CHAPTER IV

RESEARCH FINDING

This chapter will present about presentation of the data during the research, based on the research instruments. This chapter also present about the measurement of validity and reliability of research, analysis of data and also testing of hypothesis.

A. Presentation of Data

After collecting all the data, the next step that researcher did is presentation of data into form of result of research. The data that will be described is data that researcher got during research process of students who have good spelling and students who have poor spelling at the seventh class of Mts. Al – Hasan Gili Genting Sumenep. Data that will be described is the result of test and questionnaires as method to get data related to X_1 variable (Students who have good spelling), X_2 variable (students who have poor spelling) and Y variable (speaking skill).

1. The result of Questionnaires

The researcher conducted the test of questionnaires in one meeting which was done on Monday, 19 of March 2021. Researcher gave a paper of questionnaire to each student in A class and B class. Then researcher identify the result of the questionnaire.

a. The result of questionnaires of spelling

After collecting the answers of questionnaires that had given to the students at the seventh class of Mts Al – Hasan which consist of 50 students with checklist form which students should choose checklist (√) if the pronouncement related with their habit and choose cross-mark(X) if it not related with their habit. The form of the questionnaire used Guttman scale, which the purpose is to get the answer clearly.

The result of the questionnaires which had done by the researcher to emphasize and make sure about how many students who have good and poor spelling at the first grade of Mts. Al – Hasan Gili Genting Sumenep. From the data that had been obtained various score. Form it can be known that how many students who choose checklist (√) and how many students choose cross-mark (x) and to be able to be analyzed numeric data should be scoring which in each choice have different score. Researcher gives score 1 for checklist (√) and 0 for cross-mark (x). It means that every Score is multiplied with the score in each item then researcher counts it to obtain score from each respondent.

The next step of scoring questionnaires can be seen in the table below:

Table 4.1

The Result of Spelling

No	NAMES	Alternative answer		Score		Total
		√	x	X1	X0	
1.	AFIF ALIFIQRI AL-FATHONI	6	8	6x1	8x0	6
2.	AHMAD NASRIL	6	8	6x1	8x0	6
3.	AINUR ILHAM	6	8	6x1	8x0	6
4.	ALFANDI	9	5	9x1	5x0	9
5.	ANGGI AGUSTIN	5	9	5x1	9x0	5
6.	ARMAN MAULANA	5	9	5x1	9x0	5
7.	CAHAYA ROBBANIA	9	5	9x1	5 x0	9
8.	DIAN ULFA ISA	9	5	9x1	5 x0	9
9.	EKI YANTO	9	5	9x1	5 x0	9
10.	FADILATUL AINI	9	5	9x1	5 x0	9
11.	FATHOR ROHMAN	9	5	9x1	5 x0	9
12.	FEBRY ARDIANTI	6	8	6x1	8 x0	6
13.	HOLIFATUL HASANAH	9	5	9x1	5 x0	9
14.	HUSNATUL FITRI	5	9	5x1	9 x0	5
15.	JAMILATUT THOYYIBAH	7	7	7x1	7 x0	7
16.	KINANA ASYAM PUTRI	5	9	5x1	9 x0	5
17.	MUNAWI ADI PUTRA PRATAMA	5	9	4x1	10x0	5
18.	NABILATUL SAFIRA	6	8	5x1	9 x0	6
19.	NOER IMAMAH	8	6	5x1	9 x0	9
20.	NOVAL MUZAKKI	9	5	9x1	5 x0	8
21.	SITI RUQAYYAH	7	7	8x1	6 x0	7
22.	SRI WAHYUNI ARISKA	6	8	7x1	7 x0	6
23.	SUHARTATIK WAQIATUL HOLIFA	5	9	5x1	9 x0	5
24.	ZAINUR RIZKY	4	10	4x1	10x0	4
25.	M. ALI RIFKI	5	9	5x1	9x0	5
26.	ACHMAD RIFI	4	10	5x1	9 x0	4
27.	ACH. GUNADI	4	10	4x1	10x0	4
28.	ADITIYA	4	10	4x1	10x0	4
29.	AFRILIANI UTAMI	5	9	5x1	9 x0	5

