

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the finding of the research. It presents some discussions dealing with the collected data of students' pre-test and pos-rest score from experimental and control group. This chapter covers the description of data , hypothesis testing and discussion.

A. Findings of The Speaking Test

1.Data Description

Data description has a purpose to show the result of research. The subject of the research were the tenth grade students at SMAN 1 Tulungagung which 28 students of X-4 as a experimental class and 23 students X-5 as a control group. In this chapter, the researcher showed the students score in pre-test and post-test in both of classes. This research was conducted in four meeting. The firs meeting was conducted pretest which included administered test. This action has conducted to know the students' ability in speaking ability before the research conducted the treatment by using three steps interview strategy. In the second until fourt meeting, the researcher conducted a treatment (teaching material) using three steps interview strategy, but used different topic in each meeting. In the fifth meeting , the research conducted the post-test through discussion using three steps interview strategy in the experimental group. The final of

students' speaking after doing all the steps in process on the pre-test and post-test then were analysed by using speaking scoring rubric.

1.1 Pre-Test

The pre-test was done by asking the student to make a group and asked them to give the comment of the topic news and asked them about the content and purpose of the news with topic which has been selected by the research. In the pre-test there was 28 students in the experimental group and 23 in the control group. Pre-test was administered to the experimental group and control to know the speaking ability of the teaching speaking before receiving the treatment.

And then, the researcher collected the score used SPSS 16.0 program which the result of descriptive of statistic pre-test between experimental group and control as below :

Table 4.1 Statistics Pre-Test Experimental Class

N	Valid	28
	Missing	0
Mean		65.64
Median		66.00
Mode		64
Std. Deviation		9.476
Minimum		42
Maximum		86
Sum		1838

Based on table 4.1 above it can be seen that the mean score is 65.64. It means that the average score of 28 students in the experimental class was 65. Where, most of the students can speak the ideas based on the topic although there were some aspects that they spoke still less; such as contents and organization which most of them still not correlate or lack detail. Meanwhile in the pre-test, the low score was 42 and the high score is 86.

Table 4.2 Frequency Pre-test of Experimental Class

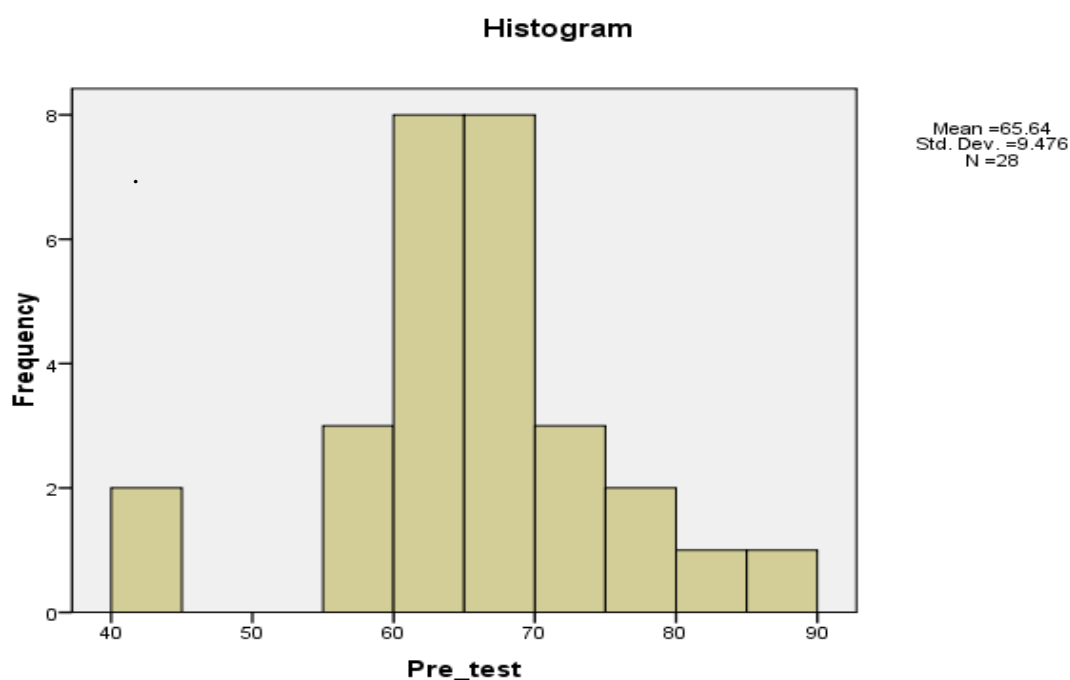
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42	1	3.6	3.6	3.6
	44	1	3.6	3.6	7.1
	56	2	7.1	7.1	14.3
	58	1	3.6	3.6	17.9
	62	3	10.7	10.7	28.6
	64	5	17.9	17.9	46.4
	66	4	14.3	14.3	60.7
	68	4	14.3	14.3	75.0
	72	1	3.6	3.6	78.6
	74	2	7.1	7.1	85.7
	76	2	7.1	7.1	92.9
	82	1	3.6	3.6	96.4
	86	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Then based on the table 4.4 the median score was 64, which if seen in the table above that 17 students who got score less than 64 and 15

