

## CHAPTER IV

### RESULT AND DISCUSSION OF RESEARCH

In this case, the researcher focuses on analyzing the data of the research. The data was taken by result of the research so that, it can answer the problem that has stated on the first chapter. This chapter, consist of research finding and discussion. The researcher analyze is there any difference of students' speaking skill on excellent and integrated classes at tenth grade of MA Sumber Payung.

#### A. Research Finding

##### 1. The Result of Test

On May 06<sup>th</sup>, 2024, the researcher carried out a test in the form of an oral test consisting of four questions related to the material studied on the same day, it is analytical exposition. This test is intended to determine the level of students' English speaking skill. This test was carried out after observation which aims to observer students.

**Table 4.1 The Results of Students' Speaking Skill in Excellent Class**

No	Research Subject	P	G	V	F	C	Score	Category
1.	ADS	4	3	3	1	3	14	Average
2.	AS	3	2	2	1	2	10	Low
3.	AR	2	1	1	1	1	6	Low
4.	AF	1	1	1	1	1	5	Very Low
5.	BM	2	1	1	1	1	6	Low
6.	FSA	1	1	1	1	1	5	Very Low

7.	HFH	4	3	4	3	4	18	High
8.	IK	4	1	3	3	4	15	Average
9.	KA	1	1	1	1	1	5	Very Low
10.	K	4	3	4	3	4	18	High
11.	MAM	3	1	2	2	2	10	Low
12.	MSA	1	1	1	1	1	5	Very Low
13.	MM	1	1	1	1	1	5	Very Low
14.	M	2	1	1	1	1	6	Low

Based on the table 4.1, it shows that in pronunciation those who got a value of 1 were 5 students, a value of 2 were 3 students, a value of 3 were 2 students, a value of 4 were 4 students. Those who got a score of 1 were more dominant than the other scores, which shows that students pronunciation in excellent class were “the serious pronunciation so it can be understood”.

In grammar, there were 10 students who got a score of 1, a score of 2 there was 1 student, a score of 3 there were 3 students. Students who got a score of 1 were more dominant than the other scores, which means that the student’s vocabulary in excellent class were “the grammar mistake is so bad so it is difficult to understand”.

In vocabulary, there were 8 students who got a score of 1, a score of 2 there were 2 students, a score of 3 there were 2 students, a score of 4 there were 2 students. Students who got a score of 1 were more dominant than the other scores, which means that the student’s vocabulary in excellent class were “vocabulary is so limited so conversation impossible to occur”.

In fluency, there were 10 students who got a score of 1, a score of 2 there was 1 student, a score of 3 there were 3 students. Students who got a score of 1 were more dominant than the other scores, which means that the student's fluency in excellent class were "speech is so halting and fragmentary that conversation is virtually impossible".

In comprehend, there were 8 students who got a score of 1, a score of 2 there were 2 students, a score of 3 there was 1 student, a score of 4 there were 3 students. Students who got a score of 1 were more dominant than the other scores, which means that the student's comprehension in excellent class were "cannot understand although in simple conversation".

The researcher concludes that the average of students' speaking skill in excellent class is low to very low.

**Table 4.2 The Results of Students' Speaking Skill in Integrated Class**

No	Research Subject	P	G	V	F	C	Score	Category
1.	AK	1	1	1	1	1	5	Very Low
2.	AI	2	2	1	1	1	7	Low
3.	ANA	1	1	1	1	1	5	Very Low
4.	AB	1	1	1	1	1	5	Very Low
5.	IAEF	1	1	2	1	1	6	Low
6.	KA	1	1	1	1	1	5	Very Low
7.	MB	1	1	1	1	1	5	Very Low
8.	MI	1	1	1	1	1	5	Very Low
9.	MR	1	1	1	1	1	5	Very Low

10.	RH	3	1	2	1	1	8	Low
11.	SJ	1	1	1	1	1	5	Very Low
12.	SA	1	1	1	1	1	5	Very Low
13.	TR	1	1	1	1	1	5	Very Low
14.	IM	1	1	1	1	1	5	Very Low

Based on the table 4.2, it shows that in pronunciation those who got a value of 1 were 12 students, a value of 2 was 1 student, a value of 3 was 1 student. Those who got a score of 1 were more dominant than the other scores, which shows that students pronunciation in integrated class were “the serious pronunciation so it can be understood”.