30.	AGUS RIYANTO	5	9	5x1	9 x0	5
31.	ACH. UBAIDILLAH	6	8	6x1	8 x0	6
32.	AKNES TIA ALIFATUSSOLEHA	9	5	9x1	5 x0	9
33.	ANDRE SETIAWAN INDRA WANSYAH	7	7	7x1	7 x0	7
34.	DINNY NOVELLINA ANGGRAINI	9	5	9x1	5 x0	9
35.	FAIZAL RAMADANI	9	5	9x1	5 x0	9
36.	FAJRIL AL-AIDIN	5	9	5x1	9 x0	5
37.	IMELDA NURAINI	7	7	7x1	7 x0	7
38.	KETRIN AULIYA	9	5	9x1	5 x0	9
39.	LAURATUL JANNAH	7	7	7x1	7 x0	7
40.	LINI NURAGUSTIN	10	4	10x1	4 x0	10
41.	MUHAMMAD SYAHRIL FIRMANSYAH	5	9	5x1	9 x0	5
42.	NAZLA SALSABILA	5	9	5x1	9 x0	5
43.	RISKA NADIRATUN NISA'	4	10	4 x1	10x0	4
44.	ROBI ATUL	5	9	5 x1	9 x0	5
45.	SAHAR SAMANERA	5	9	5 x1	9 x0	5
46.	SITIYA AYU	7	7	7 x1	7 x0	7
47.	VIVI MILYATITA	10	4	10 x1	4 x0	10
48.	ZHEYNUDIN ARIFIN	5	9	5 x1	9 x0	5
49.	NUR AINI	8	6	8 x1	6 x0	8
50.	HAIDAR SABIT ISLAMI	7	7	7x1	7x0	7

From the table above can be known that the scores are various, for score 7-10 it means that students who have good spelling and score 1-6, it score for students have poor spelling. And can be concluded that students who have good spelling are 22 students and who have poor spelling are 28 students.

Students who have good spelling from two classes, which from A class 11 students who have good spelling and 11 students who have good spelling. So, all students who have good spelling are 22 students at the seventh class of Mts. Al – Hasan Gili Genting Sumenep.

1) **Validity of Questionnaires**

Validity is important quality of many tests. In this research, the test is used questionnaires form to measure how many students who have good spelling and poor spelling. To check validity of the questionnaires, that researcher did was identifying the questionnaires that was used.

2) **Reliability of questionnaires**

After having higher validity, an instrument must have high reliability. In checking reliability of the instrument in this research, researcher uses K - R 20 and K – R 21 formulas and used Guttman model. If the result of coefficient reliability shows positive significance it means the instrument is reliable. The table below is the result of reliability of the test or questionnaires:

Table 4.2

Reliability Statistics

Lambda	1	.914
	2	.996
	3	.985

	4	.949
	5	.984
	6	.
N of Items		14

Source: Output SPSS 20

From table above, it is known that the average of result of Guttman scale 0,984 or >0, 60. Therefore, the instrument is reliable.

2. The Result of the test

The researcher conducted the test of questionnaires in three meetings for both classes which is it was done on 14, 15 and 16 of March 2021.

a. The result of speaking test of students have good spelling

Test is one of instruments that are used in this research. It means that the data is obtained from the test instrument which will be analyzed by using statistic method. But before analyzed the data, researcher will present the data of speaking score of students who have good spelling at the seventh class of Mts. Al – Hasan Gili Genting Sumenep.