students who got score more then 64. Then the mode score is 65. It means that the most frequent score was 65. Therefore, many students got score 64

The researcher also gave an elaboration of histogram to make the data clear. The histogram of the result of pre-test score were presented below :

Table 4.3Histogram Pre-test of Experimental Class



Based on the diagram, it is known that the mean of the pre-test experimental class is 65.64 but to know the achievement of the student group value is not only seen from the average value only, but the researcher must be seen from the standard deviation, from the table is can be seen thatthe standart deviation is 9.476 this is the deployment value in that class. It can be concluded from the bar diagram above that the spread

of value is still not evenly seen still many values between 60-70 still close enough to the mean.

Table 4.5 Statistics Pre-test Control Class

N	Valid	23
	Missing	0
Mean		59.78
Median		62.00
Mode		45
Std. Deviation		9.881
Minimum		45
Maximum		75
Sum		1375

Based on the table 4.4 above it can seen that the mean score was 59.78. It showed that mean in control class was lower than experimental class. It means that the summarize score of 23 students in the control class was 59. Where, if in the control class most of the students spoke the ideas based on the topic, but most of the comment (answer what the researcher asked) of the news still inadequate development of topic and lack logical sequencing and development. Meanwhile in the pre-test of control class the low score was 45 and high score 75.

Table 4.5Frequency Pre-test of Control Class

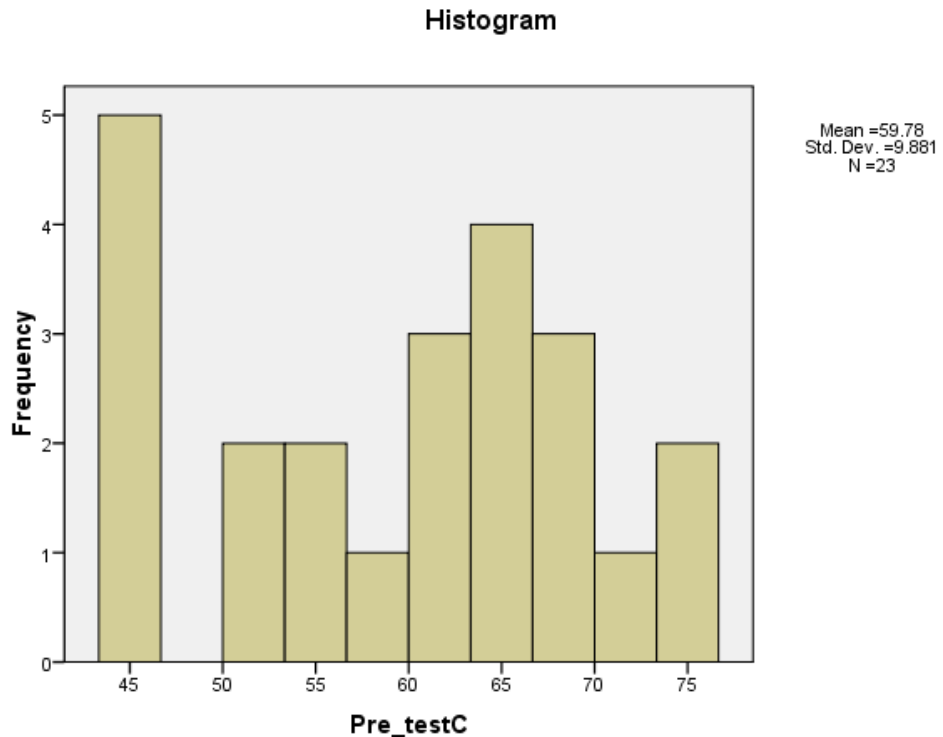
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	4	17.4	17.4	17.4
46	1	4.3	4.3	21.7
51	1	4.3	4.3	26.1

