

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents about research finding and discussion that include the description of data, data analysis, hypothesis testing, and discussion.

A. The Description of data

In this section, the researcher presented the data of students' speaking ability before and after being taught by using Think-Pair-Share as strategy in teaching speaking. As mentioned before, the researcher used test as the instrument in collecting data. There are two kinds of test that was used by the researcher in analyzing the data, they were pretest and posttest. Test was given to the students of class 8B at MTs Darul Hikmah Tulungagung which consist of 32 students. The form of test was speaking test. The students were asked to present the topic that was given by the researcher. The topic that was used in pretest and posttest was a bit different, but the topic which the researcher selected in both test had the same level, that was something that was known by the students in their life. In pretest, the topic was the effect of smoking, while in posttest was the effect of using social media.

The pretest was conducted on 4th February 2017. The researcher asked the students to present their idea about the effect of smoking. The students were given 3 minutes time in presenting the idea in front of the class. In scoring the students' speaking the researcher use speaking scoring rubric

which included accent, grammar, vocabulary, fluency, and comprehension aspects.

After got the data of pretest, the researcher gave treatment to the student using Think Pair Share strategy in teaching speaking. Treatment done three time on 11th February, 18th February, and 25th February 2017. In giving treatment, the students looked enthusiastic and motivated to speak English in front of the class.

After treatment had finished, the researcher gave posttest to know students speaking ability after being taught by using Think Pair Share strategy. The posttest conducted on 11th March 2017. The researcher asked the students to present their idea about the effect of using social media. The students were given 3 minutes time in presenting their idea in front of the class. In scoring the students' speaking the researcher use speaking scoring rubric which included accent, grammar, vocabulary, fluency, and comprehension aspects.

To know the students' mastery whether it was good or not, the researcher gave the category as follow:

Table 4.1 The Category of Students' Score

No	Score	Category
1	85-100	Very good
2	70-84	Good
3	55-69	Average
4	40-54	Poor
5	<40	Very poor

The category of score above shows that score 85-100 include to very good category, score 70-84 include to good category, score 55-69 include to average category, score 40-54 include to poor category, and score <40 include to very poor category. It help the researcher to classify the students' score based on the category of score.

The data of the students' speaking score before and after being taught by using Think Pair Share strategy was explained as follow:

1. Description of Students' Speaking Score Ability Before being Taught by Using Think Pair Share Strategy

In this section, the researcher presented the students' speaking ability before being taught by using Think Pair Share strategy. In this presentation, the researcher analyzed the collected data through pretest which held on Saturday, February 4th, 2017 at 13.00-14.30 pm. Pre-test was administered to 32 students. The descriptions of the students' score of speaking before treatment were presented in the following table:

Table 4.2 The Interval of Pretest

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40-54	18	56.3	56.3	56.3
	55-69	14	43.8	43.8	100.0
	Total	32	100.0	100.0	

Table 4.2 above show that 18 students (56.3%) include to interval 40-54 (poor category) and 14 students (43.8%) include to interval 55-69 (average category).

Table 4.3 Descriptive Statistic of Pretest

		Pretest
N	Valid	32
	Missing	0
Mean		52.38
Median		53.00
Mode		58
Std. Deviation		4.943
Variance		24.435
Range		15
Minimum		45
Maximum		60
Sum		1676

Based on the table 4.3, there are 32 students. This table shown that mean score is 52.38, the median score is 53, and the mode is 58. Then, the standard deviation is 4.943. The minimum score is 45 and the maximum score is 60. The mean score of pre-test include to poor category.

Table 4.4 Frequency of Pretest

		Pretest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	2	6.2	6.2	6.2
	46	4	12.5	12.5	18.8
	48	6	18.8	18.8	37.5
	50	2	6.2	6.2	43.8
	53	4	12.5	12.5	56.2
	56	6	18.8	18.8	75.0
	58	7	21.9	21.9	96.9
	60	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Table 4.4 above show that 2 students (6.2%) got 45, 4 students (12.5%) got 46, 6 students (18.8%) got 48, 2 students (6.2%) got 50, 4 students (12.5%) got 53, 6 students (18.8%) got 56, 7 students (21.9%) got 58, 1 student (3.1%) got 60.

2. Description of Students' Speaking Ability After being Taught by Using Think Pair Share Strategy (Posttest)

In this section, the researcher presented the students' speaking ability after being taught by using Think Pair Share strategy. In this presentation, the researcher analyzed the collected data through post-test which held on Saturday, March 11th, 2017 at 13.00-14.30 pm. Post-test was administered to 32 students. The descriptions of the students' score of speaking after treatment were presented in the following table:

Table 4.5 The Interval of Posttest

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55-69	6	18.8	18.8	18.8
	70-84	20	62.5	62.5	81.2
	85-100	6	18.8	18.8	100.0
Total		32	100.0	100.0	

Table 4.5 above show that 6 students (18.8%) include to interval 55-69 (average category), 20 students (62.5%) include to interval 70-84 (good category), and 6 students (18.8%) include to interval 85-100 (very good category).

