**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSIONS**

**4.1 Data**

The data in this research was taken from quantitative and qualitative data. The quantitative data was collected from the result of preliminary test and speaking test. The qualitative data was collected from diary note, observation sheet, and interview. The data were col. Each group had two meetings and there was one meeting for identification phase. So, there were two weeks In this research. The writer got the data from the senior high school of Sma Negeri 1 Mandoge where all of the students attended the class during this research.

**4.1.1 Quantitative Data**

The Quantitative data was collected from the result of speaking. Each group had twenty meetings. There were twenty meeting without any treatments to the students. It means those four results of speaking test in two group and one result in preminary test. It was decided the score of the students in the third meeting as the sample of the students’ and the second cycle was taken in fifth meeting. The score of students’ speaking test in every meeting showed improvement continuously.

**4.2 Data Analysis**

In this chapter, students’ speaking strategies. This chapter contains two group. First students are explain to be given an explanation in working on. And then students are asked to immediately look for speeches they know. This chapter also contains the speaking strategy of each students.

**4.2.1 Analysis of Quantitative Data**

The quantitative data was taken by speaking test in two groups, which had two meetings in each groups. In this research, there were five meetings; it was decided the score of the students in the third meeting as the sample of the students’ speaking test in fist group, and the second groups was taken in fifth meeting. From the first group until the end of second group of thid research were obtained that students’ speaking skill scores improved.

1. The highest and the lowest score in first group were 88 and 65
2. The highest and the lowest score in second group were 100 and 85
3. The total of first group was 23 and the total of second group was 2765.

The total score of second group higher than first group, it showed the significant improvement of students’ speaking skill. It could be seen by the previous test until the test in second group. The mean kept growing. In pre-test the total score was 1872 of 30 students so the mean of the score was Arikunto (2010: 211)

The total score in first group test was 2310 of 30 students, the mean of the score was

The total score in second cycle test was 2805 of 30 students, the mean of the score was

The improvement of students’ speaking ability was also shown in the percentage which the students who got point 70 to 100. This percentage was calculated by using this formula Arikunto (2010: 319)

Where:

P : Percentage of student getting score 70

R : The number of student getting score up 70

T : Total number of student talking the test

P1 : The percentage of the students who got 70 to 100 in pre-test

P2 : The percentage of the students who got 70 to 100 in first group

P3 : The percentage of the students who got 70 to 100 in second group

The percentage of the students’ improvement speaking skill presented below:

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**4.3 Research Finding**

**4.3.1 Preliminary Data**

Before conducting an action research, the researcher was giving a pre-test to the students. The purpose of pre-test was to know students’ skill in speaking. They were 30 students who followed the test. The researcher elaborated the result of the students’ score in preliminary data as follows

**TABLE I**

**THE STUDENTS’ SCORES IN PRELIMINARY STUDY**

|  |  |  |  |
| --- | --- | --- | --- |
| NO | SUBJECT | SEX | SCORE |
| 1 | WF | M | 60 |
| 2 | TSC | M | 60 |
| 3 | TS | F | 59 |
| 4 | SM | F | 6868 |
| 5 | SHS | M | 60 |
| 6 | SAS | F | 60 |
| 7 | SR | F | 80 |
| 8 | NAS | M | 6059 |
| 9 | NR | F | 50 |
| 10 | MEP | M | 70 |
| 11 | MS | F | 60 |
| 12 | MTS | M | 55 |
| 13 | JN | M | 60 |
| 14 | IK | F | 70 |
| 15 | HI | M | 50 |
| 16 | HA | M | 69 |
| 17 | HM | M | 75 |
| 18 | GT | M | 50 |
| 19 | GHC | F | 65 |
| 20 | FS | M | 55 |
| 21 | FF | F | 60 |
| 22 | FM | M | 60 |
| 23 | EA | M | 55 |
| 24 | EC | F | 69 |
| 25 | DS | M | 60 |
| 26 | DK | M | 78 |
| 27 | DG | M | 58 |
| 28 | CNH | F | 75 |
| 29 | CM | F | 75 |
| 30 | AM | M | 70 |