53	1	4.3	4.3	30.4
56	2	8.7	8.7	39.1
60	1	4.3	4.3	43.5
61	1	4.3	4.3	47.8
62	1	4.3	4.3	52.2
63	1	4.3	4.3	56.5
65	1	4.3	4.3	60.9
66	3	13.0	13.0	73.9
67	2	8.7	8.7	82.6
69	1	4.3	4.3	87.0
72	1	4.3	4.3	91.3
74	1	4.3	4.3	95.7
75	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Based on the table 4.5 the median score was 62, there was based on the table 4.6 which 11 students who got score less 62 and 11 students who got score more than 62. And then the mode score was 45. It means that the most frequent score was 45. Therefore, many students got score 45.

The researcher also gave an elaboration of histogram to make the data clear. The histogram of the result of pre-test score were presented below :

Table 4.6 HistogramPre-test Control Class



Based on the diagram, it is known that the mean of the pre-test control class is 59.78 but to know the achievement of the student group value is not only seen from the average value only, but the researcher must be seen from the standard deviation, from the table is can be seen that the standard deviation is 9.881 this is the deployment value in that class. It can be concluded from the bar diagram above. It can be concluded from the bar chart above that the spread of value is quite evenly distributed.

Beside that the researcher can be conclude that between experimental class and control class there was different mean and median in which the mean and median in experimental class was higher than control class, but both of that classes have mode in the pre-test.

1. Post-Test

The post-test was administered by asking the students to make a group and asked them to give the comment of the topic news and asked them about the content and purpose of the news with different topic which has been selected by the research. Similar to the pre-test there were 28 students in the experimental class and 23 students in the control class. It was done after treatments. This test was intended to know the students speaking ability in news item text after using three steps interview strategy in experimental class.

About the process of post-test, there was a difference between experimental class and control class, in which in experimental class the students went through discussion using three steps interview before they present the news item as like news anchor. Whereas in control class they just through a conventional method.

After gaining the score, the researcher calculate the score using SPSS 16.0 program. The result of post-test between experimental class and control class as below :

Table 4.7 Statistics Post-test Experimentat Class

N	Valid	28
	Missing	0
Mean		82.50
Median		82.00
Mode		80 ^a
Std. Deviation		7.555
Minimum		64
Maximum		96
Sum		2310

As explanation before that post-test given after did some treatments. The mean score of post-test in experimental class was 82. It means there was a increase between mean in pre-test and mean in post-test, which mean in pre-test was 65, in the post-test was 82. It showed that there was improvement in students' speking ability before an after being taught by using three step interview strategy. Not only there was improvement in mean but also in median and mode in the post-test. The median and mode in pre-test was 66. But, in post-test median was 82 and mode 80. Meanwhile in the post-test, the low score was 64 and high score was 96.