Students who have good spelling at the seventh class of Mts. Al – Hasan is used to collect the data related with X_1 variable of this research (Students who have good spelling). The instrument is used to know students speaking skill, such as their grammar, pronunciation, vocabulary, fluency and comprehension for students who have good

spelling. The form of the test is asking some questions to students basically about English language. If the students perform perfectly as the criteria[1] they will get 25 score. The students' speaking score is available in the table below:

Table 4.3

The Score of students who have good spelling

No.	Names	Score of Speaking
1.	ALFANDI	18
2.	CAHAYA ROBBANIA	17
3.	DIAN ULFA ISA	18
4.	EKI YANTO	16
5.	FADILATUL AINI	18
6.	FATHOR ROHMAN	18
7.	HOLIFATUL HASANAH	18
8.	JAMILATUT THOYYIBAH	17
9.	NOVAL MUZAKKI	20
10.	SITI RUQAYYAH	18
11.	SRI WAHYUNI ARISKA	18
12.	AKNES TIA ALIFATUSSOLEHA	17
13.	ANDRE SETIAWAN INDRA WANSYAH	17
14.	DINNY NOVELLINA ANGGRAINI	18
15.	FAIZAL RAMADANI	18
16.	IMELDA NURAINI	18
17.	KETRIN AULIYA	20
18.	LAURATUL JANNAH	16
19.	LINI NURAGUSTIN	21
20.	VIVI MILYATITA	21
21.	NUR AINI	18
22.	HAIDAR SABIT ISLAMI	18
	SUM	**398**

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[1] appendixes

Based on table above, it is known that the students are 22 students. The first column number is a number of students, the second column is the name of students and the third column is speaking skill score. The score is the result of the test that had been given by the researcher. From the table above, the score of the students are variances. The highest score is 21 and the lowest score is 16. Students who got highest score are two students and students who got lowest scores are three students.

1) **Validity of Speaking of Students who have good spelling**

Validity is the most important consideration in developing, measuring and evaluating instruments used a test.[2] To check the validity of the test, the first step that researcher did was identifying the test that was used. The researcher identified whether the test is appropriate or not.

The next step is looking for the evidence of validity. The researcher used content of validity gain the validity of instrument, as Donald Ary stated in his book that, content validity like to look at the material covered the wording of the question and the adequacy of the sample of items to measure the achievement in questions.[3]. The test that researcher gave to the students is absolutely valid.

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[2] Donald Ary, *Introduction to Research in Education*, 224.
[3] Donald Ary, 226.

2) Reliability of Speaking test of students who have good spelling

In checking the reliability of the instrument in this research, researcher used formula. If the result of coefficient reliability is positive significance, the instrument is reliable as Sofyan Siregar stated that the criteria of instrument called reliable using this technique, when coefficient of reliability (r_{11}) >0, 60.[4] The table below is the result of reliability of the questionnaire:

Table 4.4

Reliability Statistics

Cronbach's Alpha	N of Items
,631	5

Source: Output SPSS 20

From the table above, it is known that Cronbach's Alpha is 0,682 or > 0, 60. Therefore, the test is reliable.

b. The result of speaking test of students who have poor spelling

Test is one of instrument that is used in this research. It means that the data which are obtained in this research from questionnaire instrument will be analyzed by statistical method. Before analyzing the data, researcher presented the data of students who have poor spelling at the seventh class of Mts. Al – Hasan Gili Genting Sumenep.

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[4] Siregar, *Metode Peneltian Kuantitative Dilengkapi Dengan Perbandingan Perhitungan Manual Dan SPSS*, 57.

