

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the finding and the discussion of the research. The topics were discussed in this part description of data, hypothesis testing, and discussion.

A. The Description of Data

In this sub chapter, the researcher presented the descriptive statistics of the research. The result of students' speaking descriptive text in term of pretest and posttest, then those were calculated by using speaking scoring rubric.

The tests were given to ten graders of SMAN 1 Tulungagung. The number of students were 33. The students' scores of pre-test and post-test could be seen in table 4.1 below.

Table 4.1 The Students' Score of Pre-test and Post-test

No.	Students' Name	Pre-test	Post-test
1	AYR	60	71
2	AEC	59	68
3	ASA	63	72
4	ADA	60	71
5	AKP	62	73
6	AKS	59	69
7	AZ	60	73
8	CS	65	69
9	DWS	57	68
10	DBK	61	69
11	DPA	62	70
12	ESO	59	70
13	EAM	60	69
14	HW	66	72
15	HQ	67	70
16	IA	62	71
17	KHP	62	68
18	MSK	61	72

19	MZK	58	69
20	MAA	68	73
21	MWA	61	68
22	NK	65	68
23	NAH	62	70
24	NYA	60	67
25	NF	67	70
26	NMS	63	73
27	RP	63	68
28	RN	62	68
29	SPR	63	71
30	TRN	64	69
31	WA	65	69
32	YLW	61	69
33	ZIG	58	67

The researcher used SPSS 16.0 to know the students' speaking achievement. First, the researcher gave the student a pretest to know their basic speaking skill.

1. Computation Result of The Students' Score Before being Taught by Using Panoramic Postcards (Pre-test)

In this part of test, the researcher asked the students to speak about Raja Ampat Island. The students were given about 60 minutes to answer the questions based on the instrument. There were 33 students as the sample of this research. The purpose of conducting pre-test was intended to measure the students' speaking skill before they were given the treatment, the result of pre-test based on SPSS 16.0. The descriptive statistic of pre-test score consisted of mean (table 4.2) and the frequency distribution of pre-test (table 4.3) can be seen below:

Table 4.2 The descriptive statistic score of Pre-test

Statistics		
Pretest		
N	Valid	33
	Missing	0
Mean		61.97
Std. Error of Mean		.482
Median		62.00
Mode		62
Std. Deviation		2.767
Minimum		57
Maximum		68
Sum		2045

Descriptive statistic was functioning to describe the condition of certain group. In this research, the group was intended to X-2 students SMAN 1 Tulungagung. Table 4.2 showed that the total of data were divided by number of data which determined as mean score from pre-test. It was 61.97. Then, the half number of data sample which determined as median score from pre-test was 62. To know the most frequently appeared number, the data used mode score and the most appeared number was 62. In addition, the minimum score was 57 and the maximum score was 68. Then, the number of score appeared in pre-test, the researcher presents frequency distribution as below:

Table 4.3 Frequency of Score in Pretest

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57	1	3.0	3.0	3.0
	58	2	6.1	6.1	9.1
	59	3	9.1	9.1	18.2
	60	5	15.2	15.2	33.3
	61	4	12.1	12.1	45.5
	62	6	18.2	18.2	63.6
	63	4	12.1	12.1	75.8
	64	1	3.0	3.0	78.8
	65	3	9.1	9.1	87.9
	66	1	3.0	3.0	90.9
	67	2	6.1	6.1	97.0
	68	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Table 4.3 showed the numbers that describe the categorizing based on frequency distribution by considering on qualification of the scoring rubric.

- a. There are 22 students who got score between 57-62. The qualification score marked by the students' lack in Comprehension and Grammar, it means that the students' speaking skill was still fair. It needed much improvement.
- b. There are 11 students who got score between 63-67. The qualification score marked by the students' willingness to understand Vocabulary, Pronunciation, and Fluently of speaking's aspect, it means that the

students' speaking skill was good enough. However, it also still needed the improvement.

- c. There is 1 student who got score 68. The qualification score marked by the students' understandable all of speaking's aspect. It means that the students' speaking skill was excellent.

After knowing the result of pre-test, the researcher gave the treatment about panoramic postcards with the purpose probably the students' speaking skill could be increased. At least, the researcher gave post-test to measure the differences scores after conducting the treatment.

2. Computation Result of The Students' Score After being Taught by Using Panoramic Postcards (Post-test)

In post-test, the researcher asked the students to speak about Mount Rinjani. The students were given about 60 minutes to answer the questions based on the instrument. There were 33 students as the sample of this research. The purpose of conducting post-test was intended to measure the students' speaking skill after they were given the treatment.

The result of posttest based on SPSS 16.0. The descriptive statistic of post-test score consisted of mean (table 4.4) and frequency distribution of post-test (table 4.5), can be seen below:

Table 4.4 The descriptive statistic of Post-test

Statistics		
Posttest		
N	Valid	33
	Missing	0
Mean		69.82
Std. Error of Mean		.315
Median		69.00
Mode		69
Std. Deviation		1.811
Minimum		67
Maximum		73
Sum		2304

Descriptive statistic functions to describe the condition of certain group. In this research, the group was intended to X-2 students SMAN 1 Tulungagung. Based on table 4.4 showed the total all data were divided by number of data which determined as mean score from post-test. It was 69.82. Then, the half number of data sample which was determined as median score from post-test was 69. To know the most frequently appeared number, the data used mode score and the most appeared number was 69. In addition, the minimum score was 67 and the maximum score was 73.