Table 4.8 Frequency Post-test of Experimental Class

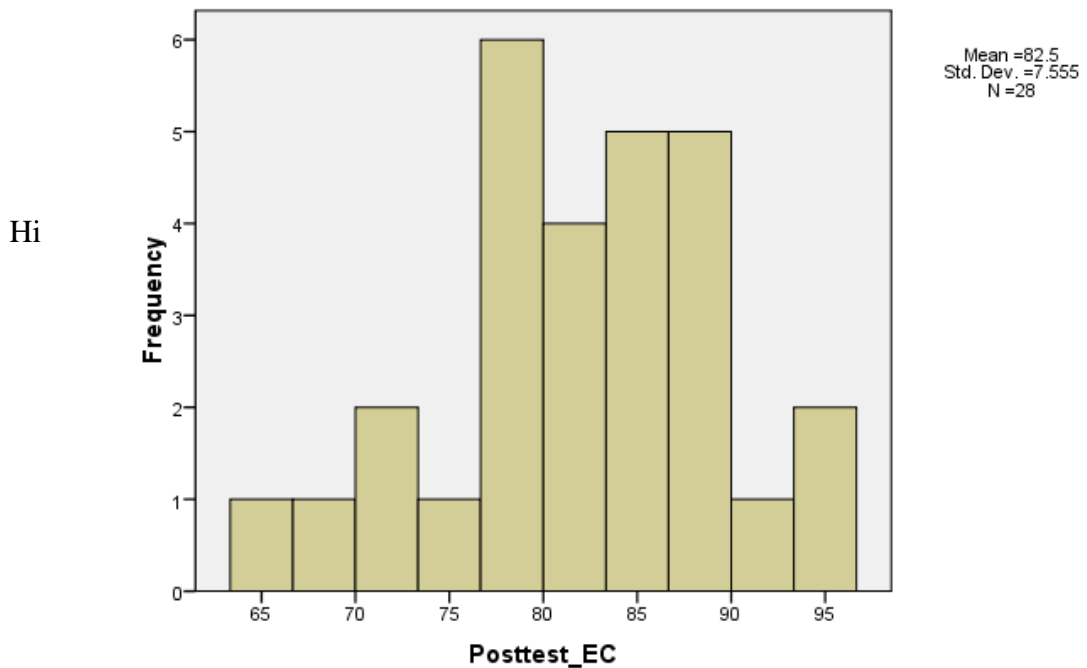
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	3.6	3.6	3.6
	70	1	3.6	3.6	7.1
	72	2	7.1	7.1	14.3
	74	1	3.6	3.6	17.9
	78	2	7.1	7.1	25.0
	80	4	14.3	14.3	39.3
	82	4	14.3	14.3	53.6
	84	1	3.6	3.6	57.1
	86	4	14.3	14.3	71.4
	88	4	14.3	14.3	85.7
	90	1	3.6	3.6	89.3
	92	1	3.6	3.6	92.9
	96	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

From the table above it showed that median of post-test was 82 and the mode was 80. It means the most frequent score was 80. In other word many students got score 80. And based on the frequency distribution from table 4.8 it showed that were 11 students who got score less 82 and there were 13 students who got score more than 82.

The researcher also gave an elaboration of histogram to make the data clear. The histogram of the result of pre-test score were presented below :

Table 4.9. Statistics Histogram of Post-test Experimental Class

Histogram



Based on the diagram, that the mean of pre-test the experimental class is 82.5 more higt and has increased from the previous average pre-test before, it showed that after using by taught the treatment the students there was improvement in their speaking ability . To know the achievement of the value of the group of students not only seen from the average value but the researcher must be viewed from the standard deviation, the value of dissemination in each student in the class from the table above has the standar deviation 7.555 This is the value of dissemination in that class. conclude from the bar chart above that the spread of values has sufficiently improved evenly, seen students scored below the average only slightly.

