

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter discussed the analysis of each activity. The researcher explained the research findings, data analysis and the discussion about findings.

#### A. Research Findings

##### 1. The Research Result on March, 09<sup>th</sup> 2015

On March, 09<sup>th</sup> 2015 at 07.40 – 09.00, researcher did pretest for 8A class to measure students' English speaking skill. The aim of pretest here was to find the students' speaking skill before the use of Think-Pair-Share Technique using flashcards as teaching media.

The test instrument consists of 3 items (see appendix I). Because this was speaking test, researcher was not scoring each item of the question, but by using speaking rubric. Researcher used the speaking rubric that has been constructed by another researcher, Rania<sup>1</sup>. Researcher chosen this rubric was because the explanation of each speaking component such as comprehension, grammar, fluency, vocabulary and pronunciation was clear and simple. It was also applicable and suitable as speaking measurement for

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<sup>1</sup> Rania Sameer Jondeya, Thesis: *The Effectiveness of Using Information Gap on Developing Speaking Skills for The Eighth Graders in Gaza Governorate School* (Gaza: Al-Azhar University, 2011), 168

eighth grader of MTs. Hasyim Asy'ari. Based on the speaking rubric (see appendix II), if the students can reach maximum score of the Comprehension, they will get 4 point, 4 point for the Fluency, 4 point for the Grammar, 4 point for the Vocabulary and 4 point for the Pronunciation so the maximum score of speaking skill will be 20. The result of the students' speaking skill can be seen on the table I.

Based on the table I, the total score that had been achieved by the experimental class was 326 and the mean of their score was 10,2 points, while the maximum points that they had to reach was 20 points. It concluded that their speaking skill of eighth grade at MTs. Hasyim Asy'ari needed to be improved.

## **2. Research Result on March, 12<sup>th</sup> 2015**

On March, 12<sup>th</sup> 2015 at 10.00 – 11.20, researcher did the first meeting for speaking treatment in 8A class. The material was based on the theme 'What is Your Favorite Story'. The learning process goes on as the lesson plan that has been constructed by researcher (see appendix III). The goal in speaking lesson was to make students be able to respond the expression of asking for and giving agreement.

In the opening of learning process, researcher gave students two minutes to make them more relax in learning speaking such as stretching the

shoulder's muscle. After that, researcher reviewed the previous lesson, demonstrated and explained the learning goal.

In the exploration activity, researcher tried to involve students by dividing them into eight groups which each group consisted of four (4) students. Then, researcher distributed 2 flashcards. Flashcard 1 contains of the example of asking for and giving agreement expression (see appendix V), and flashcard 2 contains of the example in dialogue and filling the blank activity. See appendix VI for the full transcript of the students' activity.

*Example of activity:*

*Student 1: (Gets expression of asking for agreement)*

*Student 2: (Gets expression of agreeing)*

*Student 3: (Gets expression of disagreeing)*

*Student 4: (Gets flashcard 2)*

In the elaboration activity, researcher gave 5 minutes for students to think about the flashcards in their hands. Then, students were asked to pair and researcher instructed them to start discussing flashcard 1, practicing the sentences there and giving responses. They had 10 minutes for these activities. Researcher warned them to always use English as much as they can during the discussion.

*Example of students' discussion:*

*Student 1: "I get the expression of asking for agreement,"*

*Student 2: "I get the expression of agreeing,"*

*Student 3: "I get the expression of disagreeing,"*

*Student 4: "I get flashcard II. It consists of picture and dialogue. And in the second picture, we need to fill in the blank in a dialogue,"*

*(Each student shows their cards to another)*

*Student 2: "We will practice the expression of giving agreement first, because it loads many sentence,"*

*Student 1: "Great idea. And we can try to replace another sentence in the italic words here,"*

*Student 3: "Good. Then we can give it response based on these expressions; agreeing, or disagreeing,"*

*Student 4: "Well, we can start now,"*

*Student 1: (Reading expression of asking for agreement card) "Finding Nemo is a good movie. Do you think so?"*

*Student 2: (Reading agreeing card) "You're right,"*

*Student 3: (Reading disagreeing card) "I don't think so,"*

*Student 4: (Reading agreeing card) "Yes, I do," (Starting the discussion again), "Okay, now we can try to change the italic sentence. Let me try," (Reading a card, try to create another sentence) "I think SpongeBob Squarepants is a good movie. Do you think so?"*

*Student 1: "I don't think so. I don't like that movie,"*

*Student 2: "Yes, I do. That movie is funny,"*

*Student 3: "You're right,"*

In this activity, students look difficult in producing the words, but they still try.