**TABLE II**

**THE PERCENTAGE OF THE CLASS OF SUCCES IN PRE-ELIMINARY TEST**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NO | STUDENTS’ SCORE | F | F1  (SCOREꭖ F) | SUCCES  (X 1) | FAIL |
| 1 | 100 |  |  |  |  |
| 2 | 97 |  |  |  |  |
| 3 | 95 |  |  |  |  |
| 4 | 90 |  |  |  |  |
| 5 | 88 |  |  |  |  |
| 6 | 85 |  |  |  |  |
| 7 | 80 |  |  |  |  |
| 8 | 78 | 1 | 80 | √ |  |
| 9 | 75 | 1 | 78 | √ |  |
| 10 | 70 | 2 | 150 | √ |  |
| 11 | 69 | 3 | 210 | √ |  |
| 12 | 68 | 2 | 138 |  | √ |
| 13 | 65 | 1 | 60 |  | √ |
| 14 | 60 | 1 | 65 |  | √ |
| 15 | 59 | 10 | 600 |  | √ |
| 16 | 58 | 2 | 118 |  | √ |
| 17 | 55 | 1 | 58 |  | √ |
| 18 | 50 | 3 | 165 |  | √ |
| 19 | 49 | 3 | 150 |  | √ |
| 20 | 40 |  |  |  |  |
| **TOTAL** | | **30** | **1872** | **7** | **23** |

To know the students’ understanding, it is shown by counting bellow:

In this research, the researcher found that the students’ score was weak. It was shown in the percentage of the class success is 23 %. It means that the students who passed the test on the pre-test were 23 %, while 77 % was unsuccessful.

Based on the result above, the average of students in pre-test was poor. The researcher decided to use another technique to make students interested in the learning process in order to improve students’ skill in speaking, by using speech practiceto increase students’ speaking ability.

The analysis of the students’ paper work was done by using Speech Practice to Increase Students’ Speaking Ability.

**TABLE III**

**THE STUDENTS’ SCORES IN GROUP I**

|  |  |  |  |
| --- | --- | --- | --- |
| NO | SUBJECT | SEX | SCORE |
| 1 | AA | M | 70 |
| 2 | AS | M | 80 |
| 3 | AN | F | 73 |
| 4 | APP | F | 70 |
| 5 | AP | M | 78 |
| 6 | AP | F | 81 |
| 7 | BS | F | 88 |
| 8 | BA | M | 70 |
| 9 | DS | F | 73 |
| 10 | DA | M | 65 |
| 11 | IM | F | 81 |
| 12 | LE | M | 80 |
| 13 | LN | M | 80 |
| 14 | MRF | F | 81 |
| 15 | MS | M | 80 |
| 16 | MA | M | 80 |
| 17 | MDA | M | 80 |
| 18 | MT | M | 80 |
| 19 | NM | F | 81 |
| 20 | NH | M | 80 |
| 21 | PB | F | 68 |
| 22 | RA | M | 80 |
| 23 | RS | M | 81 |
| 24 | ST | F | 68 |
| 25 | SDG | M | 80 |
| 26 | TDL | M | 69 |
| 27 | WA | M | 81 |
| 28 | WL | F | 68 |
| 29 | YS | F | 80 |
| 30 | YS | M | 69 |

**TABLE IV**

**THE CLASS PERCENTAGE OF SUCCES GROUP I**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NO | STUDENTS’ SCORE | F | F1 (SCORE × F) | SUCCESS (X 1) | FAIL |
| 1 | 100 |  |  |  |  |
| 2 | 97 |  |  |  |  |
| 3 | 95 |  |  |  |  |
| 4 | 90 |  |  |  |  |
| 5 | 88 |  |  |  |  |
| 6 | 81 | 1 | 88 | √ |  |
| 7 | 80 | 7 | 567 | √ |  |
| 8 | 78 | 11 | 880 | √ |  |
| 9 | 73 | 1 | 78 | √ |  |
| 10 | 70 | 3 | 219 | √ |  |
| 11 | 69 | 1 | 70 | √ |  |
| 12 | 68 | 3 | 207 |  | √ |
| 13 | 65 | 2 | 136 |  | √ |
| 14 | 60 | 1 | 65 |  | √ |
| 15 | 59 |  |  |  |  |
| 16 | 58 |  |  |  |  |
| 17 | 55 |  |  |  |  |
| 18 | 50 |  |  |  |  |
| 19 | 49 |  |  |  |  |
| 20 | 40 |  |  |  |  |
| **TOTAL** | | **30** | **2310** | **24** | **6** |

