

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, researcher presented about the finding of the research, including: the data of research finding, data analysis, normality testing, hypothesis testing, and discussion.

A. The Description of Data

In this part, the researcher presented the process of collecting data and the data obtained before and after the students were taught speaking by using Three Steps Interview Technique. As what had been stated before, the data were obtained from both pre test and post test which were followed by 20 students. The pre test was conducted before giving the treatment to the students. Then, the researcher administered the post test to measure the effectiveness of using Three Steps Interview (TSI) towards the students' speaking ability at the tenth grade of MA Al Ma'arif Tulungagung consisting of 20 students. The result of both pre test and post test could be seen on the table 4.1 below.

Table 4.1 The result of pre test and post test

No.	Name	Pre Test	Post Test
1	APC	65	70
2	AAH	60	70
3	AM	60	70
4	AR	60	75
5	AM	55	70
6	BL	60	70
7	BRA	70	80

8	EPR	65	75
9	IM	65	70
10	MB	65	75
11	MMH	60	75
12	MPL	60	75
13	MAM	60	70
14	NK	60	70
15	RN	65	75
16	SKN	65	80
17	SAF	60	70
18	SN	60	75
19	SSV	70	85
20	SND	65	70
	N = 20	$\sum X = 1250$	$\sum y = 1470$

As suggested by the English teacher, to categorize whether the students' speaking ability is good or not, the researcher gives the criteria of the score achieved by the students as follow:

Table 4.2 Criteria of the Score

Score	Level of mastery
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Enough
51-60	Poor

Table 4.2 shows that the score 91-100 belongs to excellent, 81-90 belongs to very good, 71-80 belongs to good, 61-70 belongs to enough, and 51-60 belongs to poor score.

The students' speaking mastery belongs to excellent when they have complete fluency in the language. Their pronunciation is equivalent to and fully

accepted by the speaker, the vocabulary is fully accepted by the listener, and the comprehension is equivalent to that of an educated native speaker.

Whereas, level of mastery very good is achieved when the speaker is able to use a language fluently on a level normally, error in pronunciation are quite rare, can understand and participate in any conversation with a high degree of vocabulary, and can understand any conversation within the range of his experience.

The next is good level which is achieved when in terms of fluency; the speaker can discuss particular interest of competence with reasonable ease and rarely has to grope for words. The pronunciation errors never interfere with the understanding and rarely disturb the native speaker, can speak the language with sufficient vocabulary, and the comprehension is quite complete at normal rate of speech.

Then, the level mastery of the speaker who speaks slowly with frequent pauses, has intelligible accent though often quite faulty, has sufficient speaking vocabulary to express himself simply, and can get the gist of most conversation of non-technical subjects belongs to enough level.

The last is poor level where in this mastery the speaker has no specific fluency description, the pronunciation is seriously bad, the vocabulary is inadequate to express anything but the most elementary needs, and can understand simple questions and statement if delivered with slowed speech, repetition, or paraphrase.

From table 4.1, most of the students' score in pre test belong to poor. There are eleven students who get poor score (51-60), and nine students get enough score (61-70). From the post test, there is one student who got very good score (81-90), nine students get good score (71-80), and ten students who get enough score (61-70).

Furthermore, the researcher also shows the frequency of the score and percentage which can be seen in the following table.

Table 4.3 The frequency score of pre test and post test

Score	F_x	F_y
91-100	0	0
81-90	0	1
71-80	0	9
61-70	9	10
51-60	11	0
	$\sum X_1 = 20$	$\sum X_2 = 20$

From the pre test, there is no one who gets score among 71 – 100. Meanwhile, there are nine students who get the score 61-70 or enough score. Eleven students get the score 51-60 or poor score. On contrary, the post test shows good improvement where nobody gets the score 51-60, ten students get the score 61-70, nine students get the score 71-80, and one student get 81-90. It indicates that their speaking ability improves after they got the treatment.

In addition, the researcher also provides the percentage of the students' pre test and post test score. The pattern of finding the percentage is as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : percentage

F : frequency

N : total of students

Table 4.4 The percentage of the students' pre test score.