Table 4.10 Statistics Post-test Control Class

Post_TestC

N	Valid	23
	Missing	0
Mean		65.30
Median		67.00
Mode		70
Std. Deviation		9.276
Minimum		48
Maximum		79
Sum		1502

In the control class, the research also administered post-test, but did not through discussion using three step interview like experimental class. The mean of post-test in control class was 65, ie means there was increasing between in pre-test and pos-test, but only little incensing, in which the pre-test was 59 in the post-test 65. Not only mean, but also there was a little improvement in median which in pre-test 62 to be 67. But, not different with experimental class which there was an improvement in mode, in control class was in pre-test 45 to be 70 in the post test. Meanwhile in the post-test the low score 48 and hiigh score was 79.

Table 4.11 Frequency Post-test of Control Class

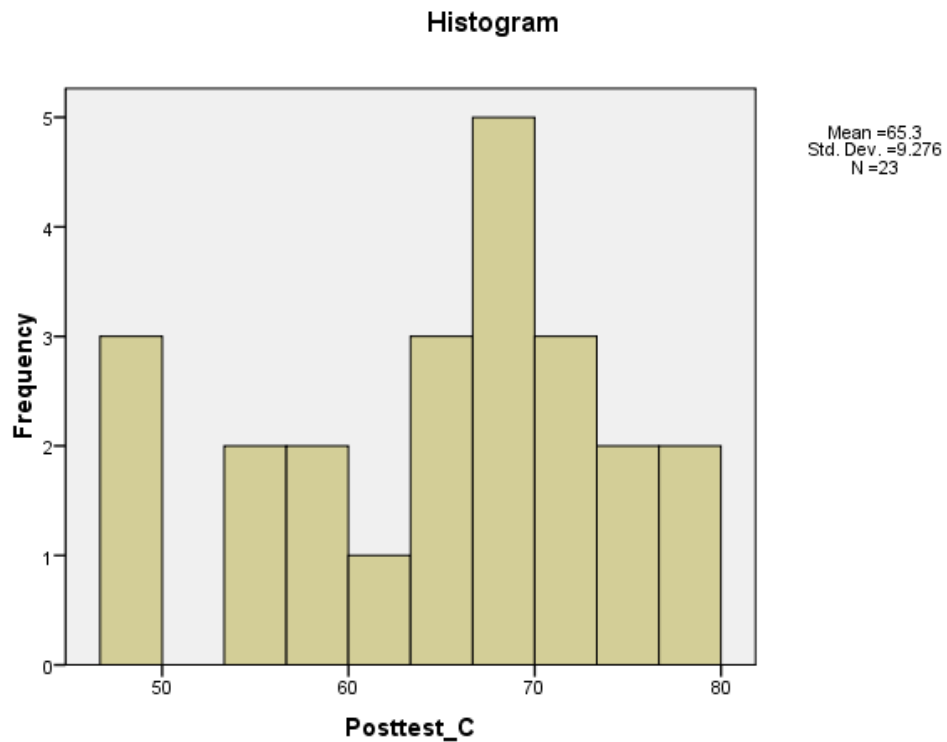
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 48	1	4.3	4.3	4.3
49	1	4.3	4.3	8.7
50	1	4.3	4.3	13.0
56	2	8.7	8.7	21.7
57	2	8.7	8.7	30.4

63	1	4.3	4.3	34.8
65	2	8.7	8.7	43.5
66	1	4.3	4.3	47.8
67	1	4.3	4.3	52.2
69	1	4.3	4.3	56.5
70	3	13.0	13.0	69.6
71	1	4.3	4.3	73.9
72	1	4.3	4.3	78.3
73	1	4.3	4.3	82.6
75	1	4.3	4.3	87.0
76	1	4.3	4.3	91.3
78	1	4.3	4.3	95.7
79	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Based on table 4.9 showed that median 67 and mode was 70, It means that the most frequent score was 70, if about frequency distribution in tabl 4.10 it showed that there were 13 students who got less than 70 and there were 7 studentd who got more than 70

The researcher also gave an elaboration of histogram to make the data clear. The histogram of the result of pre-test score were presented below :

Table 4.12 Histogram of Post-test Control Class



Based on the diagram above, the average pre-test of the control class is 65.3 lower than the pre-test of the experimental class, and the increase in the mean pretest-posttest control class is not much. To know the achievement of the student group value is not only seen from the mean value but a researcher has to look at the standard deviation, the value of its distribution to each student in the class from the table above has a standard deviation of 9,276 this is the value of spreading in that class. The bar chart above illustrates that the spread of values has increased fairly evenly, seeing the students scored below the average only slightly.