In grammar, there were 13 students who got a score of 1, a score of 2 there was 1 student. Students who got a score of 1 were more dominant than the other scores, which means that the student’s vocabulary in integrated class were “the grammar mistake is so bad so it is difficult to understand”.

In vocabulary, there were 12 students who got a score of 1, a score of 2 there were 2 students. Students who got a score of 1 were more dominant than the other scores, which means that the student’s vocabulary in integrated class were “vocabulary is so limited so conversation impossible to occur”.

In fluency, there were 14 students who got a score of 1. Students who got a score of 1 were more dominant than the other scores, which means that the student’s fluency in integrated class were “speech is so halting and fragmentary that conversation is virtually impossible”.

In comprehend, there were 14 students who got a score of 1. Students who got a score of 1 were more dominant than the other scores, which means

that the student's comprehension in integrated class were "cannot understand although in simple conversation".

The researcher concludes that the average of students' speaking skill in integrated class is very low.

## 2. The Mean Score of the Students in Excellent and Integrated Classes

**Table 4.3 Mean Score of Students' Speaking Skill in Excellent and Integrated Classes**

	Mean
<b>Excellent</b>	9,14
<b>Integrated</b>	5,43

Based on the table 4.3, it shows that the mean score of students' English speaking skill in excellent and integrated classes is  $9,14 > 5,43$  which means that students' English speaking skill in excellent class is better than the integrated class with a difference of 3,71.

## 3. Validity and Reliability Test

### a. Validity Test

**Table 4.4 The Result of Validity Test**

No.	Validated Elements	Scoring Scale				
		5	4	3	2	1
1.	The available indicators are in accordance with what want to measure ( <i>speaking skill</i> ).	√				
2.	Contains the basis for being assessed ( <i>speaking skill</i> ).	√				

3.	The aspect criteria measured are not too many and are easy to observe.	√				
4.	Use good and correct language		√			
5.	Questions in the form of oral tests that are tested must be in English by students (measurement of understanding can be seen in the comprehension indicator).	√				
<b>Total</b>		<b>24</b>				

$\%V_{sx} = \frac{\text{Total Assessor Scores}}{\text{Maximum Score}} \times 100\%$

Maximum Score

$\%V_{sx} = \frac{24}{25} \times 100\%$

25

$\%V_{sx} = 96\%$  **Very High**

Based on the table 4.4, it is worth knowing that the material from expert assessment aspect consists of 5 aspects. The overall material expert validation calculation results reached 96%. From the calculation above, a percentage of 96% is obtained, so the instrument used is categorized as very valid. (*The result of validation worth seeing in Appendix ...*).

### b. Reliability Test

The following are the results of the Cronbach's Alpha for the instrument items.

**Table 4.5 The Result of Reliability Test**

#### Reliability Statistics

Cronbach's Alpha	N of Items
.756	2

Based on the reliability test calculations above in table 4.5, it shows that the research instrument is declared reliable because the Cronbach's Alpha value is 0,756 and  $> 0,6$ .

### 4. Hypothesis Proof (Mann-Whitney U)

**Table 4.6 The Results of Mann-Whitney U**

#### Test Statistics<sup>a</sup>

	The Results of Students' Speaking Skills
Mann-Whitney U	50.000
Wilcoxon W	155.000
Z	-2.450
Asymp. Sig. (2-tailed)	.014
Exact Sig. [2*(1-tailed Sig.)]	.027 <sup>b</sup>

a. Grouping Variable: CLASS

b. Not corrected for ties.

Based on the “Test Statistics” output, known that the Asymp. Sig. (2-tailed) is 0.014 and its smaller than 0,05 or  $0,014 < 0,05$ . So it can be concluded that the  $H_a$  was accepted. Thus it can be said that There is any difference of students’ English speaking skills between excellent classes and integrated classes at tenth grade of MA Sumber Payung.