Students who have good spelling at the seventh class of Mts. Al – Hasan is used to collect the data related with X_2 variable of this research (Students who have poor spelling). The instrument is used to know students speaking skill, such as their grammar, pronunciation, vocabulary, fluency and comprehension for students who have poor spelling. The form of the test is asking some questions to students about English language and speaking. The students' speaking score is available in the table below:

Table 4.5

The Score of Speaking Test of Poor Spelling

No.	Name	Speaking Score
1.	AFIF ALIFIQRI AL-FATHONI	7
2.	AHMAD NASRIL	14
3.	AINUR ILHAM	12
4.	ANGGI AGUSTIN	17
5.	ARMAN MAULANA	12
6.	FEBRY ARDIANTI	12
7.	HUSNATUL FITRI	15
8.	KINANA ASYAM PUTRI	18
9.	MUNAWI ADI PUTRA PRATAMA	9
10.	NABILATUL SAFIRA	11
11.	NOER IMAMAH	7
12.	SUHARTATIK WAQIATUL HOLIFA	18
13.	ZAINUR RIZKY	15
14.	M. ALI RIFKI	18
15.	ACHMAD RIFI	20
16.	ACH. GUNADI	7
17.	ADITIYA	11
18.	AFRILIANI UTAMI	15
19.	AGUS RIYANTO	7
20.	ACH. UBAIDILLAH	15

21.	FAJRIL AL-AIDIN	15
22.	MUHAMMAD SYAHRIL FIRMANSYAH	11
23.	NAZLA SALSABILA	15
24.	RISKA NADIRATUN NISA'	17
25.	ROBI ATUL	16
26.	SAHAR SAMANERA	15
27.	SITIYA AYU	11
28.	ZHEYNUDIN ARIFIN	15
	SUM	**375**

Based on table above can be known that the students are 28 students. The first column is the number of students, the second column is the name of students and the third column is the speaking score. Their score are variances, which the highest score is 20 and the lowest is 7. Student who got the highest score is one student and who got lowest score is 4 students.

1) Validity of Speaking Test of Poor Spelling

Validity is the most important consideration in developing, measuring and evaluating instruments used a test.[5] To check the validity of the test, the first step that researcher did was identifying the test that was used. The researcher identified whether the test is appropriate or not.

The next step is looking for the evidence of validity. The researcher used content of validity gain the validity of instrument, as Donald Ary stated in his book that, content validity like to look at the material covered the wording of the question and the adequacy of

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[5] Donald Ary, *Introduction to Research in Education*, 224.

the sample of items to measure the achievement in questions.[6]. The test that researcher gave to the students is absolutely valid.

2) **Reliability of Speaking test of students who have good spelling**

In checking the reliability of the instrument in this research, researcher used Alpha Cronbach formula. If the result of coefficient reliability is positive significance, the instrument is reliable as Sofyan Siregar stated that the criteria of instrument called reliable using this technique, when coefficient of reliability (r_{11}) >0, 60.[7] The table below is the result of reliability of the questionnaire:

Table 4.6

Reliability Statistics

Cronbach's Alpha	N of Items
,951	5

Source: Output SPSS20

From table above, it is known that Alpha Cronbach is 0, 951 or > 0, 60. Therefore, the instrument is reliable.

2 . The Result of Documentation

As researcher stated at the previous chapter, that documentation is collecting data concerning variable from document, transcript, picture,

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[6] Donald Ary, 226.

[7] Siregar, *Metode Peneltian Kuantitative Dilengkapi Dengan Perbandingan Perhitungan Manual Dan SPSS*, 57.

agenda and other. The documentation of this research is students' names list.[8]

3. Data Analysis

Before testing the hypothesis, researcher needs to analyze the data by using the statistical form because the research is comparison research. While, comparing two variables, it will be analyzed by using the formula of independent t- test using SPSS. Students who have good spelling and students who have poor spelling are the X and the X_1 variable is for the first group and X_2 is for the second group and the Y is the output of it. It means that speaking skill of both.

The researcher applies the theory of independent t – test to analyze the data. The table below is the result of analyzing the data.

Table 4.7

Independent T – Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Spe akin g	Equal variances assumed	24,740	,000	5,639	48	,000	4,698	,833	3,023	6,373

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[8] See on Appendix

			6,19 7	35,4 54	,000	4,698	,758	3,160	6,237
Equal variances not assumed									

Source: SPSS 20

Based on the table above, can be known that the value of Significant of both variable is about 0,000 < 0,005, it means that data sample of the variables is no homogeny. So, it can be conclude that there are differences between Students who have good spelling and students who have poor spelling in students' speaking skill.