Table 4.6 Descriptive Statistic of Posttest

Statistics		Posttest
N	Valid	32
	Missing	0
Mean		76.91
Median		80.00
Mode		80
Std. Deviation		7.346
Variance		53.959
Range		25
Minimum		65
Maximum		90
Sum		2461

Table 4.6 above show that mean score is 76.91, median score is 80.00, and mode is 80. Then the standard deviation is 7.346. The minimum score is 65 and the maximum score is 90. The mean score of post-test include to good category.

Table 4.7 Frequency of Posttest

		Posttest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	2	6.2	6.2	6.2
	66	3	9.4	9.4	15.6
	68	1	3.1	3.1	18.8
	70	4	12.5	12.5	31.2
	73	2	6.2	6.2	37.5
	78	3	9.4	9.4	46.9
	80	9	28.1	28.1	75.0
	83	2	6.2	6.2	81.2
	85	1	3.1	3.1	84.4
	86	4	12.5	12.5	96.9

90	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on the table above, the researcher can see that 2 student (6.2%) got 65, 3 students (9.4%) got 66, 1 student (3.1%) got 68, 4 students (12.5%) got 70, 2 students (6.2%) got 73, 3 students (9.4%) got 78, 9 students (28.1%) got 80, 2 students (6.2%) got 83, 1 student (3.1%) got 85, 4 students (12.5%) got 86, and 1 student (3.1%) got 90.

B. Data Analysis

In this section, the researcher presented the result of pre-test and post-test that had been done before and after treatment. Then the result of pre-test and post-test were analyzed by using Paired Samples T Test with SPSS Windows 16.0. The result as follow:

Table 4.8 Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	52.3750	32	4.94323	.87385
Posttest	76.9062	32	7.34566	1.29854

Based on the table 4.9 above, output Paired Sample Statistics shown mean of pretest is 52.3750. The test was given for 32 students. Standard Deviation of pre-test is 4.94323 and post-test is 7.34566. Standard error mean of pre-test is 0.87386 and post-test is 1.29854. It can be seen that the mean of posttest (76.9062) is higher than the mean of pretest (52.3750). From this result, the researcher conclude that there is improvement of student' speaking ability.

Table 4.9 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	32	.529	.002

Based on the table 4.10, output Paired Sample Correlations shows that the number of sample was 32 students. The correlations between scores of pre-test and post-test is 0.529 and numeral of significance is 0.002. According to Widhiarso (2012: 6), correlation is correlation between two pairs and sig. is the value of significance. The rules of correlation are:

- a. if sig > 0.05 means there is no correlation between before and after giving treatment.
- b. if sig < 0.05 means that there is correlation between before and after giving treatment.

The significance value is lower than significant level ($0.002 < 0.05$). It means that there is correlation between pretest score and posttest score.

Table 4.10 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-2.45312E1	6.32448	1.11802	-26.81147	-22.25103	-21.942	31	.000

Based on the table 4.12, output Paired Sample T Test shows the result of t-test analysis. Output shows mean pre-test and post-test is 2.45312,

standard deviation is 6.31448, mean standard error is 1.11802. The lower different is 26.81147 and upper different is 22.25103. The result t-test is 21.942 with $df = 31$ and numeral significance is 0.000.

According to Widhiarso (2012:6), sig. is significant value and the level of significance is 0.05. The roles of “t” test are:

- a. If $sig > 0.05$ means there is no significant difference between pretest and posttest score.
- b. If $sig < 0.05$ means there is significant difference between pretest and posttest score.

Based on the table, the significant value is 0.000. It was shown that the significant value is lower than 0.05 ($0.000 < 0.05$). There is significant difference between pretest score and posttest score. It means that Think Pair Share is effective in increasing the students speaking ability.

C. Hypothesis testing

As mentioned in Chapter 1, the research hypothesis of this research are as follow:

1. Alternative Hypothesis (H_a) : There is significant difference between the students’ speaking scores before and after being taught by using Think-Pair-Share strategy.
2. Null Hypothesis (H_0) : There is no significant difference between the students’ speaking scores before and after being taught by using Think-Pair-Share strategy.

Based on the result of data that was analyzed by using program SPSS 16.0, the value of significance is 0.000. The way to test hypothesis was by comparing the value of significance and the level of significance. The level of significance is 0.05. If the value of significance is lower than the level of significance, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Whereas, if the value of significance is higher than the level of significance, the alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted. The comparison of significant value and significant level was shown that the significant value is lower than the significant level ($0.000 < 0.05$).

