	Stbr	70
33	Stkl	75
34	Tan	72
35	Yni	77
	TOTAL SCORE	2645
	Max. Score	85
	Min. Score	62

From the table above, it can be seen that the total score of students' habit in English conversation was 2645 with the maximum score was 85 and the minimum score was 62.

b. Description of Students' speech ability

To find out the students' speech ability, the researcher collected the data which is gotten from the result of speech test. Here, the researcher presented the list of the speech score as below:

Table 4.2 The Scores of Students Speech Test

No.	RESPONDENT	SPEECH SCORE
1	Alf	90
2	Alfn	75
3	Aln	75
4	Amr	75
5	Ans	90
6	An	90
7	Ar	87
8	Arn	75
9	Ayk	75
10	Chn	75
11	Dn	85
12	End	88
13	Ftw	90
14	Fdt	85
15	Hnf	85
16	Ilm	88
17	Inh	75
18	Int	90

19	Lna	85
20	Lsa	75
21	Llk	85
22	Mhrn	80
23	Nbl	85
24	Nda	86
25	Nta	85
26	Nra	87
27	Nras	80
28	Nrl	85
29	Rgl	75
30	Sr	90
31	Sfyh	87
32	Stbr	87
33	Stkl	80
34	Tan	80
35	Yni	79
	TOTAL SCORE	2904
	Max. Score	90
	Min. Score	75

From the table above, it can be seen that the total score of speech ability was 2904 with the maximum score was 90 and the minimum score was 75

2. Data Analysis

a. Analysis of the Students' Habit in English Conversation

From the data of students' habit in English conversation score stated in the score of questionnaire above, the researcher analyzed the score of students with distribution of students habit score below:

Table 4.3 The Distribution Scores of Students' habit in English conversation

No	Score	Criteria	Frequency
1	90-100	Very good	0
2	80-89	Good	12
3	70-79	Fair	18
4	50-69	Low	5
5	0-49	Very low	0

Based on the data above, we can be seen that the distribution score of students' habit with category very good is 0, the distribution score of students' habit with category good is 12, the distribution score of students' habit with category a fair is 18, the distribution score of students' habit with category low is 5, and the distribution score of students' habit with category very low is 0.

According data above, researcher concluded that students have a Fair habit in speech.

b. Analysis of students' speech ability

From the data of students' speech score stated in the score of speech test above, the researcher analyzed the score of students with distribution of students speech ability score below:

Table 4.4 The Distribution Scores of Students Speech Ability

No	Score	Criteria	Frequency
1	90-100	Very good	6
2	80-89	Good	19
3	70-79	Fair	10
4	50-69	Low	0
5	0-49	Very low	0

Based on the data above, we can be seen that the distribution score of students' speech ability with category very good is 6, the distribution score of students' speech ability with category good is 19, the distribution score of students' speech ability with category fair is 10, the distribution score of students' speech ability with category low and very low is 0.

According data above, researcher concluded that students have good score in speech ability.

c. Analysis on the correlation between English conversation habit and speech ability

In this study, to interpret the result of this research, the researcher used statistical method, in which the data was analyzed by using Spearman Rank. Variable X was used to represent the score of habit in English conversation and variable Y used to represent the score of speech ability.

Before analyzing the data, the researcher presented the description of the correlation as below:

Table 4.5 The Correlation Between students' habit in English Conversation And Their Speaking Ability

No	RESPONDENTS	X	Y	Ran king X	Ran king Y	d	d ²
1	Alf	78	90	21.5	32.5	11	121
2	Alfn	63	75	21.5	5	2.5	6.25
3	Aln	62	75	1	5	4	16
4	Amr	63	75	2.5	5	2.5	6.25

5	Ans	80	90	28	32.5	4.5	20.25
6	An	73	90	8.5	32.5	24	576
7	Ar	72	87	7.5	25.5	18	324
8	Arn	69	75	5	5	0	0
9	Ayk	65	75	4	5	1	1
10	Chn	75	75	13.5	5	8.5	72.25
11	Dn	80	85	28	18.5	9.5	90.25
12	End	85	88	34.5	28.5	6	36
13	Ftw	85	90	34.5	32.5	2	4
14	Fdt	80	85	28	18.5	9.5	90.25
15	Hnf	81	85	33	18.5	14.5	210.25
16	Ilm	80	88	28	28.5	0.5	0.25
17	Inh	76	75	16	5	11	121
18	Int	73	90	8.5	32.5	24	576
19	Lna	77	85	18.5	18.5	0	0
20	Lsa	80	75	28	5	23	529
21	Llk	74	85	11.5	18.5	7	49
22	Mhrn	78	80	21.5	12.5	9	81
23	Nbl	78	85	21.5	18.5	3	9
24	Nda	80	86	28	23	5	25
25	Nta	76	85	16	18.5	2.5	6.25
26	Nra	76	87	16	25.5	9.5	90.25
27	Nras	74	80	11.5	12.5	1	1
28	Nrl	78	85	21.5	18.5	3	9
29	Rgl	80	75	28	5	23	529
30	Sr	80	90	28	32.5	4.5	20.25
31	Sfyh	80	87	28	25.5	2.5	6.25
32	Stbr	70	87	6	25.5	19.5	380.25
33	Stkl	75	80	13.5	12.5	1	1
34	Tan	72	80	7.5	12.5	5	25
35	Yni	77	79	18.5	10	8.5	72.25
	TOTAL						4104.5

