CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter focuses on presenting the data of the study. Three main topics are presented in this part, covering descriptions of data, hypothesis testing and discussion.

A. The Description of Data

In this section, the writer presents students' score in speaking taught by and without using Guided Dialogue Through Describing Picture. As it was stated in the previous chapter, test were used as instrument in collecting data. The tests were given to the eight E and D grader of Islamic Junior High School One Durenan as two group. The test was in the form of speaking test as the main test to test students' speaking ability. The researcher presented and analysed the data taken from pre- test and post-test. The pre- test was administered before implementing Guided Dialogue through describing picture and post- test was administered after using Guided Dialogue through describing picture as technique in teaching speaking. The collected data were presented in the form of table that covered the pre- test and post-test score of two group.

1. **Description of Students' speaking ability taught without Using Guided Dialogue Through Describing Picture**

   This part, presents students' proficiency taught by and without using Guided Dialogue through describing picture. The presented data

were taken from the result of post-test which was administered to 29 students on February 12th 2018. The descriptions of the data were presented in the following table:

Table 4.1 Students' score in speaking taught without using guided dialogue through describing picture.

No	Nama	Score of Classes D
1.	A	60
2	B	60
3	C	68
4	D	57
5	E	65
6	F	67
7	G	57
8	H	60
9	I	60
10	J	62
11	K	60
12	L	78

13	M	57
14	N	65
15	O	67
16	P	75
17	Q	57
18	R	64
19	S	60
20	T	68
21	U	58
22	V	65
23	W	65
24	X	68
25	Y	60
26	Z	68
27	AB	63
28	CD	62

29	EF	57

The Post test was given to students to speak by using dialogue based on the picture with theme was choosen in front of the class. It was done taught without treatment process (teaching learning process by Guided Dialogue Through Describing Picture). This test was intended to know the students speaking ability without taught the treatment process.

Table 4.2 Descriptive Statistic Of Post-Test

Statistics

postcontrol

N	Valid	29
	Missing	0
Mean		63.38
Median		62.00
Mode		60

Table 4.3 Frequency Of Post-Test

postcontrol

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57	5	17.2	17.2	17.2
	58	1	3.4	3.4	20.7
	60	7	24.1	24.1	44.8
	62	2	6.9	6.9	51.7
	63	1	3.4	3.4	55.2
	64	1	3.4	3.4	58.6
	65	3	10.3	10.3	69.0
	67	2	6.9	6.9	75.9
	68	4	13.8	13.8	89.7
	70	1	3.4	3.4	93.1
	75	1	3.4	3.4	96.6
	78	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Based on the tables 4.2 of post-test in control class above, the total of students that consist of 29 students. It shows that the mean score is 63.38, the median score is 62.00, and the mode score is 60.00. The frequency of post-test control after distributed are 51.7% got the score under the mean. While 58.6 students got score above the mean.

2. **Description of Students' speaking ability taught by Using Guided Dialogue Through Describing Picture**

This part, the researcher presents the students speaking score taught by using Guided Dialogue through describing picture. The description presented in the following table:

Table 4.4 Students score in speaking taught by using Guided Dialogue through describing picture.

No	Nama	Score of Class E
1.	A	62
2	B	62
3	C	70
4	D	62
5	E	66
6	F	74
7	G	75
8	H	67
9	I	67
10	J	64
11	K	62
12	L	78
13	M	60
14	N	72

15	O	70
16	P	75
17	Q	75
18	R	70
19	S	65
20	T	75
21	U	60
22	V	68
23	W	70
24	X	70
25	Y	64
26	Z	74
27	AB	68
28	CD	72
29	EF	74

The post-test was given to the students to speak by using dialogue based on the picture with theme was choosen in front of the class. It was

done taught using treatment process (teaching learning process by Guided

Dialogue Through Describing Picture). This test was intended to know the

students' ability taught treatment process.

Table 4.5 Descriptive Statistic Of Post-Test

Statistics

POSTEXPERIMENT

N	Valid	29
	Missing	0
Mean		68.66
Median		70.00
Mode		70

Table 4.6 Frequency Of Post-Test

POSTEXPERIMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.9	6.9	6.9
	62	4	13.8	13.8	20.7
	64	2	6.9	6.9	27.6
	65	1	3.4	3.4	31.0
	66	1	3.4	3.4	34.5
	67	2	6.9	6.9	41.4
	68	2	6.9	6.9	48.3
	70	5	17.2	17.2	65.5
	72	2	6.9	6.9	72.4
	74	3	10.3	10.3	82.8
	75	4	13.8	13.8	96.6
	78	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Based on the tables 4.6 of pos-test experimental class above the students consist of 29 students. It shows that the mean score is 68.66, the median score is 70.00, and the mode score is 70.00. The frequency of experimental post-test after distribution there are 48.3% got score under the mean. While 65.5% got score above the mean.