From the result of calculation of post-test between experimental and control class, it can be conducted that there was improvement scores

in both of class, it seen in the explanation before. Although in the both of thev class there was improvement, but improvement in the experimental class was higher.

Table 4.13 Descriptive Class Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post_Test (E C)	28	64	96	82.50	7.555
Post_teszt (C)	23	48	79	65.30	9.276
Valid N (listwise)	23				

As table 4.11 showed taht mean in post-test of experimental class was higher that mean of control class. It indicated that in the average, the use of three steps interview has caused the improvement of students' speaking ability, but it was important to know that such a conclusion was only a descriptive conclusion.

2. Hypothesis Testing

The hypothesis testing of this study as follows:

1. When the significant level isn less than 0.05, the alternative hypothesis (H_a) is acceptad and null hypothesis (H_0) is rejected. It means that there is significant different of using three step interview on students' ability on news item tex.
2. When the significant level is more than 0.05, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significant different of using three steps interview on students' speaking ability on news item text.

After organizing the frequency and the percentage of score from pre-test and post-test, the means, the median, the standard deviations, the minimum and the maximum of the speaking pre-test and post-test scores of the sample. Therefore, to investigate whether three step interview gave different on students' ability in speaking conversation and present the news on news item text. The researcher tested the result of post-test by using Independent Sample T-Test in SPSS 16.0 program.

Table 4.14 Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student-Score	Equal variances assumed	1.619	.209	7.299	49	.000	17.196	2.356	21.930	12.462
	Equal variances not assumed			7.153	42.279	.000	17.196	2.404	22.046	12.345

Referring to table 4.12, show that in Levene's Test for Equality of Variances, it seen that $F = 1.619$ ($p = 0.209$) because of p higher than 0.05, it indicated that there is not difference in variance data or in the other words data was equal/ homogenous. If the data was homogeneous, see on the result of *equal variances assumed*. As can be seen in table above showed that Df (Degree of freedom) 49. Therefore, the way to test

whether the null hypothesis can be rejected was by comparing p-value with the standard level of significance, 0.05. The convention to reject the null hypothesis was when the p-value of obtained statistics was less than 0.05, according to Balnaves (2000). As table 4.12 showed, the p-value was less than 0.05 ($0.000 < 0.05$). Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that there was a significant difference of using three step interview on students' ability in speaking conversation and presenting the news on news item text.

B. Findings of the Students Respond by using Three Steps Interview

To investigate students' speaking ability in news item text after using Three Step Interview strategy, the researcher used a questionnaire for knowing the students' responses, who have a performance in speaking directly tested and to know how about this strategy difficult or not.

Table 4.15 Presentation Criteria of Students Respond

<i>Pronunciation</i>			
No	Criteria	Presentation	Total
1	Yes	60%	Yes : 48 % No : 48% Smt : 4%
	No	40%	
2	Yes	70%	
	No	30%	
3	Yes	35%	
	No	65%	
4	Yes	40%	
	No	60%	
5	Yes	35%	
	No	30%	
	Sometimes	35%	

In the table above the result of the questionnaire in 1-5 with "pronunciation" aspect already known that answered Yes is 48% No 48% and the rest of them who answered sometimes only 4%. Can be proveble from most of them after taught speaking by using "TSI" strategy becomes easier to interact with their friends, and some of them answered no because they still feel insecure when speak in front of the class.

