**CHAPTER IV**

**DATA ANALYSIS**

This chapter presents the result of the study and its discussion. In this chapter, the data which had been collected were analyzed and interpreted. Therefore, it provides data analysis of each activity including pre test, cycle 1, cycle 2, and post test. Moreover, this chapter also presents the analysis of questionnaire and observation checklist. , the improvement of students’ conversation ability, and the advantages of Job Interview Tehnique. They are presented as follows:

* 1. **The Data**

The research involved quantitative and qualitative data. The quantitative data was obtained from the mean of students’ score by oral test (see appendix I). The test given to the students in circle I and circle II include four criteria they are Pronunciation, grammar, vocabulary and fluency. The qualitative data was obtained by using Whatsapp group, observation checklist.

The data was taken from a class which consisted of 26 students. The class was XI TKJ. It was accomplished in two cycles. Every cycle consisted of four steps of action research like planning, action, observation, and reflection. The first and second cycle were gathered in four meetings. The second cycle was conducted in two meetings also, in the last of the second cycle the students were given the test as post-test two. So, there were four meetings in this research.

**Table III : The mean of students’ score**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NO | The Name Of Students  (Alphabet) | Score | | |
| Cycle I | | Cycle II |
| Pre-Test | Post-Test I | Post-Test I |
| 1 | A | 70 | 70 | 80 |
| 2 | B | 50 | 50 | 60 |
| 3 | C | 40 | 60 | 75 |
| 4 | D | 60 | 70 | 80 |
| 5 | E | 60 | 60 | 70 |
| 6 | F | 50 | 50 | 60 |
| 7 | G | 70 | 70 | 80 |
| 8 | H | 65 | 70 | 85 |
| 9 | I | 50 | 60 | 90 |
| 10 | J | 65 | 60 | 75 |
| 11 | K | 70 | 60 | 70 |
| 12 | L | 50 | 60 | 70 |
| 13 | M | 60 | 70 | 70 |
| 14 | N | 60 | 70 | 80 |
| 15 | O | 50 | 60 | 75 |
| 16 | P | 70 | 80 | 80 |
| 17 | Q | 40 | 50 | 65 |
| 18 | R | 40 | 50 | 60 |
| 19 | S | 70 | 70 | 75 |
| 20 | T | 60 | 70 | 70 |
| 21 | U | 50 | 65 | 70 |
| 22 | V | 70 | 70 | 70 |
| 23 | W | 60 | 70 | 75 |
| 24 | X | 60 | 70 | 80 |
| 25 | Y | 50 | 60 | 75 |
| 26 | Z | 60 | 65 | 70 |
|  | | ΣX = 1500  X = 57,7 | ΣX = 1660  X = 63,8 | ΣX = 1910  X = 73,4 |

* 1. **Data Analysis**
     1. **Analysis of Quantitative Data**

The quanitative data was taken from the oral test by the students who introduce themeself in front of the class and the researcher included the four criteria they are Pronunciation, grammar, vocabulary and fluency maximum score is 25 for each criteria. The oral test was taken of the first and the last of each cycle. It was found that the mean of students’ score was kept improving from the pre-test until the post-test of II cycle. To know the mean of students’ score could be seen in the following formula :

X =

In the pre-test, the total score of the student was 1500 and the number of the students who took the test was 26 students, so the mean of the students score was :

In the post-test of the I cycle, the students score was 1660 and the number of students who took the test was 26, so the mean of the students score was :

In the post-test of the II cycle, the students score was 1910 an the number of students who took the test was 26, so the mean of students score was

The number of the passed students was calculated by using the formula :

In the pre-test, the students who got 70 consisted of 6 students, so the percentage was :

In the post-test I, the students who got 70 and more consisted of 12 students, so the percentage was :

In the post-test II, the students who got 70 and more consisted of 22 students, so the percentage was :

**Table IV : The Precentage of the Students’ Improvement in Conversation Ability**

|  |  |  |
| --- | --- | --- |
| Test | Students who got points up to 70 | Percentage |
| Pre-Test | 6 | 23,1% |
| Post-Test I | 12 | 46,1% |
| Post-Test II | 22 | 84,6% |

In the pre-test, there was 23,1% or 6 students who got points up to 70. The first post-test was 46,1 % or 12 students who got points up to 70. The II post-test there was 84,6 % or 22 students who got points up to 70. The total improvement 61,5%. It meant during all the test, there was improvement in conversation ability.

**4.2.2 Qualitative data**

The qualitative data was taken from interview through WhatsApp Group and observation checklist. Qualitative explanation consists of the explanation about what happen when the writer applied the technique in the class. The data was analyzed by reflecting the fact of information taken from the observation checklist table and also the field notes in order to know the development of students speaking skill in conversation. The reflecting is one of getting feedback of the teaching process. From this activity, the writer expects to find out the benefit or the strength and the weakness of the process.

* 1. **The Activities of Pre-test**

In the first meeting, the students were given pre-test to know their ability in speaking that refers to conversation, where the student stand in front of the class to introduce themself and other students can ask everything they want. Based on the situation there is of feedback in form of a conversation where there are questioner and answerer, From there the researcher found the different language and a weakness from each student. In the end of the cycle the researcher gave the test by oral test such as made the section conversation about Job Interview world who implemented by the researcher and the students to take the evaluation after implemented the learning process on the cycle I.

**4.4 The Activities of Cycle I**

**Planning and Action**

Cycle one was conducted in two meetings, the researcher prepared everything that was needed related to the teaching and learning process. The first step in conducting cycle one was planning step, the lesson plan and learning material The researcher also prepared some instruments needed in the research. The preparations were lesson plan, the teaching material of video conversation that designed material from some resources such as LKS book, internet and the topic was describing interest place as the topic, the instrument for collecting data like notes,documentation, interview sheet, and observation checklist (see appendix II). The researcher made students understand the aims and the benefits of Job Interview Technique to improve their Conversation ability, The introduction about the learning strategy was needed in order to make the students understand what they should do and what its purpose was. The next activity was explaining the material about “Introduction”. The researcher did the review about the last activity in the previous week. The students got the example of how to intoduce themselves and another person. They practiced the dialogue given in pairs. In this session, several students started to be active in class and gave positive responses to the researcher. Some of them proposed themselves as role model for their friend and it motivated other students to do the same. And then the next activity the researcher showed some video about practice in conversation,They were active in responding and answering the questions from the researcher. It helped other students to understand the material. After the researcher was sure that all of the students understood the material and the meaning of word by word, the teacher asked them to practice improve their speaking skill and how much their vocabulary and the end of cycle the researcher gave the post test with the real Job Interview Technique between the student where the researcher gave some question from student’s and write down on notes.

**Observation**

The researcher focused on the situation in teaching and learning process, studentps’ activities, students’ ability in conversation ability, students’ interaction and the final result of the students’ test.

**Reflection**

Reflection was the last phase of the cycle. The researcher checked the students’ test and saw the feedback from teaching and learning process done.

* 1. **The Activities of cycle II**

In this cycle, the researcher faced a problem with the learning process because Covid-19 Pandemic where this cycle II the researcher made the Whatsapp group chat to share the material discussion such as share the videos where some students still active and gave a positive responds in the group (appendix II). And the post test in this cycle was taken by personal chat between the researcher and a student where this section almost same with the post test in the cycle I and asked the student to tell about their opinion about the material about Job Interview Technique if implemented as long as the learning process.