B. Hypothesis Testing

Hypothesis testing is the most important step in conducting quantitative research. This step examine whether the hypothesis is accepted or rejected. So, this step can prove the theory or the current finding is suitable with the fact or not. There are two kinds of hypothesis; null hypothesis and alternative hypothesis.

1. Alternative Hypothesis (H_a) of this research is "students who have good have better speaking than students who have poor spelling at the seventh class of MTs. Al-Hasan Gili Genting Sumenep."

2. Null Hypothesis (Ho) of this research is "students who have good spelling have same speaking skill with students who have poor spelling at the seventh class of MTs. Al – Hasan Gili Genting Sumenep."

To know if the hypothesis is accepted or rejected the value of r_{xy} must be compared with the value of r_t (r table). The value of r table can be seen on appendix.[9] Before researcher determines the value of r table, researcher must calculate the number of df (degree of freedom) by detracting sum of subject with 2 (df = N- 2). So, df is 50 – 2 = 48.

As seen in the analysis data above, the value of t – table of appendix in significant level 5% is 2, 01 with degree of freedom 50. The t – value of this research is 5, 639. After consulting the t – value to t table can be known that t – value of this research is higher than t – table in significant 5% (t – value > t table or 5,639 > 2, 01). So, from that explanation, it is known that the hypothesis which is used by researcher in this research is accepted.

C. Discussion

In this part research aimed to find out and explain the result of two research problems which had stated at previous chapter. This research aimed to know and find the difference between students who have good and poor spelling at the seventh class of MTs. Al – Hasan Gili Genting Sumenep and How significant the comparison between both of them.

1. Finding the differences between Good and Poor Spelling in Students' speaking skill at seventh class at MTs. Al – Hasan Gili Genting Sumenep

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[9] See on Appendix

The most important information in this research that should be proposed in this discussion is answering the problem of study. Based on the finding data of this research, it shows that students who have good spelling have more fluent speaking than students who have poor spelling at the seventh class of Mts. Al – Hasan Gili Genting Sumenep. It can be proved by analyzing and knowing the score of each student through the test, namely speaking test. It means that Null hypothesis is rejected and the Alternative hypothesis is accepted.

Spelling is words which made up by letter and it letters have own speech sound. Spelling is saying or written letters of word in correct order. It can be single letter or syllable. Spelling is basic component which have to be mastered and it very important in learning language.[10] In learning English language are learning phonetic, morphology and phonology. Learning spelling is requiring effective memorizing strategy because when spelling students would demonstrate their word knowledge in multiple literacies of writing, reading and also speaking. The differences between good and poor speller is examined by specific error types. Good speller has more than one sensory channel and most of them are visual students because they have more attention, so they would be able to spell correctly and accurately.[11]

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[10] Al Busaidi1 and Al-Saqqaf2, "English Spelling Errors Made by Arabic-Speaking Students, English Language Teaching," 181.

[11] Russak and Kahn-Horwitz, "English as Foreign Language Spelling: Comparisons between Good and Poor Spellers," 10.

2. The Significant the comparison between Good and Poor Spelling in Students Speaking Skill at Seventh class of MTs. Al – Hasan Gili Genting Sumenep

Form the data that have been gotten we can know the result of the research which was taken from the result of the analysis of t –value and t table which it shows that t – value is higher than t table. The score of t – value is 5, 639 while t table is 2, 01 (level of significant 5% of df = 50). By looking the differences that is 3,629. And it can be seen that the sig. tailed is 0, 000 which it < 0,005. Therefore, it shows that the differences between two variables in speaking skill, which students who have good spelling have better speaking than students who have poor spelling at the seventh class of Mts. Al – Hasan Gili Genting Sumenep