Score	F _x	Percentage %
91-100	0	0%
81-90	0	0%
71-80	0	0%
61-70	9	45%
51-60	11	55%
	N = 20	% = 100

As what has been stated in the table above, the percentage of the students who get the score 61-70 is 45%, and those who get the score 51-60 is 55%. It means that the percentage of the students who get poor score is higher than those who get fairly satisfactory score. To know the difference of the percentage of pre test and post test, the researcher also provides the percentage of students' post test score which can be seen in the table below.

Table 4.5 The percentage of students' post test score

Score	F _y	Percentage %
91-100	0	0%
81-90	1	5%
71-80	9	45%
61-70	10	50%
51-60	0	0%
	N = 20	% = 100

It can be seen in table above that the percentage score 51-60 is 0%, the percentage score 61-70 is 50%, the percentage score 71-80 is 45%, and only 5% who gets the score 81-90. These percentages show that there is an increasing point in speaking after they get the treatment. In short, there is no student whose speaking mastery is poor, 50% students' speaking mastery is fairly satisfactory, 45% students have satisfactory speaking mastery, and one student is successful to achieve a very good speaking mastery. In conclusion, Three Steps Interview Technique can help the students to improve their speaking ability.

B. Data Analysis

Furthermore, the researcher analyzes the data of pre test and post test by using t- test analysis on SPSS 16 for Windows. The result of data analysis by using SPSS 16 can be seen in the table below:

Table 4.6 Paired sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	62.50	20	3.804	.851
	Post test	73.50	20	4.323	.967

Table 4.6 describes that the mean of pre test is 62.50 and the mean of post test is 73.50. This numeral shows that the mean of post test is higher than the mean of pre test. The number of subject (N) for both pre test and post test is 20. Standard deviation of pre test is 3.804 and the standard error mean is 0.851. The standard deviation of post test is 4.323 and the standard error mean is 0.967.

Table 4.7 Paired Sample Correlation

	N	Correlation	Sig.
Pair 1 Pre test & post test	20	.640	.002

The correlation of pre test and post test score is 0.640 and the significance is 0.02. The interpretation of this data is as follows:

- a) If the sig > 0.05, means H_0 is accepted
- b) If the sig < 0.05, means H_0 is rejected

From the data above, the significance value is 0.02 in which it is lower than the significance 0.05. In other words, H_0 is rejected and H_a is accepted. Thus, it can be said that there is a significant correlation between pre test and post test.

Next, the researcher also analyzes the data obtained from pre test and post test to find the t-score by using SPSS 16 for Windows. It aims to find the significant value which then the t-score will be compared to determine whether H_a is rejected or accepted. The output of SPSS calculation can be seen in the table below.

Table 4.8 Paired Sample 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	-11.000	3.479	.778	-12.628	-9.372	-14.139	19	.000

Table 4.8 shows the output of t-test analysis by using SPSS 16. Based on the table above, the mean of pre test and post test is 11.000. The standard deviation is 3.479, the standard error mean is 0.778, the lower difference is 12.628 and the upper difference is 9.372. Then, the t-score is 14.139 with *df* 19, and the significance 2 tailed is 0.000.

C. Hypothesis Testing

Based on the data analysis on previous section, it can be stated that:

1. The Alternative Hypothesis (H_a)

If the significant value (2-tailed) > 0.05 , the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It means that there is no significant difference between the students' speaking score before and after being taught by using Three Steps Interview (TSI).

2. The Null Hypothesis (H_0)

If the significant value (2-tailed) < 0.05 , the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there is significant difference between the students' speaking score before and after being taught by using Three Steps Interview (TSI).

To make sure whether H_a is accepted or not, the researcher calculates the data by using SPSS 16 for Windows and takes a look at the significant level. The null hypothesis is accepted if the significant value is higher than 0.05. Whereas, if the significant value is lower than 0.05, the null hypothesis is rejected.

The output of the computation of SPSS 16 in table 4.9 shows that the significant level is lower than 0.05 ($0.000 < 0.05$). It indicates that the null hypothesis is rejected and the alternative hypothesis is accepted.