Then, students were asked to practice the dialog in flashcard 2 with their pair. In this activity, students looked having an idea and understood with the use of expression asking for and giving agreement. The next, students discuss to fill the blank in flashcard 2. They had 10 minutes for this activity.

*Example of students' discussion:*

*Student 1, 2, 3 and 4 reading the dialogue in flashcard 2 which contains of horses picture. Student 1 and 2 were pairing, and student 3 and 4 were pairing too. They are reading the dialogue. The text shows Mika and Roni discussed about a picture consists of many horses picture*

*Student 1: "I think there are nine horses in this picture. Do you think so?"*

*Student 2: I don't think so. I find thirteen horses. But the creator only knows how many horses are,"*

*Then, student 1, 2, 3, and 4 discussed the blank in next picture on flashcard 2, it loads the dialogue between Ami and Dina.*

*Student 1: "I think the answer of the blank number 1 is 'Do you agree'. What do you think, Guys?"*

*Student 2: "I agree. But what about the blank number 2? It looks agreeing or disagreeing?"*

*Student 3: "I think it shows agreeing. It can be seen from the next sentence, that Dina give positive*

*reason about the movie,”*

*Student 4: “So the answer of blank number 2 is ‘Yes, you’re right!’,”*

*Student 2: “Whatever the answer, it must be expression of agreement,”*

*Student 3: “Ok. Now what about the blank number 3?”*

*Student 1: “It looks like disagreeing. Because Dina shows that she likes, and Ami shows that she hates,”*

*Student 4: “Great. Now we can try to practice the dialogue with the answer,”*

*Student 1 and 2 pairing and student 3 and 4 are pairing too. Then, they practice the dialogue.*

*Student 3: (Reading the flashcard 2 that the blank have been filled) “I’ve watched Toy Story Movie last night. I think it delivers a good message. Do you agree, Dina?”*

*Student 4: (Reading the flashcard 2 that the blank have been filled) “I agree with you, Ami. I like the way woody saved Buzz. But, my favorite character is Sid. He is unique, wouldn’t you say?”*

*Student 3: (Reading the flashcard 2 that the blank have been filled) “No, I disagree. I don’t like him. He has bad attitude,”*

The last elaboration activity, one student in a group shared the ideas of what they had discussed to another groups. And, one other student in a group shared what they had discussed to the whole class.

*Example of students’ activity:*

*Student 1 shared to another group. And after group sharing, student 2 shares to the whole class.*

*Student 1 or 2: (Sharing discussion) “Hi, Class. I stand here to share what we have discussed. We have discussed about the expression of asking for agreement, giving agreement and disagreement. The expressions of asking for agreement are ‘do you agree?’, ‘what do you think?’, ‘wouldn’t you say?’, etc. The expression of agreeing can be ‘you’re right’, ‘absolutely’, ‘I agree’ etc. While the expression of disagreeing can be ‘I disagree’, ‘I can’t agree’, etc. We also have discussed to fill the blank in flashcard 2. It shows that Ami and Dina arguing about Toy Story Movie and the character they like. Based on the discussion of my group, we conclude that Dina like Sid, a character in Toy Story movie, in other hand, Ami hate him because he had bad attitude. That’s all I can share,”*

### **3. Research Result on March, 16<sup>th</sup> 2015**

Researcher did second meeting for speaking treatment in 8A Class on March, 16<sup>th</sup> 2015 at 07.40 – 09.00. The material was based on the theme ‘What is Your Favorite Story’. The learning process went on as the lesson plan that had been constructed by researcher (see appendix IV). The goal in speaking lesson was to make students be able to create the expression of asking for and giving agreement.

To motivate students, in the opening activity, researcher gave students 2 minutes to make them more relax in learning speaking such as

massage their shoulder's tablemate. This motivating activity was different from the previous meeting to avoid students' boring. After that, researcher reviewed previous lesson, demonstrates and explains the learning goal.

In the exploration activity, students were divided again into eight groups which consist of four (4) students. The personal of the group were same as previous meeting to be consistence to give each student a turn in sharing activity. Then, researcher distributed flashcard 1 and flashcard 3 (see appendix V). Flashcard 1 were distributed to recall students' memory about they have learned from previous meeting. Flashcards 3 were distributed because it contains of picture that can stimulate them to create dialogue and speak more.

