CHAPTER IV
RESEARCH FINDING AND DISCUSSIONS

In this chapter, writer presented data from the field of study. The data were result of Pre-test, Post-test class VII B, testing hypothesis, result of analysis and discussion.

A. Data Presentation of Pre-test and Post-test

In this chapter, writer presented the obtained data. The data were presented in the following table.

Table 4.5
**The Table Comparison Pre-test and Post-test of Students SMPN 1 Dusun Hilir**

No	Code Name's	Pre-test	Category	Post-test	Category	Different
1	E01	53	Low	59	Low	6
2	E02	75	Good	71	Good	-4
3	E03	50	Low	65	Enough	15
4	E04	84	Very good	81	Very good	-3
5	E05	75	Good	71	Good	-4
6	E06	50	Low	68	Enough	18
7	E07	53	Low	59	Low	6
8	E08	71	Good	68	Enough	-3
9	E09	75	Good	78	Good	3
10	E10	53	Low	59	Low	6
11	E11	50	Low	53	Low	3
12	E12	50	Low	59	Low	9
13	E13	75	Good	81	Very good	6
14	E14	28	Low	31	Low	3
15	E15	75	Good	75	Good	0
16	E16	75	Good	68	Enough	-7
17	E17	50	Low	65	Enough	15
18	E18	71	Good	71	Good	0

19	E19	50	Low	50	Low	0
20	E20	46	Low	53	Low	7
21	E21	75	Good	71	Good	-4
22	E22	46	Low	59	Low	13
23	E23	75	Good	71	Good	-4
24	E24	68	Enough	78	Good	10
TOTAL		1473		1564		91
MEAN		61,38		65,17		3,79
LOWEST		28		31		3
HIGHEST		84		81		-3

Based on table above, it can be seen that students' highest score of Pre-test was 84 and then, the lowest score of pre-test was 28. Meanwhile, highest score of post-test was 81 and then, the lowest score of post-test was 31. The different of highest pre-test and post-test was -3 meanwhile the lowest different of pre-test and post-test was -28. After calculated data of pre-test and post-test, writer made diagram to easy understand.

Table 4.6
Diagram Percentage of Pre-test at SMPN 1 Dusun Hilir

No	Score	Frequency	Percentages
1	84	1	100,0 %
2	75	8	95,8 %
3	71	2	62,5 %
4	68	1	54,2 %
5	53	3	50,0 %
6	50	6	37,5 %
7	46	2	12,5 %
8	28	1	4,2 %
Total		N=24	

The Frequency of Pre-Test
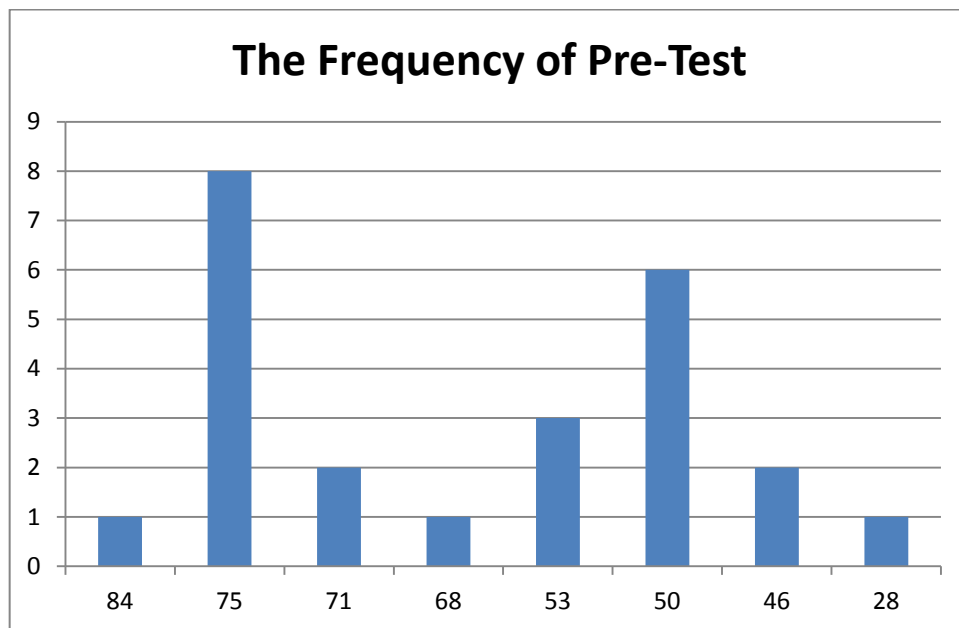
Based on table and diagram above, writer conclude there was one student who got score 84. There were nine students got score 75. There were two students got score 71. There was student got score 68. There were three students got score 53. There were sixth students got score 50. There were two students got score 46. There was 8 students got score 28.

