CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of research that was done for eight meetings at grade of VIII of Junior High School 1 Kubung. The research was done on 15 November ended 30 December 2017. It was started by giving pre test to two classes (experimental and control class), teaching speaking name of the things by using different strategies, finally giving post test at the end of the research. The analysis of data collected was carried out to find whether students in Round Robin strategy have higher speaking result than students in conventional strategy on speak name of the things at VII grade of Junior High School 1 Kubung.

A. Research Finding

1. Description of the Data

The data of this research was the score of students' post test. The researcher had given post test to both samples where the students were asked to tell the name about thing at their home.

Actually, there are 56 students who were involved in the post test. Those students were divided into two classes, 26 students for experimental class and 30 students for control class. The researcher taught speak the name of the things by using Round Robin strategy in experimental class for six meetings and using conventional strategy in control class for six meetings. The writing test was evaluated by considering five components

based on Huge theory: pronunciation, grammar, vocabulary, fluency and comprehension.

All of the data were analyzed to find out the maximum and minimum scores, mean scores and standard deviation of post test of experimental and control class. The post-test data of experimental and control classes were shown as follows;

Table 4.1

The Score of Speaking Test of Experimental Group and Control Group

Class	No	Highest Score	Lowest Score	Mean (X)	Total score	Standard Deviation
Experimental	26	86	78	81.80	2127	2.13
Control	30	80	69	73.96	2219	2.59

The total score of speaking test of both groups was significantly different. The total score of experimental group was 2127, the highest score was 86, the lowest score was 78 with 26 students, and standard deviation was 2.13. On the contrary, the total score of control group was 2219, the highest score was 80, the lowest score was 69 with 30 students and standard deviation was 2.59.

2. Data Analysis

a. Experiment class

X_{max} : 86 n : 26 R : X_{max} - X_{min}

X_{min} : 78 I : R/K K : 1+3.3 log n

Note :

I : Interval

R : Range

K : Number of Classes

R : $X_{max} - X_{min}$

: 86 - 78 = 8

K : 1 + 3.3 log n

: 1 + 3.3 log 26

: 1 + 3.3 1.41

: 1 + 4.71 = 5.71

I : R/K

: 8/5.71 = 1.4

The interval of students speaking score was 5. Then the interval data of experimental class post test score can be seen in the table below;

Table.4.2
The Interval Data of Experimental Class Post Test Score VII 6

No	Interval (Students' Speaking Scores)	Frequency
1	78-79	3
2	80-81	9
3	82-83	8
4	84-85	5
5	86-87	1
Total		**26**

From the table above, it was found that most of students' speaking post test score in the experimental class was about 78-79, there was 3 students got score at that interval, while the interval 80-81 there were 9 students, at interval 82-83 there were 8 students who got score at that interval, in the interval 84-85 there were 5 students, and at interval 86-87 there were 1 students. The interval can be drawn as follow.