From the comparison above, the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected. It means that there is significant different between the students' speaking score before and after being taught by using Think Pair Share strategy.

D. Discussion

The objective of this research is to know the effectiveness of using think pair share strategy toward the students' speaking ability of the eight grade at MTs Darul Hikmah Tulungagung. In order to gain the objective of the reseracher, the researcher conducted pre-experimental study with one group pretest-posttest. Based on the research method in chapter III, the method of collecting data is divided into three steps. First step is administering pre-test to know the students' speaking ability before they get treatment. The second is giving treatment. The treatment is using Think-Pair-

Share strategy in teaching speaking. And the last step is administering post-test to know the students' speaking ability after they get treatment.

The students' speaking ability before being taught by using Think-Pair-Share is low. It can be seen from the score obtained in pre-test. Based on the result of pre-test from 32 students, there were 18 students (56.3%) include to interval 40-54 (poor category) and 14 students (43.8%) include to interval 55-69 (average category). Besides, the mean score of pre-test is 52.38. It include to poor category.

The students' speaking ability after being taught by using Think-Pair-Share strategy is better than the students' speaking ability before being taught by using Think-Pair-Share strategy. It can be seen from the score obtained in post-test. Based on the result of post-test from 32 students, there were 6 students (18.8%) include to interval 55-69 (average category), 20 students (62.5%) include to interval 70-84 (good category), and 6 students (18.8%) include to interval 85-100 (very good category). Besides, the mean score of post-test is 76.91. It include to good category.

The result of mean score of pre-test (52.38) and the mean score post-test (76.91) increased 24.53. It can be concluded that there is was significant differences of the students' speaking ability before and after being taught by using Think Pair Share strategy.

The result of output data of *Paired Samples T Test* shows that the value of significance is 0.000 and the level of significance is 0.05. The value of significance is lower than the level of significance ($0.000 < 0.05$). It means

that the alternative hypothesis (H_a) which states that there is significant difference between the students' speaking scores before and after being taught by using Think Pair Share strategy is accepted, while the null hypothesis (H_0) which state there is no significant difference between the students' speaking scores before and after being taught by using Think Pair Share strategy is rejected. Therefore, it can be conclude that there is significant difference between the students' speaking score of the eight grade at MTs Darul Hikmah Tulungagung before and after being taught by using Think Pair Share strategy.

It was proved during treatment that the students were enthusiastic and motivated to speak in front of the class. Previously, the students was shy and afraid to express their idea. They just shared their idea in simple explanation. But by using Think Pair Share strategy during treatment, the students become more confidence to share their idea or opinion in front of the class.

Based on the result of research finding and explanation above, it can be concluded that using Think Pair Share strategy was effective in improving speaking ability, especially for the tenth grade students of MTs Darul Hikmah Tulungagung. In implementation of Think Pair Share Strategy, the students were more enthusiastic and motivated. It was in line with Raba's statement that Think Pair Share has positive role in improving students' oral communication (Raba, 2017: 12).

Think Pair Share strategy give the students opportunities to speak and participate in learning process. In treatment, sometimes the condition of class

is noisy but the students still enthusiastic and respect their friends' idea. The students seemed to feel confidence and active in the class because each students has a chance to share their idea or opinion in pair stage. It supported by Sugiarto & Sumarsono's statement about the advantage of Think Pair Share strategy, that is more critical thinking is retained after a lesson in which students have an opportunity to discuss and reflect on the topic (Sugiarto & Sumarsono, 2014: 209). It also suitable with the principles of speaking that proposed by Brown that speaking technique should "give the students opportunities to initiate oral communication". Think Pair Share strategy give the students opportunities to participate in the learning process (Brown, 2001: 275-276).

Think Pair Share is cooperative strategy which the students can interact with their friends. The students can interact and participate in learning process. It supported by Radhakhrisna & Ewing statement that Think Pair Share provides opportunities for students to interact with each other (Radhakhrisna & Ewing, 2012: 85). In Think Pair Share strategy, the teacher has less involvement. So, the teacher should not only silent and observe the students' activities but also active to monitor the students' discussion and help if the students got the problems in discussion. The teacher also should observe every group to know the students' progress.

Time to think in Think Pair Share strategy also gave the students the time to prepare their mind. It made the students feel comfortable because they can organize their idea or opinion before they speak in front of the class.

Radhakhrisna & Ewing (2012: 85) states that advantage of Think Pair Share strategy is allows students to prepare for each class section. This strategy need a lot of time. So, the teacher should manage the time well to make the teaching speaking by using this strategy is success.

Based on the research conducted in MTs Darul Hikmah Tulungagung proved that Think Pair Share strategy not only motivate the students to speak fluency, but also help the students to participate in learning process and build their confidence. So, the implementation of Think Pair Share strategy was effective in improving the students' speaking ability.