To know the number of score appeared in post-test, the researcher used frequency distribution as follow:

Table 4.5 Frequency Score in Post-test

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67	2	6.1	6.1	6.1
	68	7	21.2	21.2	27.3
	69	8	24.2	24.2	51.5
	70	5	15.2	15.2	66.7
	71	4	12.1	12.1	78.8
	72	3	9.1	9.1	87.9
	73	4	12.1	12.1	100.0
	Total	33	100.0	100.0	

Table 4.5 showed the numbers that describe about the division and percentages of frequency distributions. The frequency of post-test after being distributed showed based on the categorizing of scoring rubric.

- a. There are 17 students who got score between 67-69. The qualification score marked by the students' lack in Comprehension and Grammar, it means that the students' speaking skill in descriptive text was fair.
- b. There are 12 students who got score between 70-72. The qualification score marked by the students' willingness to understand Vocabulary, Pronunciation, and Fluently of speaking's aspect, it means that the students' speaking skill in descriptive text was good enough.
- c. There are 4 students who got score 73. The qualification score marked by the students' understandable all of speaking's aspect, it means that the students' speaking skill in descriptive text was excellent.

B. Hypothesis Testing

This research was conducted to know whether there is significant difference of ten grade students at SMAN 1 Tulungagung in academic year 2017/2018 in speaking descriptive text before and after being taught by using Panoramic Postcards. To analyze the finding data, the researcher used *Paired Sample Test* by using SPSS 16.0. The hypothesis is stated as follow:

1. When the significant value $<$ significant level, the alternative (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is significant difference score on the students' speaking skill before and after being taught by using Panoramic Postcards.
2. When the significant value $>$ significant level, the null hypothesis (H_0) is accepted and the alternative (H_a) is rejected. It means that there is no significant difference score on the students' speaking skill before and after being taught by using Panoramic Postcards.

Table 4.6 below is the result of Paired Sample Test with the helped of SPSS 16.0:

Table 4.6 Paired Sample T-Test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-7.848	2.785	.485	-8.836	-6.861	-16.187	32	.000

Based on the table 3.10, output paired samples statistic shows that the result of compare analysis with using T-test. It shows that the mean of pre-test and post-test is 7.848 which means that the difference mean between two scores was 7.848. The standard deviation was 2.785; it shows that the variation of data, the smaller value of it, the closer of data was. The standard error mean was 0.485, it describes the accuracy as an estimate of the population mean, the smaller of standard error value is better the sample was because its represent the population enough. The lower difference was 8.836, while the upper was 6.861. The result of T-test = (16.187) with df = 32 and significant value = (0.000).

The way to test the null hypothesis (H_0) can be rejected was by comparing significant value with the standard level of significance (H_a) is 0.05. It means that teaching speaking using postcards was effective.

C. Discussion

In this research, the researcher conducted the research by using one sample of population. The researcher took X-2 students of SMAN 1 Tulungagung.

The number of students are 33, that chosen by purposive sampling technique in term suggestion by English teacher at SMAN 1 Tulungagung. To know the result of this research whether those media was effective or not, the researcher used pre-test and post-test then calculate both of the tests into SPSS 16.0. The result of calculation between pre-test and post-test shows that there was a significant difference on the students' skill before and after being taught by using Panoramic Postcards.

Based on hypothesis testing, if the significant value was smaller than significant level (0.05), it means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) is rejected. So, there was a significant difference score on the students' skill before and after being taught by using Panoramic Postcards. According to the table of *Paired Sample Test*, the result showed the number of significant value was 0.000 at significant level was 0.05. It means that there was a significant difference between pre-test and post-test. It could be conducted that using Panoramic Postcards was effective to teach speaking.

Panoramic Postcards in context of descriptive speaking was scored by some aspects, such as comprehension, vocabulary, pronunciation, fluency, and grammar. By calculated those aspects, it gives significant influences in speaking descriptive text especially in comprehension, pronunciation, and fluency. First, Panoramic Postcards gives most significant influence in comprehension. Previously, the students got confused to describe the object around them, but, after giving Panoramic Postcards, the students easily

described the object they have been seen. Second, Panoramic Postcards help the students increasing their pronunciation. Before being taught by Panoramic Postcards, the students can not pronounce their word well. Meanwhile, after getting Panoramic Postcards, the students put their idea on paper and accustom their spelling, so they can speak better. Third, Panoramic Postcards appeared the students' confidence to speak more fluent. The students' fluency can be proofed from their pronunciation which increased.

From the result of finding above, Panoramic Postcards was effective for students' speaking skill in line with theory of Hayes (2007: 2) that stated Panoramic Postcards can serve as a useful aid in motivating students to communicate something meaningful. So, there is a reason why the researcher chose Panoramic Postcards for media learning. In addition, Hayes (2007) also states that Panoramic Postcards allow the students' opportunities to develop speaking skills while listening and taking notes. Furthermore, it is easy for teachers to adjust the student in the target language, and ensure that they can successful, enjoyable, and satisfying by giving a real sense of purpose and achievement the students' skill. In line with Richard (2012) states that Panoramic Postcards provide support for oral communication.

Overall, it can be said that teaching speaking by using Panoramic Postcards is effective to increase students' speaking skill in the level of tenth grade of students.