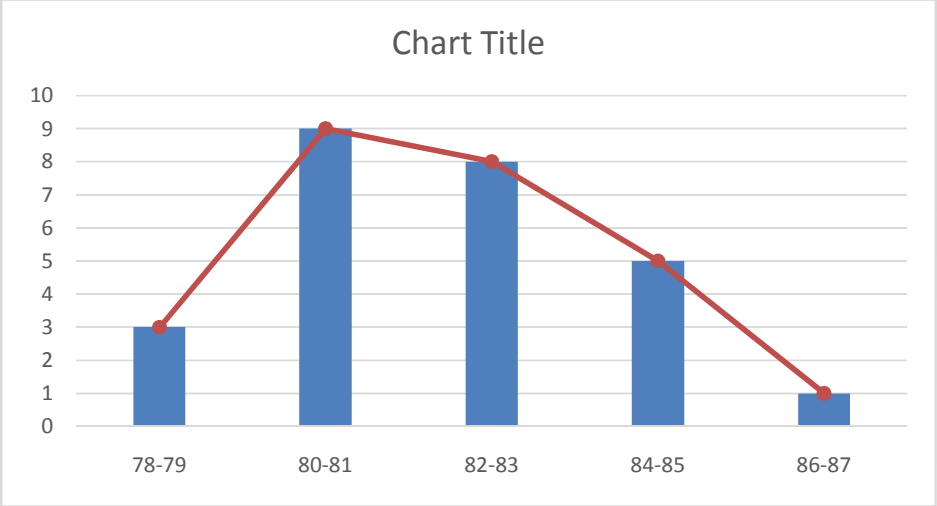

Table 4.3
Calculation Process of Mean and Standard Deviation of Speaking Test

Xi	Fi	Xi^2	Fi.Xi	$Fi.Xi^2$
78	2	6084	156	12168
79	1	6241	79	6241
80	5	6400	400	32000
81	4	6561	324	26244
82	4	6724	328	26896
83	4	6889	332	27556
84	3	7056	252	21168
85	2	7225	170	14450
86	1	7396	86	7396
Total	**Σ=26**	**Σ=60576**	**Σ=2127**	**Σ=174119**

Experimental Group

$$\overline{X_1} = \frac{\sum F_1 X_1}{\sum F_1} = \frac{2127}{26} = 81.80$$

$$(\Sigma F_1 X_1)^2 = (2127\ \ )^2 = 4524129$$

$$S_1^2 = \frac{n_1 \sum F_1 x_1^2 \ (\sum F_1 X_1)^2}{n_1 (n_1 - 1)}$$

$$S_1{}^2 = \frac{26.174119 - 4524129}{26(26-1)} = \frac{4527094 - 4524129}{650}$$

$$S_1{}^2 = \frac{2965}{650}$$

$$S_1{}^2 = 4.56$$

$$S_1 = \sqrt{4.56}$$

$$S_1 = 2.13$$

Based on the table formulation above, researcher found that mean of speaking test experimental class was 81.80 and standard deviation was 2.13.

b. Control Class

X_{max} : 80 n : 30 R : X_{max} - X_{min}

X_{min} : 69 I : R/K K : 1+3.3 log n

Note :

I : Interval

R : Range

K : Number of Classes

R : $X_{max} - X_{min}$

: 80-69 = 11

K : 1 + 3.3 log n

: 1 + 3.3 log 30

: 1 + 3.3 1.47

: 1 + 4.77 = 5.77

I : R/K

: 11/5.77 = 1.90

The interval of students speaking score was 5. Then the interval data of control class post test score can be seen in the table below.

Table.4.4

The Interval Data of Control Class Post Test Score VII 3

No	Interval (Students' Speaking Scores)	Frequency
1	69-70	4
2	71-72	6
3	73-74	7
4	75-76	8
5	77-78	3
6	79-80	2
Total		**30**

From the table above, it was found that most of students' speaking scores of post test in the control class about 69-70, where there was 4 students got score at that interval, at interval 71-72 there were 6 students who got score at that interval, at interval 73-74 there were 7 students who got score at that interval. At interval 75-76 there were 8 students who got score at that interval, at interval 77-78 there were 3 students who got score at that interval and at the interval 79-80 there were 2 students who got score at that interval. The interval can be drawn as follow.