Next step, writer tabulated score in to the table to searched data mean, Calculated Data of Mean of Pre-Test :

Table 4.7
The table of mean

X	F	f.X
84	1	84
75	8	600
71	2	142
68	1	68
53	3	159
50	6	300

46	2	92
28	1	28
Total	24=N	$\sum$f.x=1473

a. Mean

$$Mx = \frac{\sum fX}{N}$$

$$= \frac{1473}{24}$$

= 61,375 or 61,378

Based on table above mean of pre-test was 61,37. Standard deviation 14,44 and standard error was 3,0109. (for the detail explanation of Standard deviation and standard error, it was appended at appendix). Next, writer tabulated the data of distribution of normality in to the table used SPSS 16.0 program.

a. Testing Normality

Distribution of normality pre-test at SMPN 1 Dusun Hilir
Table 4.9
Normality SPSS 16.00

One-Sample Kolmogorov-Smirnov Test

|		Y1
N		24
Normal Parameters[a]	Mean	61.38
	Std. Deviation	14.446
Most Extreme Differences	Absolute	.219
	Positive	.219
	Negative	-.206
Kolmogorov-Smirnov Z		1.073
Asymp. Sig. (2-tailed)		.200

a. Test distribution is Normal.

The table show the value of the test of normality used kolmogrove-smirnove calculation was 0,200. It was found the value of the test was normal.

B. Distribution post-test score

After tabulated data of pre-test, writer tabulated data of post-test into the figure below.

Table 4.10
Diagram Percentage of Post-test at SMPN 1 Dusun Hilir

No	X	F	Percentage
1	81	2	100,0 %
2	78	2	91,7 %
3	75	1	83,3 %
4	71	5	79,2 %
5	68	3	58,3 %
6	65	2	45,8 %
7	59	5	37,5 %
8	53	2	16,7 %
9	50	1	8,3 %
10	31	1	4,2 %
Total		$\sum f=24$	

The Frequency of Post-Test
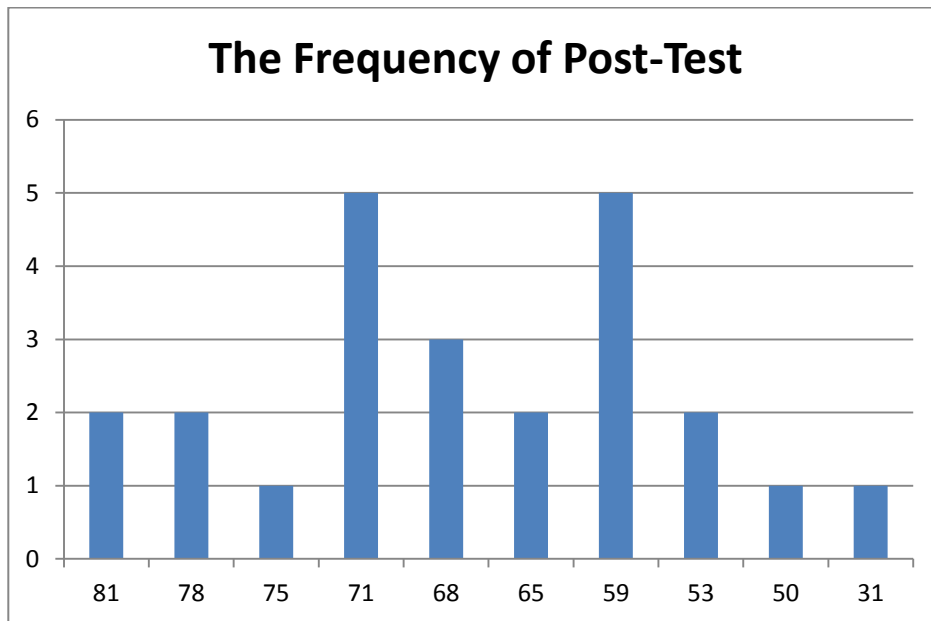
Based on table and diagram above, there were two students got score 81. There were two students got score 78. There was students got score 75. There were five students got score 71. There were three students got score 68. There were two students got score 65. There were five students got score 59. There were two students got score 53. There was one students got score 50. There was one students got score 31. Next step, writer tabulated data of score post-test into the table for the calculation of mean as follow:

