

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

As stated in the previous chapter this research was categorized as Experimental research. In this study, the writer used Talking Chips to improve speaking ability of eighth grade students of SMP N 1 Pakis Aji. In this chapter will be presented and analyzed. The data are pre-test, and post-test. The writer describes and analyses the data. As follows: pre-test and post-test. analyzing the result of pre-test, treatment, post test, t-test statistical, and discussion of research findings.

4.1. Findings

The writer took two classes, class VIII D and VIII E, both of class has 32 students. There are sixty four (64) students of SMP N 1 Pakis Aji, who were given pre-test and post test. The pre-test was held in the first meeting in an Experiment and Control class, giving treatment in Experimental group the last the student giving post-test. The students were asked 2 questions of direct questions task response, every student given time 1 minutes to answered the questions.

4.2. Pre-test Analysis

The pre-test conducted on August 28, 2018 for the Experimental class (VIII D) and on August 29, 2018 for Control class (VIII E). This pre-test was held in the first meeting and was conducted to know initial condition of their Speaking ability lesson.

Table 4.1

The Data Pre-test Score of Experimental and Control class

No	Code	Pre-test Result	No	Code	Pre-test Result
1	E-01	60	1	C-01	40
2	E-02	32	2	C-02	28
3	E-03	36	3	C-03	44
4	E-04	28	4	C-04	32
5	E-05	28	5	C-05	36
6	E-06	48	6	C-06	48
7	E-07	36	7	C-07	32
8	E-08	24	8	C-08	36
9	E-09	28	9	C-09	32
10	E-010	36	10	C-010	56
11	E-011	44	11	C-011	32
12	E-012	44	12	C-012	28
13	E-013	28	13	C-013	44
14	E-014	28	14	C-014	48
15	E-015	24	15	C-015	44
16	E-016	20	16	C-016	24
17	E-017	28	17	C-017	32
18	E-018	44	18	C-018	32

19	E-019	48	19	C-019	32
20	E-020	36	20	C-020	44
21	E-021	60	21	C-021	28
22	E-022	52	22	C-022	48
23	E-023	48	23	C-023	32
24	E-024	44	24	C-024	28
25	E-025	36	25	C-025	52
26	E-026	40	26	C-026	24
27	E-027	40	27	C-027	36
28	E-028	32	28	C-028	32
29	E-029	28	29	C-029	28
30	E-030	36	30	C-030	36
31	E-031	40	31	C-031	32
32	E-032	24	32	C-032	44
SUM		1180	SUM		1164
MEAN		36,88	MEAN		36,38

The table above showed the students' pre-test of the experimental class and control. The test was given to the students in the preliminary meeting before giving any treatment by the writer. The table showed that mean of pre-test in experimental class was 36,88 and the mean of pre-test in control class was 36,38.

Table 4.2

The Data Pre-test Score of Experimental and Control Class

Group Statistics					
	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai	1	32	36,88	10,298	1,820
	2	32	36,38	8,400	1,485

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Differ- ence	95% Confidence Interval of the Difference	
								Lower		Upper
Nilai	Equal variances assumed	,975	,327	,213	62	,832	,500	2,349	-4,196	5,196
	Equal variances not assumed			,213	59,594	,832	,500	2,349	-4,200	5,200

In this calculation pre-test score using SPSS statistic above, the t_{count} was 0.832. The df was 62, in the table statistic was 1.669. To find out the different significant from this score between experimental class and control class, the result

$t_{count} > t_{table}$, if the result $t_{count} < t_{table}$ the result is there is no significant between experimental group and control group. If there is no significant, this is good result because if there is no significant between this classes, it means that the classes are same, the classes have the same quality.

The t_{table} 62 in the table t-test showed that 1669. It means that the result from this calculation $0.832 < 1669$. It means there is no significant difference between experimental class and control class. Both of class have same quality of the result. The average score both of the experiment was 36,88 and control class was 36,38. It is good score compare them because both of class have the same quality.