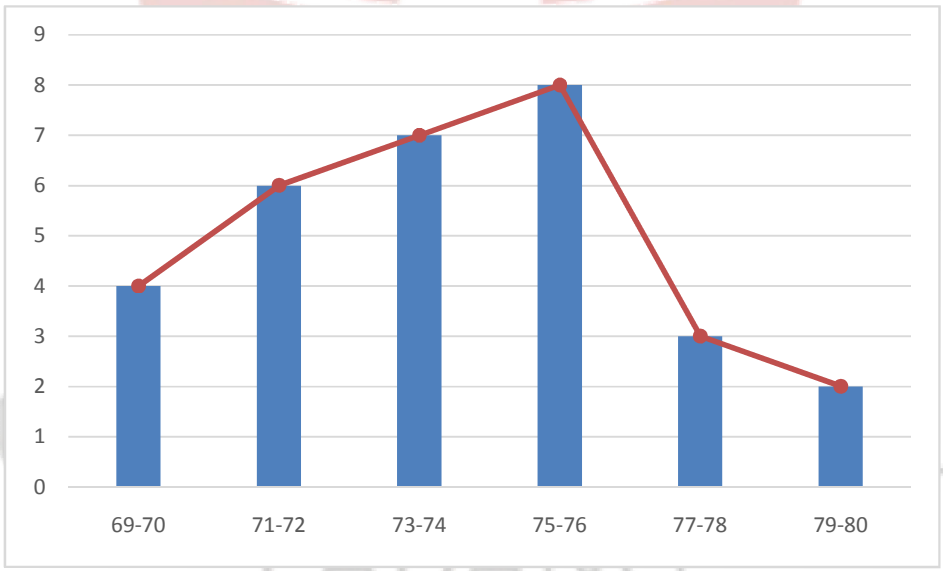

Table 4.5

Calculation Process of Mean and Standard Deviation of Speaking Test Control Group

Xi	Fi	Xi^2	Fi.Xi	$Fi.Xi^2$
69	1	4761	69	4761
70	3	4900	210	14700
71	3	5041	213	15123

72	3	5184	216	15552
73	5	5329	365	26645
74	2	5476	148	10952
75	3	5625	225	16875
76	5	5776	380	28880
78	3	6084	234	18252
79	1	6241	79	6241
80	1	6400	80	6400
TOTAL	**30**	**60817**	**2219**	**164381**

$$\overline{X_2} = \frac{\sum F_2 X_2}{\sum F_2} = \frac{2219}{30} = 73.96$$

$$(\Sigma F_2 X_2)^2 = (2219)^2 = 4923961$$

$$S_2^2 = \frac{n_1 \sum F_2 x_2^2 (\sum F_2 X_2)^2}{n_2 (n_2 - 1)}$$

$$S_2^2 = \frac{30.164381 - 4923961}{30(30-1)} = \frac{4931430 - 4923961}{870}$$

$$S_2^2 = \frac{7469}{870}$$

$$S_2^2 = 8.58$$

$$S_2 = \sqrt{8.58}$$

$$S_2 = 2.92$$

Based on the table formulation above, researcher found that mean of speaking test control class was 73.96 and standard deviation was 2.92. To explain more about Round Robin strategy gives

significant effect on students' speaking skill, it can be seen from the comparison of students' mean scores both experimental and control group in several indicators, such as pronunciation, grammar, vocabulary, fluency and comprehension. The calculation of those aspects can be explained as table below:

Table.4.6

The Calculation of Comparison of Means Post-test of Experimental and Control Class in Pronunciation, Grammar, Vocabulary, Fluency And Comprehension

No	Aspects/ Components	Post-test (Exp) $\frac{\sum^{n\times i}}{N}$	Post-test (Con) $\frac{\sum^{n\times i}}{N}$	Difference
1	Pronunciation	69/26 = 2.65	77/30 = 2.56	0.09
2	Grammar	792/26 = 30.46	846/30 = 28.2	2.26
3	Vocabulary	544/26 = 20.92	556/30 = 18.53	2.39
4	Fluency	230/26 = 8.84	210/30 = 7	1.84
5	Comprehension	494/26 = 19	530/30 = 17.66	1.34

From the table of calculation of comparison of means post-test and control class can be explained that:

1. Pronunciation

In experimental class, the mean post test scores of the students' pronunciation was 2.65 while in control class, the mean of post test was 2.56 with difference 0.09. It can be said

that Round Robin strategy helped the students in pronounce the words or sentences when they are discussing the topic.

2. Grammar

In experimental class, the mean post test score of the students' grammar was 30.46 while in control class, the mean scores of post test was 28,2 with difference 2.26. It can be said that Round Robin Strategy helped the students in mastering grammar.