D. Normality and Homogeneity Testing

1. Normality Testing

Normality testing is aimed to know whether the distribution of the data is normal or not. In this study, the normality test is calculated by using One Sample Kolmogorov Smirnov of SPSS 16 for Windows. Normality test is done by using the rule of Asymp. Sig (2 tailed) or p. If Asymp. Sig (2 tailed) or $p > 0.05$, the test distribution is normal. The output of normality testing by SPSS 16 for Windows can be seen in table 4.9.

Table 4. 9 One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		20	20
Normal Parameters ^a	Mean	62.50	73.50
	Std. Deviation	3.804	4.323
Most Extreme Differences	Absolute	.294	.291
	Positive	.294	.291
	Negative	-.206	-.209
Kolmogorov-Smirnov Z		1.317	1.301
Asymp. Sig. (2-tailed)		.062	.068
a. Test distribution is Normal.			

From table 4.10, it can be known that the significant level of pre test is 0.062 and the significant level of post test is 0.68. These values are higher than 0.05 ($0.062 > 0.05$ and $0.68 > 0.05$). So the test distribution is normal.

2. Homogeneity Testing

After doing the normality testing, the next step is doing homogeneity testing. It is used to know whether the variance of the two samples from the same population is homogeneous or not. The output of computation of homogeneity testing by SPSS 16 for Windows is as follow:

Table 4.10 Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.005	2	16	.995

The variance can be said homogeneous if the significance of the result is more than 0.05. The table above shows that the significant level is 0.995 in which it is higher than 0.05 ($0.995 > 0.05$). Thus, the data is homogeneous.

E. Discussion

The data analysis of paired samples statistics presented in previous part shows that the mean of pre test is 62.50 and the mean of post test is 73.50. On the other words, the mean of post test is higher than the mean of pre test ($73.50 > 62.50$). The difference value between the mean of pre test and post test is 11. So, there is improvement on their speaking ability. This improvement has fulfilled the criterion score of speaking defined by the school that is 70. It is because of the implementation of Three Steps Interview Technique so that finally the students can improve their speaking ability.

The next is measuring the standard deviation which aims to measure how much the variance of the samples. The standard deviation of pre test is 3.804 and the mean of pre test is 62.50. If both values are compared, the value of standard deviation of pre test is lower than the mean of pre test ($3.804 < 62.50$). Meanwhile, the standard deviation of post test is 4.323 and the mean of post test is 73.50. It shows that the value of standard deviation of post test is lower than the mean of post test ($4.323 < 73.50$).

If the standard deviation is higher than the mean of score, the mean is not homogeny. Conversely, if the standard deviation is lower than the mean of score, the mean is homogeny. From the data above, it can be seen that the standard deviation of both pre test and post test is lower than their mean. Thus, the samples of this research almost have the same mean.

Moreover, the samples of this research are also representative. It can be seen from the standard errors of pre test and post test which are lower than the mean of pre test and post test. The standard error is measured to know the accuracy of the samples whether they represent the population or not. The standard error of pre test is 0.851 and it is lower than the mean of pre test ($0.851 < 62.50$). Then, the standard deviation of post test is also lower than the mean of post test ($0.967 < 73.50$). That's why; the samples of this research can represent the population.

The output of Paired Samples Test shows that the significant value (2-tailed) is 0.000. If the significant value is lower than 0.05, the null hypothesis is

rejected and the alternative hypothesis is accepted. In this case, it can be clearly seen that the significant value is lower than 0.05 ($0.000 < 0.05$). Thus, there is a significant difference of the students' speaking score of the tenth grade of MA Al Ma'arif Tulungagung before and after being taught by using Three Steps Interview Technique.

The result of data analysis shows that this technique influences the students' speaking score. Based on the result of this study, Three Steps Interview (TSI) is very helpful in increasing the students' speaking ability. It can also be seen through the treatment when the students worked together in Three Steps Interview (TSI) process. They were interested to follow the class and really enjoyed practicing speaking.

Even in this research, the class where the researcher conducted her research is categorized as unmanageable class in which the students are very noisy. However, TSI still can make them interesting in learning speaking. They become more active in classroom activities and seem so interesting to practice speaking. The students feel confident to speak with their partner instead of talking to the teacher or the whole class. They just feel relax in speaking with partner. As what has been stated by Kagan (2009), the students were much more fluent talking with a partner than when asked to share with the team or with the whole class. It means that talking with a partner can build the students' self-esteem and it is better to make them having practice of speaking without being shy or afraid of making any mistake.