Fom the test, the researcher found that the percentage of the class success was 80% and there were 80% of the students passed the test, while 20% were failed. Based on the criteria of success in speaking skill where the study can be said successful if the students got 70 up to 100 (85%). So, this study was not successful yet.

**TABLE V**

**THE SCORE OF STUDENTS IN GROUP II**

|  |  |  |  |
| --- | --- | --- | --- |
| NO | SUBJECT | SEX | SCORE |
| 1 | AA | M | 95 |
| 2 | AS | M | 94 |
| 3 | AN | F | 94 |
| 4 | APP | F | 94 |
| 5 | AP | M | 95 |
| 6 | AP | F | 94 |
| 7 | BS | F | 100 |
| 8 | BA | F | 93 |
| 9 | DS | F | 93 |
| 10 | DA | M | 90 |
| 11 | IM | F | 90 |
| 12 | LE | M | 94 |
| 13 | LN | M | 94 |
| 14 | MRF | F | 95 |
| 15 | MS | M | 94 |
| 16 | MA | M | 94 |
| 17 | MDA | M | 95 |
| 18 | MT | M | 90 |
| 19 | NM | F | 94 |
| 20 | NH | M | 93 |
| 21 | PB | F | 95 |
| 22 | RA | M | 90 |
| 23 | RS | M | 94 |
| 24 | ST | F | 85 |
| 25 | SDG | M | 94 |
| 26 | TDL | M | 93 |
| 27 | WA | M | 94 |
| 28 | WL | F | 95 |
| 29 | YS | F | 95 |
| 30 | YS | M | 94 |

**TABLE VI**

**THE CLASS PERCENTAGE OF SUCCES IN GROUP II**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NO | STUDENTS’ SCORE | F | F 1  (SCORE × F) | SUCCESS  (X 1) | FAIL |
| 1 | 100 | 1 | 100 | √ |  |
| 2 | 95 | 7 | 665 | √ |  |
| 3 | 94 | 14 | 1316 | √ |  |
| 4 | 93 | 3 | 279 | √ |  |
| 5 | 90 | 4 | 360 | √ |  |
| 6 | 85 | 1 | 85 | √ |  |
| 7 | 80 |  |  |  |  |
| 8 | 78 |  |  |  |  |
| 9 | 75 |  |  |  |  |
| 10 | 70 |  |  |  |  |
| 11 | 69 |  |  |  |  |
| 12 | 68 |  |  |  |  |
| 13 | 65 |  |  |  |  |
| 14 | 60 |  |  |  |  |
| 15 | 59 |  |  |  |  |
| 16 | 58 |  |  |  |  |
| 17 | 55 |  |  |  |  |
| 18 | 50 |  |  |  |  |
| 19 | 49 |  |  |  |  |
| 20 | 40 |  |  |  |  |
| **TOTAL** | | **30** | **2805** | **30** | **0** |

To know the students’ understanding, it is shown by counting bellow:

**4.4 Discussion**

Applying Speech Practice to Increase Speaking Ability. The mean in the second cycle was higher than first cycle and the pre-test, the data from diary note, observation sheet, and interview indicated that students got improvement in speaking ability.

Speech Practice also analyzed quantitative data to support the research finding beside the quantitative data. So, the test who have given the speech practice was able to increase the students ability in speaking. The students were more active and havemore confidence when speaking in front of class. The students also paid attention a lot and did the test seriously.