3. Vocabulary

In experimental class, the mean post test score of the students' vocabulary was 20.92 while in control class, the mean scores of post test was 18.53 with difference 2.39. It can be said that Round Robin strategy helped the students highly in mastering vocabulary. In addition based on the students' speaking, it showed that students had been developed their knowledge in descriptor of a vocabulary such as sophisticated range, effective word or idiom choice and usage, word form mastery and appropriate register.

4. Fluency

In experimental class, the mean post test score of the students' fluency was 8.84 while in control class, the mean scores of post test was 7 with difference 1.84. It can be said

that Round Robin strategy helped the students in speaking fluently.

5. Comprehension

In experimental class, the mean post test score of the students' comprehension was 19 while in control class, the mean scores of post test was 17.66 with difference 1.34. It can be said that the students' speaking who were in experiment class was better in every aspect.

Meanwhile, to see what component of students' speaking were mostly significant, it can be seen from the different all component speaking of both class. First pronunciation, the different of both classes in pronunciation was 0.09. Second grammar, the different of both classes in grammar was 2.26. Third vocabulary, the different of both classes in vocabulary was 2.39. Fourth fluency, the different of both classes in fluency was 1.84. The last comprehension, the different of both classes in comprehension was 1.34. So, from the explanation above, the researcher can said that the component of students' writing were mostly have significant effect was vocabulary with different 2.39 from the both classes.

Based on the explanation above showed the students' speaking competence in aspects of pronunciation, grammar, vocabulary, fluency

and comprehension has really developed and the use of Round Robin strategy for experimental have higher performance than Conventional strategy. It means that the hypothesis of this research was accepted.

3. Inferential Data Analysis

1) Prerequisite Hypothesis Testing

The prerequisite is necessary to determine whether the analysis of data for hypothesis testing can be continued or not. Some data analysis techniques demanding test prerequisite analysis. Analysis of variance requisite that data come from a population with normal distribution and group compared to homogeneous of data.

a. The Normality of Distribution Test

Normality test had an objective to know the population normal or not. In this research, to do the normality test the researcher used Kolmogrov Smirnov and Shapiro Wilk. Test was performed in SPSS test. Testing criterion and distributed normal if the data was more than 0.05. The class was normal. Based on that test, the researcher got test of normality class VII_6 as experiment class. The summary of the result of test of normality and homogeneity of experiment group and control group is presented in the table below:

Table 4.7

The Result of Testing Normality Speaking Post-Test

Tests of Normality

	VAR00002	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
VAR00001	1	.109	26	.200*	.969	26	.599
	2	.129	30	.200*	.964	30	.394

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

b. The Homogeneity of Speaking Post-Test

To check the homogeneity of variance of the data, Levene's test was conducted. The result of calculate using Levene test is as follows:

Table 4.8

The Result of Testing Homogeneity Speaking Post-Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
VAR00001	Based on Mean	3.352	1	54	.073
	Based on Median	3.229	1	54	.078
	Based on Median and with adjusted df	3.229	1	50.045	.078
	Based on trimmed mean	3.344	1	54	.073

Based on the table above, it can be said that two groups was normal and homogeneous. After the test of normality and homogeneity, the data were analyzed by using t- test by (Sudjana, 2005: 239) to see the effect of using Round Robin strategies, the data observed of this research was analyzed by using t-test.

c. Hypothesis Testing

In order to see the effect of Round Robin strategy gave any significant effect on students' speaking skill in these classes, the data that was observed of this research was analyzed by using $T_{test.}$

The calculation of T_{test} between mean score of experiment and control group could be figured bellow:

$$t = \frac{\overline{X_1} - \overline{X_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\overline{X_1}$ = 81.80 n_1 = 26 S_1^2 = 4.56