## B. Research Discussion

### **Is there any difference of students’ speaking skill on excellent and integrated classes at tenth grade of MA Sumber Payung?**

Based on research, data was obtained that shows the difference of students’ speaking skill on excellent and integrated classes, especially male students at tenth grade of MA Sumber Payung with analytical exposition text material. This can be seen from the overall mean value of speaking skill score for the excellent and integrated classes, which are compared in the table below:

**Table 4.7 Students’ Speaking Skill in Excellent and Integrated Classes**

	<b>Mean</b>
<b>Excellent</b>	9,14
<b>Integrated</b>	5,43

Based on the table 4.7, it shows that the mean score of students’ English speaking skill in excellent and integrated classes is  $9,14 > 5,43$  which means that students’ English speaking skill in excellent class is better than the integrated class with a difference of 3,71.

The research results show that there is any difference of students' English speaking skills between excellent classes and integrated classes at tenth grade of MA Sumber Payung, indicated by the Asymp.Sig. (2-tailed) value of  $0,014 < 0,05$ .

The difference was caused by school entrance tests which place students based on ranking. In the excellent class there were 2 students who got the "high" category, while in the integrated class there were none at all. There were 2 students who got the "average" category in excellent class, while there were none at all in the integrated class. There were 5 students who got the "low" category in the excellent class and 3 students in the integrated class. There were 5 students who got the "very low" category in the excellent class and 11 students in the integrated class. This shows that the students' English speaking skill in integrated classes was dominantly very low, no one gets the average or high category at all. Meanwhile, in excellent classes, although the dominantly of students get the low to very low category, there are still students who get the average and high categories. This difference was caused by entrance tests, interest in learning, lack or forgot vocabulary, don't like English subjects, embarrassed and afraid of making mistakes even though the teacher has said it's okay if they are wrong.

Based on Herlina in Gusti Ayu Agung, the more vocabulary mastered by students, the easier it is to learn English. Vocabulary in learning language is one of the important things to master.<sup>1</sup> In line with that, Nation & Huston in Enggar Dyah Puntadewi states that English vocabulary mastery has an effect

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<sup>1</sup> Gusti Ayu Agung, "Kendala dalam Belajar Bahasa Inggris dan Cara Mengatasinya," *Linguistic Community Service Journal*. Vol. 1, No. 2, (February, 2021): 67.

on speaking skills.<sup>2</sup> Not only that, Cameron & Tarigan in Enggar Dyah Puntadewi also states that lack mastery of English vocabulary is an inhibiting factor for students to express what is inside their thoughts orally and in writing.<sup>3</sup> Other causes were embarrassed and afraid of making mistakes even though the teacher has said it's okay if they are wrong. In line with that, according to Leong & Ahmadi, psychological factors are factors caused by how a person thinks and behaves which will influence that person's decisions.<sup>4</sup> These psychological factors can interfere with students achieving success in mastering speaking skills. barriers caused by psychological factors are what cause student learning outcomes to be less than optimal. According to Quoc Thao & Thuy Duong, problems with speaking skills are generally caused by psychological factors, which include anxiety about receiving criticism or negative feedback from other people when speaking, feeling laughed at when you accidentally make a mistake, or feeling embarrassed when speaking in class.<sup>5</sup> Apart from that, based on Thornbury, psychological factors that interfere with students mastering speaking skills are anxiety or embarrassed, lack of self-confidence, low motivation, and afraid of making mistakes.<sup>6</sup>

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<sup>2</sup> Enggar & Engliana, "The Role of Vocabulary Mastery and Learning Interest in Speaking Proficiency of Indonesian EFL Learners," *Journal of English Language Teaching*. Vol. 1, No. 3, (November, 2018): 68.

<sup>3</sup> Ibid.

<sup>4</sup> Leong & Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *Int. J. Res. English Educ.*, Vol. 2, No. 1, (2017): 34-41.

<sup>5</sup> Quoc Thao & Thuy Duong, "Non English Majors' English Speaking Difficulties: A Case Study," *8<sup>th</sup> OpenTESOL Int. Conf.*, (May, 2020): 242-262.

<sup>6</sup> Scott Thornbury, *How to Teach Speaking*, (New York: Pearson Education Limited, 2005).