Compared to the pre test, there is an improvement in students' speaking ability after being taught by using three steps interview technique. The difference which can be seen clearly is through the way how they speak. The problem which can be found on the pre test is the fluency, pronunciation, and grammar. When they're asked to tell their experience, they get difficulty to express it. They also can present only about five utterances approximately. However, when they were tested in the post test section, most of students make some improvements in fluency, pronunciation, and grammar. They also can utter more sentences which is about eight until twelve utterances.

It is appropriate with the studies conducted by some previous researchers who had been successful in improving the students' speaking ability. The first is Darsini (2013) who implemented Three Steps Interview (TSI) and Numbered Head Together (NHT) in different cycle. Her study shows that these techniques can change the students' attitude.

The second is Citraningsih (2014) who has been successful to make the students' speaking ability improved by applying Three Steps Interview Technique. She also found out that Three Steps Interview Technique can create a conducive classroom activity.

The next researcher is Rani (2014) whose study is the most similar with the study conducted by the researcher of this study. If the two previous ones conducted their studies in the level of Junior High School, Rani (2014) did her

research in the level of Senior High School in which it is the same as the study conducted by the researcher.

However, it has a difference on the samples. Rani (2014) chose manageable class so that she could conduct her research easily. Her class is not the lowest among all. Meanwhile, the researcher chose an unmanageable class in which this class has the lowest score of speaking.

After doing her study, Rani (2014) could solve the problem of speaking by implementing the Three Steps Interview (TSI). The result of her study shows that the students' motivation in speaking increased. It also created positive characters to the students. The positive characters includes respecting the others, pushing their ego down, and being so patient in waiting for the other responses.

Lipton and Wellman (1998) stated that Three Steps Interview (TSI) helps students personalize their learning. Besides having the learner practice speaking, this strategy also teaches them to listen and appreciate others' thinking and idea. It means that this strategy will also develop the students' understanding and empathy toward other people.

Three Steps Interview (TSI) as a part of cooperative learning offers many advantages that will help the learner not only in increasing the achievement in learning, but also interpersonal relationships. Jolliffe (2007:6) mentioned that working cooperatively can improve the interpersonal relationships such as promoting the development of caring and committed relationship, establishing and

maintaining friendship between peers, a greater sense of belonging and mutual support, and improve morale.

In doing Three Steps Interview (TSI) Technique, the students are required to deliver their idea once after they get question from their partner. When the interviewee gets difficulty to answer, the interviewer will lure them to speak up by giving a hint which is perhaps related to the topic that is being talked about. It indicates that there is cooperation between the interviewer and interviewee. This kind of process will lead them to reach the objectives together. Each student has the same role because in three steps interview the students must reverse the role. In other words, all the learners take a part as an interviewer and interviewee.

The teaching and learning process of cooperative learning such as Three Steps Interview (TSI) Technique tends to focus on the student - centered. However, it does not mean that the teacher has no role in classroom activity. Still, the teacher's role is to monitor the students so that the classroom activity can work well. Johnson et al. in Richards and Rodgers (2001) stated that the teacher has to create a highly structured and well -organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting material and times. In monitoring the students, teacher should move around the class helping the students who perhaps find any difficulty.

Three Steps Interview (TSI) appears to be an alternative strategy to teach the students speaking. It makes the students feel so enthusiastic and not bored to

practice speaking. When they are not bored in doing the speaking activity, it means that this strategy is interesting for them. Moreover, their motivation in speaking is also improved. Consequently, they have a strong encouragement to practice speaking and have more opportunities to share their idea with the others orally.

Finally, Three Steps Interview (TSI) can be chosen as one of alternative strategy to enhance the students' speaking ability. By having them practice, their speaking ability shows improvement since learning speaking involves more opportunities to practice instead of learning the theories. The result of this study shows the real improvement of using TSI towards the students' speaking ability. It is appropriate to use not only in the level of Junior High School, but also for the level of Senior High School. It can be implemented for manageable and unmanageable class, and even for the lowest class.