Table 4.11
Calculated mean, median, modus and standard deviation and standard error of post-test

X	F	f.x
81	2	162
78	2	156
75	1	75
71	5	355
68	3	204
65	2	130
59	5	295
53	2	106

50	1	50
31	1	31
Total	N=24	∑f.x=1564

a. Mean

$$\text{Mx} = \frac{\sum fX}{N}$$

$$= \frac{1564}{24}$$

$$= 65{,}16667 \text{ or } 65{,}17$$

Based on calculation post-test above, the result of mean was 65,17. Standard deviation was 11,431, standard error was 2,383. (for the detail explanation of standard deviation and standard error, it was appended at appendix 5).

After calculated data of post-test, writer calculated data distribution of normality used SPSS 16.0 program.

Table 4.13

Normality SPSS 16.0

One-Sample Kolmogorov-Smirnov Test		
		Y2
N		24
Normal Parameters[a]	Mean	65.17
	Std. Deviation	11.431
Most Extreme Differences	Absolute	.140
	Positive	.097
	Negative	-.140

Kolmogorov-Smirnov Z	.684
Asymp. Sig. (2-tailed)	.738
a. Test distribution is Normal.	

The table show the value of the test normality used SPSS 16.0 was 0,738. So, 0,738 > 0,05. It mean, the distribution was normal. Next step, writer tabulated data mean, median, modus, standard deviation of pre-test and post-test used SPSS 16.0 to support data of manual calculated.

After pre-test and post-test have to tabulated with manual calculation, the next step writer used SPSS 16.0 program to support manual calculation below.

Table 4.14
SPSS Accurate Score

Statistics

		Y1	Y2
N	Valid	24	24
	Missing	0	0
Mean		61.38	65.17
Median		60.50	68.00
Mode		75	59[a]
Std. Deviation		14.446	11.431
Variance		208.679	130.667
Range		56	50
Minimum		28	31
Maximum		84	81
Sum		1473	1564

a. Multiple modes exist. The smallest value is shown

The mean of pre-test and post-test was similar with manual calculation. Next step, writer testing hypothesis. But, before testing hypothesis writer show the table of Standard deviation and Standard Error. To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, writer calculated the standard deviation and standard error of Y_1 and Y_2 it was found the standard deviation and standard error of pre-test and post-test at the previous data presentation. It could be seen on this following table :

Table 4.15
Standard Deviation and Standard Error of Y_1 and Y_2

Variable	Standard Deviation	Standard Error
Y_1	14,446	3,010948
Y_2	11,431	2,383528

Where :

Y_1 = Pre-test

Y_2 = Post-test

It can be seen that S_D of pre-test was 14,446 and S_E was 3,010948. And S_D of post-test was 11,431 and S_E was 2,383528. Next, writer testing hypothesis.

Next step, writer calculated the to get testing test of Y_1 and Y_2 in the table below :

Table 4.16
Calculation to get testing test

Code Name	Score of speaking		D=Y2-Y1	D2=(X-Y)2
	Pre-test (Y1)	Post-test (Y2)		

E01	53	59	6	36
E02	75	71	-4	16
E03	50	65	15	225
E04	84	81	-3	9
E05	75	71	-4	16
E06	50	68	18	324
E07	53	59	6	36
E08	71	68	-3	9
E09	75	78	3	9
E10	53	59	6	36
E11	50	53	3	9
E12	50	59	9	81
E13	75	81	6	36
E14	28	31	3	9
E15	75	75	0	0
E16	75	68	-7	49
E17	50	65	15	225
E18	71	71	0	0
E19	50	50	0	0
E20	46	53	7	49
E21	75	71	-4	16
E22	46	59	13	169
E23	75	71	-4	16
E24	68	78	10	100
24=N			91	1475