In the elaboration activity, researcher gave 5 minutes for students to think about the flashcards in their hands. Then, students were given 5 minutes to pair and review the flashcard I that they have learned on previous meeting and trying to create examples as much as possible. Researcher warned students to always use English as much as they can during the discussion.

Next, students were discussing the blank in flashcard 3 that contains of picture where two students are talking. They had 5 minutes for this activity.



*Example of students' discussion:*

*Student 1: "Okay, now we have to discuss the answer for uncompleted dialogue. What do you think, Guys?"*

*Student 2: "Student on the left side says that she likes learning Math because it is challenging, she asks for her friend's agreement,"*

*Student 3: "I think the answer is 'do you agree',"*

*Student 4: "Her friend should be says 'I don't agree' because she looks that she doesn't like Math, she is bored,"*

After that, students looked at the flashcard 3 which contains of horses picture and create dialogue using expression of asking and giving agreement based on the picture.

*Example of students' discussion:*

*Student 2: "The instruction on this card shows that we should discuss by using agreement expression,"*

*Student 1: (Reading the question on the card) "How many horses do you think you can find in this picture?"*

*Student 3: "I think there are five horses in this picture. Do you think so, Guys?"*

*Student 4: "I don't think so, I find seven horses. But the creator only knows how many horses there,"*

In the last elaboration activity, two students in each group that did not yet coming forward in previous meeting in a group, shares and practice

the dialogue they have discussed in front of the whole class. It gave each student the same chance to speak more in speaking lesson.

*Example of students' activity:*

*Student 3 and 4 come forward to practice the result of the discussion they have made based on the flashcard given.*

*Student 3 and 4: "Hi, Class. We are here to practice the conversation we've created,"*

*(Face each other)*

*Student 3: "I think there are five horses in this picture. Do you think so, Guys?"*

*Student 4: "I don't think so, I find seven horses. But the creator only knows how many horses there,"*

#### **4. Research Result on March, 20<sup>th</sup> 2015**

On March, 20<sup>th</sup> 2015 at 10.00 – 11.20, researcher did post test for 8A class. Post test was done to know the students' speaking skill after the use of Think-Pair-Share Technique using flashcards as teaching media. Post test is done by 32 students of 8A class at MTs. Hasyim Asy'ari. If the students can reach maximum score of the Comprehension, they will get 4 point, 4 point for the Fluency, 4 point for the Grammar, 4 point for the Vocabulary and 4 point for the Pronunciation so the maximum score of speaking skill will be 20. The post test result of 8A students' speaking skill can be seen in table II.

Based on the table II, the mean of the students' speaking score was 16,5 points. It shows that their speaking skill was increased 6,3 points by the mean of the pretest score which was 10,2 points. It concluded that students speaking skill of eighth grade at MTs. Hasyim Asy'ari improved after applying Think-Pair-Share technique. But, testing the significance improvement by using the hypothesis was still needed to make it confirmed that students' speaking skill was improved after Think Pair Share technique was implemented.

## **B. Data Analysis**

In analyzing the data, researcher used two steps. First step was analyzing the significance improvement between pretest and post test of experimental class and second step was analyzing the significance different between the experimental class which think pair share technique was implemented and control class which did not receive any treatment for speaking skill.

## 1. Analyzing the Significance of Students' Speaking Improvement

The result of the analysis was taken from the pretest result on March, 09<sup>th</sup> 2015 and post test result on March, 20<sup>th</sup> 2015. Data were analyzed by t-test formula and the result can be seen on table V.

After the result was found, the  $t_{obs}$  had been compared with the  $t_{cri}$ , with  $\alpha : 5\%$  (alpha: 0,05)  $t_{obs}$  on degree of freedom is 30 (see table VII), it showed that  $t_{cri} = 2,042$ . Now, looking back to the hypotheses:

- $H_0$ : Student's speaking skill cannot significantly improve after Think-Pair-Share Technique using flashcards is implemented.
- $H_a$ : Students' speaking skill can significantly improve after Think-Pair-Share Technique using flashcards is implemented.

Will be taken if the  $t_{cri}$  is smaller than  $t_{obs}$ , it means that  $H_0$  is rejected and  $H_a$  is accepted.

By looking at the result that  $t_{cri}$  is smaller than  $t_{obs}$  ( $2,042 < 15,7$ ) it concluded that  $H_0$  is rejected and  $H_a$  is accepted.