$\overline{X_2}$ = 73.96 n_2 = 30 S_2^2 = 8.58

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(26\text{-}1)\ 4.56 + (30\text{-}1)\ 8.58}{29 + 30 - 2}$$

$$= \frac{(25)\ 4.56 + (29)\ 8.58}{54}$$

$$= \frac{114 + 248.82}{54}$$

$$= \frac{362.82}{54}$$

S^2 = 6.71

$$S = \sqrt{6.71}$$

$$S = 2.59$$

$$t = \frac{\overline{X_1} - \overline{X_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

d.
$$= \frac{81.80 - 73.69}{2.59\sqrt{\frac{1}{26} + \frac{1}{30}}}$$

e.
$$= \frac{7.84}{2.59\sqrt{0.038 + 0.033}}$$

f.
$$= \frac{7.84}{2.59\sqrt{0.071}}$$

$$= \frac{7.84}{2.59(0.26)}$$

$$= \frac{7.84}{0.55}$$

$$t = 14.25$$

$$df = (n_1 + n_2 - 2)$$

$$= (26 + 30 - 2) = 54$$

$$\alpha = 0.05$$

$t\text{-}_{table} = t_{(1-\alpha)}(df)$

$= t_{(1-0.05)}\ (54)$

$= t_{(0.95)}(54)$

$= 2.021$

t- Table = 2.000

t- Calculate > t- table

14.25 > 2.000

From data analysis, it found that t-calculated is 14.25 while critical value of the t- table is 2.000 at the degree of freedom were 54 and the level of significant is 0.05. The value of $t\text{-}_{calculated}$ in this research was higher than the value of $t\text{-}_{table}$. It means that there is significant effect on students' achievement between students' are taught by Round Robin strategy than Conventional strategy at VII Grade of Junior High School 1 Kubung.

B. Discussion

Round Robin is a strategy that give significant effect on students' speaking skill. The applying of this strategy in teaching speaking can help the students to develop and organize their idea from beginning until the end of their speak. Berry et al (2012:24) mentions that Round Robin is a strategy that allows the students to contribute to the answer in peer discussion and also it gives the opportunities to force language output from all learners. Thus, it can

be said that the strategy gives the chances for the students to prepare and arrange the answers of a question in a discussion form. It means that, in answering the question, the students are allowed to have discussion in finding the effective ideas for the question and need to remember everything that said by their teammate. So, In this case the students are demanded to have good memory.

Related to the purpose of the research, that is to know whether there is significant effect of students' speaking skill by using Round Robin strategy than conventional strategy of VII grade of Junior High School 1 Kubung. Researcher found that there is significant effect on students' speaking skill by using Round Robin strategy than conventional strategy. The result of this research has shown that the mean score of experimental class (80.81) is higher than control class (73.96). it had described that sudents' speaking in experimental class have significant effect than control class.

In general, the students showed that they have significant effect on their speaking skill in presenting all components of speaking that involve pronunciation, grammar, vocabulary, fluency and comprehension after using Round Robin strategy. Specifically, the significant effect on students' speaking skill is in vocabulary and grammar.

The first significant effect on students' speaking skill is vocabulary. This speaking component is the highest significant. In telling the things, the students have good vocabulary to describe their ideas. The difference score of this component is 2.39.

The second is grammar. In constructing the text, the students consider whether grammar is best suited for the purpose of their speak. The differences score between Control and experimental class is 2.26, it shows that students are better in grammar component.

Berry et al (2012:24) mentions that the procedures of Round Robin strategy are students in groups of 3 or 4. Then the teacher poses a question/problem that has multiple answers or solutions. After that, in team, students each take turn to answer the question orally. Finally, In student's answer has already been said, they acknowledge that they have the same and paraphrase it in their own words.

Based on the procedures above, it can be known that Round Robin Strategy can be begun by divide the students into group. Then teacher gives a problem or question that have multiple answer to the students. Then each student answer the question orally by using their owns words. Thus, there are the procedures that must be applied the strategy in classrooms. In summary, this strategy helps the students in speaking process.