B. Data Analysis

Data analysis was done to know the different score of the students'speaking ability taught by and without using Guided Dialogue Through Describing Picture. To find out whether there is difference of students' speaking ability taught by and without using Guided Dialogue

Through Describing Picture, the researcher uses independent sample T-test at SPSS 16.0. The test result as follows:

Table 4.7 Independent Samples Test

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
score	group 1	29	63.21	5.301	.984
	group 2	29	68.66	5.219	.969

The table of *output independent samples test* above shows the mean score of control class post test is (63.21) and mean of experimental class post test (68.66), while N for each cell there are 29. Meanwhile, standard deviation of control class is (5.301) and standard deviation for post-test experimental class (5.219). Mean standard error of control class post test is (0.984) and mean standard error of experimental class post test is (0.969).

Table 4.8 Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
score	Equal variances assumed	.068	.795	-3.944	56	.000	-5.448	1.381	-8.215	-2.681
	Equal variances not assumed			-3.944	55.986	.000	-5.448	1.381	-8.215	-2.681

Based on the table above, *output Independent Sample Test* shows the result of analysis with using T-test. Output shows mean post-test control class and post-test experimental class is (-5.448) standard deviation (5.219) the lower different (-8.215), while upper different (-2.681). The result value of test t is (-3.944) with df 56 in significance (0.000).

Teaching speaking by Guided Dialogue Through Describing Picture is effective to improve students' speaking, it can be seen from different mean which show by using Guided Dialogue Through Describing Picture than not using Guided Dialogue Through Describing Picture in teaching learning speaking.

C. Hypothesis Testing

In hypothesis testing, if the T-test is bigger than T-table, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that Guided Dialogue Through Describing Picture is accepted and the strategy is effective for teaching speaking. Meanwhile, if the T-test is smaller than T-table, the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. It means that Guided Dialogue Activity is rejected and the strategy is not effective for teaching speaking.

Based on the result, the statistical value of T-test was 3.944, while the critical value of T-test with significant level 5% and the degree of freedom 56 is 1.671. It means that the statistical value of T-test was higher than the critical value of T-test (3.944 > 1.671). This indicates, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Thus, the alternative (Ha) says

that Guided Dialogue Through Describing Picture is accepted and effective for teaching speaking.

D. Discussion

The result of research finding showed that Guided Dialogue Through Describing Picture was effective used in teaching speaking, because there was significant different result between taught and those taught without using Guided Dialogue Through Describing Picture.

Based on the data analysis, the researcher known that tcount bigger than ttable (3.944 > 1.671). It means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Thus, the findings mean that taught by Guided Dialogue activity given significant effect on the students' speaking ability was effective to improve students' speaking ability. Using Guided Dialogue Activity in teaching speaking is an alternative to make the students more enthusiasm, interested and make the students to be active in teaching.

Based on the research method, the teaching learning process was divided into three steps. First steps is giving pretest for the students in two classes to know on the students' speaking ability taught by Guided Dialogue Through Describing Picture. Second step is giving treatment by applying Guided Dialogue Activity. The third step is giving posttest in two classes to know on the students' speaking ability after they got treatment.

Scott (1996:38) stated that "Guided practice follows on directly from controlled practice and will often be done either in pairs or in small group. Guided practice usually gives the pupil some sort of choice, but the choice of language is

limited. Textbooks are full of exercises for guided practice and you can use pictures or object or miming to help the pupils understand the content and practice the word."

In the postest in class D, the mean score was 63.21 while the mean score in posttest class E was 67.55. Although it shown a slight difference between two means, the result shows that posttest was better than pretest. From the result above, it can concluded that the students got good achievement in speaking taught by Guided Dialogue Through Describing Picture.

From the explanation above, it can be concluded that Guided Dialogue Through Describing Picture to teach speaking is effective in this research. So, the theory above was accepted by the researcher, because it can improve the students' speaking ability in Senior High School One Durenan.