## **2. Analyzing the Significance Difference between Experimental and Control Class**

The result of the analysis was taken from the post test result of experimental class and post test result of control class which did not apply any treatment in speaking lesson. To make sure that both the control and experimental class had not too much difference in speaking skill, the pretest result from control class was needed to take. The control class (8B) consists of 30 students, the pretest result (see table III) was taken before the teacher implements the speaking teaching technique based on the lesson plan that constructed by teacher himself. Based on the table III, it shows that the mean of the students' speaking score was 12,4 points.

Then, the researcher implemented the speaking teaching technique based on the lesson plan that constructed by the teacher (see appendix VI). The material was based on the theme 'What is Your Favorite Story' and the teaching goal is to make students be able to response and create the expression of asking for and giving agreement.

After that, researcher took post test of the control group and the mean of the score was 12,6 points (see table IV). It showed that their speaking score was increased 0,2 points by the mean of their pretest score which was 12,4 points.

To analyze the significance different between experimental and control class, researcher took from post test result from both sample. Both had been compared by using formula. The data were analyzed by using t-test formula and the result can be seen on table VI.

Before testing the significance, the hypothesis needs to be constructed first:

- $H_0$ : There is no different in the speaking skill between experimental group that apply Think-Pair-Share technique using flashcard and control group that does not apply Think-Pair-Share technique
- $H_a$ : There is significant different in speaking skill between experimental group that apply Think-Pair-Share Technique and the control group that does not apply Think-Pair-Share technique using flashcards.

Or can be written as:

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

To decide the t-test formula, the variance of the sample needed to be tested that they are homogeny or not. Testing the sample homogeny used F test by using the following formula:



$$F = \frac{\text{Highest Variance}}{\text{Smallest Variance}}$$

Based on the table VI, it can be seen that the highest variance is 46 and the smallest one is 24. It can be said,  $46 : 24$  is 1,92.  $F_{obs}$  needs to be compared with  $F_{cri}$  (see table VIII) with upper degree of freedom =  $32 - 1$  is 31 and lower degree of freedom =  $30 - 1$  was 29. By deciding the alpha ( $\alpha$ ) : 5%, it can be seen that  $F_{cri} = 1,85$ . In this case, the rule was taken '*if  $F_{obs}$  is smaller or equal with  $F_{cri}$ , it means that  $H_0$  is accepted and  $H_a$  is rejected*'. If  $H_0$  is accepted, it means that the variance is homogeny.

After test by using F formula, it was found that  $F_{obs}$  was bigger than  $F_{cri}$  ( $1,92 > 1,85$ ), it means that the variance was not homogeny. Because the nominal sample between experiment and control group was different, the formula used for t-test was using separated variance (see table VI).

After the result was found, the  $t_{obs}$  had been compared with the  $t_{cri}$ . Because the nominal of two sample groups were different, the researcher used substitute  $t_{cri}$ . Where degree of freedom of experimental class =  $n_1 - 1$  and degree of freedom of control class =  $n_2 - 1$  (with  $\alpha$ : 5%):

$$n_1 = 32; \text{ degree of freedom} = 31, \text{ so } t_{cri} = 2,042$$



$n_2 = 30$ ; degree of freedom = 29, so  $t_{cri} = 2,045$

Then, this  $t_{cri}$  had been calculated from the difference value of  $t_{cri}$  by dividing them to 2:

$$(2,045 - 2,042) : 2 = 0,0015$$

Next step was adding them with the smallest  $t_{cri}$ :

$$2,042 + 0,0015 = 2,043$$

It concluded that substitute  $t_{cri}$  is 2,043 which was smaller than  $t_{obs}$  ( $2,043 < 2,61$ ). It means that  $H_0$  was rejected and  $H_a$  was accepted.

### **C. Discussion**

Based on the finding of the study, it showed that the value of the t-table was 2,042 and the t-observed was 15,7 or it can be said that the t-table was smaller than the t-observed. It means that the null hypothesis was rejected and the alpha hypothesis was confirmed. It concluded that students speaking skill can significantly improve after Think Pair Share Technique using flashcards is implemented.

To confirm that the students' achievement in speaking skill of the experimental and control class was different, testing the significance different was need to take. To compare the score result between the students' post test

score of experimental group (8A class) and the post test score of control group (8B class), researcher tested the significance different between two samples by using t-test and the result showed that the value of the substitute t-table was 2,043 and the value of the t-observed was 2,61. It can be said that the substitute t-table was smaller than the t-observed which is mean that the null hypothesis was rejected and the alpha hypothesis was accepted. It concluded that there is significance different in speaking skill between the experimental group that implement think pair share technique using flashcards and control group that do not implement think pair share technique using flashcard.