Grammar

No	Criteria	Presentation	Total
5	Yes	65%	Yes : 72.5% No : 27.5%
	No	35%	
7	Yes	80%	
	No	20%	

In the table above the result of the questioner in 6-7 with “Grammar” aspect, already known that answered Yes is 72.5% No is 27,5%. The reseracher ca be proveble from most of them after taught by using “TSI” and some of them who answered "yes" because the speaking couple can help if they can not pronounce correctly and after some time they use this Strategy they easily compose the sentence to be uttered. Those who answered "no" just a little because they are still confusing to composed a sentence with a difficult vocabulary.

Vocabulary

No	Criteria	Presentation	Total
8	Yes	65%	Yes : 52% No : 35%
	No	35%	
9	Yes	60%	
	No	30%	

	Sometimes	10%	Smt : 13%
10	Yes	30%	
	No	40%	
	Sometimes	35%	

In the table above the result of the questionnaire in 8-9 with "Vocabulary" aspect already known that answered Yes is 52% No 35% and the rest of them who answered sometimes only 13%. The researcher can be proveble that, Some of them answer “yes” because they are able to limit some vocabulary that is not in accordance with the topic because they are assisted by their discussion grub and within the specified time they can mention a lot of words easily because their insights enough after doing some treatment.

Fluency

No	Criteria	Presentation	Total
11	Yes	55%	Yes : 44% No : 24% Smt : 32%
	No	15%	
	Sometimes	30%	
12	Yes	55%	
	No	30%	
	Sometimes	15%	
13	Yes	55%	
	No	20%	
	Sometimes	25%	
14	Yes	10%	
	No	30%	
	Sometimes	60%	

In the table above the result of the last questionnaire in 11-14 with "Fluency" aspect already known that answered Yes is 44% No 24% and the rest of

them who answered sometimes only 32%. And in this aspect some of the students answered “Yes” , as well as reducing long paused when they engage in conversation and speak english. They can reduce it and at the time they speak often experience repition by the “TSI” strategy is reduced.

C. Discussion

3. Discussion of significant students spekaing ability taught by using Three-Step Intervie

In this part , the researcher presents the discussion of data analysis which has shown in the previous sub chapter. In this case the writer divided discussion about data analysis which it intended to find out the effectiveness of three steps interview strategy on students speaking ability, it can be identified though the result of pre-test and post-test experimental class and control class. Based on the data analysis, the Sig (2-tailed) was 0.000. It means that the significance level was less than ($0.000 < 0.05$). Thus the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Therefore there was significant difference in students’ speaking ability before and after taught by using three steps interview. In other word, three step interview strategy give significant different to the students speaking ability.

In addition, it could be seen from the students’ score in pre-test and post-test that were conducted by the researcher on April 24th 2018 and on May, 09th 2018, that there was improvement of mean from pre-test 65.64 to post 82.50. It showed

that the students' get good improvement in their speaking ability after teaching using three step interview strategy.

Whereas, in the pre-test the researcher found common mistakes on their content which the content of the mostly not related with the topic and lack detail about the topic, beside that the comment about that news still can not support the thesis. In other aspect was on the organization especially in language use such as firstly, secondly e.t.c is still less.

After the students received treatment, the result showed that three steps interview give good impact on students speaking ability especially in their pronunciation, content aspect and vocabulary which there was improvement. The improvement in content aspect caused because of three steps interview give good impact in critical thinking skill, knowledge and communication skill were development in the classroom discussion. This finding was in line with Kagan (2009 : 624) statement who stated that three steps interview was useful in developing students' skill in team building, thinking skill and knowledge building. Because in this activity students should be develop the knowledge about the problem of the news to become the good news. It needs creative thinking. During the treatment, many students showed that they could improve their critical thinking skill and knowledge building. Thinking skill was mental processed used to do things like solve problems, make decisions, ask question, construct plans, evaluate ideas, organize information and create object. And then knowledgethebuilding, refers to the process of creating new cognitive artifact as a result of common goals, group discussions, and synthesis of ideas.