Data of t-test let see the formula and calculation data below:

$\sum D = 91$

$\sum D^2 = 1475$

$N = 24$

First, writer calculated Standard Deviation of pre-test and post-test:

$$SD_D = \sqrt{\frac{\sum D^2}{N}} \; \text{x} \sqrt{\frac{\sum (D)^2}{N}}$$

$$SD_D = \sqrt{\frac{1475}{24}} - \sqrt{\frac{91^2}{24}}$$

$$SD_D = \sqrt{61{,}45833 - 14{,}37674}$$

$$SD_D = \sqrt{47{,}0816}$$

$$SD_D = 6{,}861603 \; or \; 7$$

After got the result of Standard deviation, writer used standard error formula to searched mean of different in data.

$$SEM_D = \frac{SD_D}{\sqrt{N-1}}$$

$$SEM_D = \frac{6{,}86103}{\sqrt{24-1}}$$

$$SEM_D = \frac{19{,}47023977}{4{,}795832}$$

$$SEM_D = 1{,}430743 \; or \; 1{,}431$$

Next step, writer used M_D = Mean Different. Different of between score 1 (pre-test) and score 2 (post-test).

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{91}{24} = 3{,}79167 \; or \; 3{,}792$$

After calculated data from M_D = Mean Different, writer searched data to testing hypothesis.

$$t_o = \frac{M_D}{SEM_D}$$

$$t_o = \frac{3,79167}{1,430743}$$

$$t_o = 2,65014 \; Or \; 2,650$$

With the criteria :

If t-test (t-observed) $\geq$ t-table, Ha is accepted and Ho is rejected

If t-test (t-observed) $\leq$ t-table, Ha is rejected and Ho is accepted

Then, writer interpreted the result of t-test. Previously, writer accounted the degree of freedom (df) with the formula :

Df   = (N-1)

      = 24-1

      = 23

Where :

df   = degree of freedom

N   = Number of students

1   = Number of variable

t-table at df 23 at 5% significant level 2,07

$t_o = 2,65 > t_{table} = 2,07$ ← **Ha accepted at t_{table} 5 %**

The calculation above show the result of t-test calculation as in the table

follows :

Table 4.17
Calculated Testing Hypothesis test

Variable	t observe	t table		Df/db
		5%	1%	
$Y_1 - Y_2$	2,65	2,07	2,81	23

Where:

Y_1 = Pre-test

Y_2 = Post-test

t observe   = The calculated Value

t table   = The distribution of t value

df/db   = Degree of Freedom

Based on table above, the value of t $_{observe}$ more high than t $_{table}$ at 5

% significant level and t $_{observe}$ more lower at 1% or 2,07 < 2,65 < 2,81. It

could be interpreted that (H_o) was rejected at error level 1 % and H_a was

accepted at error level 5 %. It meant there was significant effect of whole

class interactive teaching method in teaching speaking skill for students at

seventh grades students at SMPN 1 Dusun Hilir. It means, whole-class

interactive teaching method was effective to be used at SMPN 1 Dusun Hilir.

1) **Testing hypothesis based on SPSS 16.0**

Writer also calculated t-test used SPSS 16.0 program to calculated testing hypothesis. Result of SPSS in testing hypothesis was used support the manual calculation of testing hypothesis. See table 4. Below by SPSS 16.0 program.

Table 4.18
Calculated SPSS 16.0 Testing hypothesis

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair y2 - y1 1	3.792	7.009	1.431	.832	6.751	2.650	23	.014

Based on data above, mean of pre-test (Y_1) and post-test (Y_2) was 3,792. Standard deviation was 7,009. Standard error mean was 1,431. Confident interval lower was 6,751 and upper was 0,832. $t_{observed}$ 2,650. Df was 23 and significant failed was 0,14. So, result between manual calculation and SPSS16.0 program was similar. The comparison of manual calculation and SPSS 16.0 were similar 3,792. SD of manual alculation was 6,86or 7 meanwhile SPSS 1S6.0 program was 7,009., SE calculation was

1,431 meanwhile SPSS 16.0 was 1,431 also. t_o manual calculation was 2,650 it was similar with result of SPSS 16.0 program. Df of manual calculation and SPSS was 23.