From the table above, the correlation between two variables can be calculated by Spearman rank SPSS:

Correlations			x	y
Spearman's rho	x	Correlation Coefficient	1.000	.422*
		Sig. (2-tailed)	.	.012
		N	35	35
	y	Correlation Coefficient	.422*	1.000
		Sig. (2-tailed)	.012	.
		N	35	35

*. Correlation is significant at the 0.05 level (2-tailed).

Based on accounting above, the researcher concluded that there is correlation between students' habit in English conversation and their speech ability at tenth graders of MA Darul Hikmah Tulungagung. It was showed that the result of the accounting is 0.422. According to interpretation table in chapter 3, it can be seen that the correlation between students' habit in English conversation and their speech ability is a bit low.

B. Hypothesis Testing

There are two hypothesis testing in this study, namely:

1. Null Hypothesis (Ho)

There is no significant correlation between students' habit in English conversation and their speech ability.

2. Alternative hypothesis (Ha)

There is significant correlation between students' habit in English conversation and their speech ability.

Based on accounting above, the researcher concluded that there is significant correlation between students' habit in English conversation and their speech ability at tenth graders of MA Darul Hikmah Tulungagung. It can be seen that the score of significant $0.012 < 0.05$. So, the proposed null hypothesis which stated that "there was no significant correlation between students' habit in English conversation and their speech ability" was rejected, and the alternative hypothesis which stated that "there was significant correlation between students' habit in English conversation and their speech ability" was accepted.

C. Discussion

This study was conducted to find the correlation between students' habit in English conversation and their speech ability at tenth graders of MA Darul Hikmah Tulungagung. However, conversation can help the students to increase their ability in speech. It was line with Harmer (2002), conversation are aimed at developing students' ability to use language to interact with people. By the conversation, students can share information and they can express their opinion. It was line with Luppicini (2008:121), "conversation allows students to share information, express opinion, create and support social relationship and persuade others to communicate". However, the result of this study revealed that there was significant correlation between students' habit in English conversation and their speech ability at tenth graders of MA Darul Hikmah Tulungagung. Whereas in the

interpretation score which was the researcher presented in chapter 3, score 0.422 was a bit low score in the interpretation score.

Many students in MA Darul Hikmah Tulungagung who feel that conversation is a good way in learn speech. They say that with many do conversation, their ability in speech more good from day to day. They feel more fluent and confident to speak.

Related to the research findings above, it was found that the students' habit in English conversation have good effect on the students speech ability.

Based on the result of analysis on the answer of the questionnaire, it is known that some students have good English conversation habit and some others have low habit in English. From the analysis of the students speech ability, it is known that some students have good speech ability and some others have low speech ability.

Based on the result of computing the correlation between students' habit in English conversation and their speech ability, it showed that null hypothesis which stated that "there was no correlation between students' habit in English conversation and speech ability" is rejected, and the alternative which stated that "there was correlation between students' habit in English conversation and speech ability" is accepted. In other words, students who have good English conversation habit tend to have good speech ability. Practically, habit in English conversation can help students

in familiarizing vocabularies, in terms of the number of vocabularies they can master and their ability in pronunciation can support their speech ability.

Based on the result of the questionnaire, the ability of students also supported from teachers. Where, teachers always accompany students in teaching learning process. Facilities in teaching learning also important to increase students ability. It was line with Glen (2002:1) School facility conditions affect student academic ability. With completed facilities, the students are more comfortable to learn. Besides that, with many practices, it can influence the students' ability in speech. Those were the factors that influenced the result of this study, there was correlation between students' habit in English conversation and their speech ability. This can be proven by seeing the result of the calculation of the correlation between two variables, that was 0.422. It meant that the correlation of this research was significant.

D. Implication of Research

From the result of research prove that habit in English conversation correlated with speech ability where students that have habit in English conversation, they will have good ability in speech just than students that less in English conversation habit. So, the research implicated that English conversation can help the students to learn speech until their ability in speech more good.

Through habit in English conversation, students more interest to learn English. Because they feel that this way is a fun teaching. Where,

students can free express their opinion. So, they will more easy to express their knowledge or opinion with others until they will more relax to speak. This way is useful to help the students in learning speech. So, teacher can use this way to help the students ability in English, especially is speech.