Besides conducting treatment, the researcher did general evaluation which was conducted each meeting before treatment. General evaluation did not only helps the students to evaluate their speaking directly, but also help the researcher to know the progress of students speaking ability after receiving the treatment. General evaluation was done that the researcher explain the common mistakes which the students did and give the evaluation about the mistakes. In the previous explanation the research has explained that the common mistakes was done by the students are mostly on content, their fluently, and their vocabulary.

Although, also there was improvement mean in control class from 59.78 in pre-test become 65.30 in post-test, improvement mean in control class caused there was progress in their speaking directly, especially in language use, vocabulary and fluently and content after explained about news item text use conventional method. Which it gave a little improvement in students' speaking on the post-test in control class.

Beside that, the students who previously spoke less become more activity in every meeting. There were some student who were shy to speak in English, like in previous chapter, especially in the research which was conducted by Leila (2016) who found that three step interview can made students which less in speaking to be more active to speak. In the previous chapter, it was explained that three step interview often used to improve the students speaking ability. It showed that apply three step interview strategy was proved to be effective in give the students more opportunity to practice speaking, as explained un their research conduct by Astriono (2015) that three step interview was effective to be used to

make the students active in teaching speaking. In addition, this strategy tries not to make the speaking activity in the class dominated by students which are active in speaking only. Which if in discussion by students which are active in speaking only, it could be influenced on the ideas which got if only still some students give opinion, but using three step interview strategy more students got opportunity to speak to give opinion make more ideas and supporting ideas that they can get. It means all students have the same opportunity in the group discussion.

And after I did research by teaching speaking in class directly by using the strategy of "Three step interview", I was given them a questionnaire which in it emphasize about skills that support speaking ability, which is about improving grammar, pronunciation, fluently and also the courage in speaking or commonly called public speaking, here I was found a very significant differences. Although of the total respondents said that the "TSI" method is able to improve their speaking but in different ways depending on their interest or not in using this method.

There are ten students who bravely say that they are very difficult to express the English words in talking directly with the other person for various reasons, one of them because this is a new method that they know and not used to talking directly. There are other students who say that this method is too fast for beginners like them because it seems that they have a demand to speak quickly in front of the class, but they believe that this method will be effective if done continuously. While the other 7 students thought that they liked this method and

did not find it difficult to re-express in speaking, they said it would be easy to understand the material first and they applied it.

Although all students said that this method will be able to improve their speaking ability, but not all that support in English can be mastered through this strategy, one example is the preparation of sentences and pronunciation. Speaking of the preparation of sentences, not all students have the same ability, because this one skill is certainly must use the grammar formula. In the results of this questioner, 50% of students said that they can compose the sentence well after it is explained that the material will be made into the topic in speaking, while 50% argue otherwise on the grounds because according to them in speaking in need of translation in vocabulary, and they difficulties to string words into a sentence that can be understood, but they believe that this method can improve their grammar if done repeatedly until accustomed.

After arguing about making sentences, I also summarized the effects of using the "TSI" strategy for improving student pronunciation. Only 3 students from 17 students said that speaking practice using this method can not improve their pronunciation. Others agree strongly with a variety of reasons, and if summarize the most reason because they can have new vocabulary and vocabulary pronunciation from the speaker or teacher so they can listen to and use in their conversation. While the responses of each student on average argue that they are still a little stirred in responding to the speaker, but that's what will be a motivation for them to improve their speaking by using this method. So the method "TSI" is a good method and become an alternative for beginners in

improving the ability of English language. That's the conclusion of the points in my research questionnaire.

So, from thus explanation above, it can be said that three step interview strategy give a significant different (effect) on the students tenth grade in speaking ability on news item text an SMAN 1 Tulungagung. It could be seen from the description of research finding above, which this research support the previous study that thee step interview to improve on students speaking ability. Not only from the previous study, the researcher also give continuous on questioner after the students taught by using three steps interview.