2) **Discussion**

The result of discussion proved that there was significant effect of implementation of whole-class interactive teaching method on speaking fluency at SMPN 1 Dusun Hilir. There were some students who got high result but, there were some students who also got score low at the same time. Based on manual calculation writer got $t_{observed} = 2,65$ and $t_{table} = 5\%$ $=2,07$ and $1\% = 2,81$. Significant level $2,07 < 2,65 < 2,81$. Meanwhile calculated used SPSS 16.0 program was similar with manual calculation. It mean H_a was accepted in the error level at 5 % and H_o was rejected in the error level at 1 %. Before writer gave treatment to students, the mean of pre-test result was 61,38 and after gave treatment, the result of post-test was 65,17. It show there was effect after implementation whole class interactive teaching method in speaking skill students. So, this method effective to used in the school.

There were some reasons why using Whole Class Interactive Teaching gave significance effect for the students' speaking skill. First, whole class interactive teaching was effective in improving speaking skill students. It can be seen the result mean of pre-test was 61,38 and post-test was 65,17. this finding was supported by Al-Shammari in chapter II page 8 it was said direct instruction or whole-class is a very effective approach

in teaching English as a foreign language. It was support by the advantages whole class in chapter II, showed It is the most effective way to teach concepts and skills are explicit to students who are underachieving, page 13. And also support by Ambar Wahyuni in chapter II, research showed that the students involved activity in teaching learning process, they were more encourage and confident to speak in English than before. page 8.

Second reason was whole class interactive teaching method can used in english foreign language especially in speaking skill. It was support by previous study of Mohammad Aliakbari page 9 said the results revealed that classroom interaction can be considered as a way of improving the learners' speaking ability. And previous study of Kouicem Khadidja in chapter II showed the result is the idea that interaction could and should take place in the classroom became more and more popular especially in second or foreign language classroom page 7.

Last reason was whole class interactive teaching can motivate students in speak english. It showed the advantages of interactive teaching the teacher as facilitator, motivator, and active learning designer the students development score, page 16. This statement also support by interview guide students Mereuni Raya said, he was happy study English and he was want always study English and develop in order that more fluent. And also Tri safitry said she was rightfully proud speak English and she want make conversation used English with friends. Rizal

Muhaimin said she was rightfully proud study English and he want become translator. Dwi Eef Lamiri said, he felt enough to study English and he want always study English. Almost students said they want study English. This finding also support from interview guide by susilawati said, she was happy learn english. Tiara Ayu Lestari said she was rightfully proud speak english. M Govinda said he satisfied speak english. Tri Safitri said she was usually speak english. Kries Sentia said she was brave speak english and she was did not nervous speak english.

Problem of writer in implementing this method were some students did not know how to make dialogue or conversation, they were bored and frustrated because always practice and made conversation. This statement supported by interview guide students. Pricilla said she was nervous, she did not know meaning of english. Hidayatullah said he was lack up vocabulary. Rahmawati said pronunciation different with writing in the book. Sugeng said, the word difficult to translate to english conversation. Rizal M said he did not know understand. As a teacher difficult, to manage the whole students and the time of students limited to active. This statement supported by the disadvantages of whole class interactive teaching in chapter II, page 23.

The solution of this case, Writer motivated students to learned English and writer gave them vocabulary to memorize every day. To teaching Whole class interactive teaching method it was depend on teacher. If teacher seem ready, more knowledge, confidence, and

enthusiasm, students become active learning English. So, writer made conclusion about definition of combine whole class and interactive teaching became whole class interactive teaching method was teaching in whole class where students can interact with teacher as a central of class, teacher can discuss and sharing with students if students got problem of learning English, especially to made conversation and reached the purpose of learning.

Those the result of implementation whole class interactive teaching method at seventh grade students at SMPN 1 Dusun Hilir. Based on theory and writer result of pre-test and post-test, whole class interactive teaching method gave significant effect in teaching speaking skill at seventh grade students at SMPN 1 Dusun Hilir and this was effective to used in the school.