4.3. Treatment Activities

Treatment activities were conducted, after the pre-test was given to the experimental class and control class. Each has given twice meetings. For experimental class, the treatment was given by using Talking Chips technique in the learning activities. For control class, the treatment was given by using discussion. The schedule of the research can be seen in the following table:

Table 4.3

The Schedule of the Research

Date	Experimental Class (VIII D)	Date	Control Class (VIII E)
August 29, 2018	Pre-test for experimental class	August 29, 2018	Pre-test for control class
September 4, 2018	First treatment by using Talking Chips technique	September 9, 2018	First treatment by the teacher
September 5, 2018	Second treatment by using Talking Chips technique	September 8, 2018	Second treatment by the teacher
September 12, 2018	Post-test for experimental class	September 12, 2018	Post-test for control class

During the twice meetings, each class was given same topic. The topic is Express of Invitation. The first meeting the students were understanding about definition, structure and language features of invitation, in the second meeting were tried to express to inviting someone.

Table 4.4

The activity of the Treatment

Group	Meeting	Treatment
	Meeting 1	<ul style="list-style-type: none"> The researcher gave the materials about express of invitation. The researcher brought media to facilitate the students

<p>Experimental class</p>		<p>understanding the materials. The researcher gave the students explanation what is the meaning of invitation, description, function, structure of express of invitation</p> <ul style="list-style-type: none"> • The researcher gave the example of express of invitation and tried to gave the students questions based of example before. • The researcher asked the students to find the example of invitation based on their mind and asked them in pair to practiced in front of class.
	<p>Meeting 2</p>	<ul style="list-style-type: none"> • The researcher reviewed the previous materials of invitation, asked the students understanding before started to used Talking Chips technique. • The researcher form the students into group consist of 4 students in one group. The researcher give them 2 token in one group. The content of those token is dialogue between two people. • After giving dialogue, the student changed the token with their friends in one group. The students practiced the dialogue by

		<p>turns.</p> <ul style="list-style-type: none"> Finished the discussing, the researcher give them quiz, the quiz related to the materials. The researcher prepared roll of papers in glass and a ball. In quiz section, the researcher throw the ball randomly and the students who got the ball answered the questions. The students who can answer correctly got a reward.
Control class	Meeting 1	<ul style="list-style-type: none"> The researcher observed the teacher giving explanation about express of invitation.
	Meeting 2	<ul style="list-style-type: none"> The researcher observed the teacher reviewed about express of invitation before the researcher gave post test to the students.

4.4. Post-test Activity

The post test was held after the treatment given. The post-test for experimental class and control class was conducted on September 12, 2018. The post-test consisted of 2 direct question task. The writer used same questions as the pre-test.

Table 4.5

The Post-test Score of Experimental and Control class

No	Code	Post-test Result	No	Code	Post-test Result
1	E-01	76	1	C-01	28
2	E-02	52	2	C-02	24
3	E-03	44	3	C-03	36
4	E-04	48	4	C-04	36
5	E-05	40	5	C-05	52
6	E-06	48	6	C-06	24
7	E-07	36	7	C-07	44
8	E-08	52	8	C-08	24
9	E-09	32	9	C-09	36
10	E-010	32	10	C-010	68
11	E-011	40	11	C-011	28
12	E-012	48	12	C-012	60
13	E-013	48	13	C-013	44
14	E-014	36	14	C-014	36
15	E-015	36	15	C-015	28
16	E-016	56	16	C-016	24
17	E-017	40	17	C-017	44
18	E-018	52	18	C-018	28

19	E-019	48	19	C-019	24
20	E-020	52	20	C-020	44
21	E-021	80	21	C-021	24
22	E-022	52	22	C-022	36
23	E-023	80	23	C-023	40
24	E-024	32	24	C-024	44
25	E-025	60	25	C-025	68
26	E-026	40	26	C-026	32
27	E-027	48	27	C-027	28
28	E-028	44	28	C-028	44
29	E-029	28	29	C-029	24
30	E-030	60	30	C-030	28
31	E-031	60	31	C-031	28
32	E-032	56	32	C-032	44
SUM		1556	SUM		1172
MEAN		48,63	MEAN		38,63

The table above showed post-test score after gave treatment by the writer in experimental class and the teacher in control class. From the computation above, the mean of post-test in experimental group was 48,63 and the mean of post-test of control class was 38,63. It means the mean of the experimental class had higher score than control class.

Table 4.6

The T-test of Post-test Score in the Experimental and Control Class

Group Statistics					
	kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai	1	32	48,63	13,134	2,322
	2	32	38,63	12,448	2,201

Independent Samples 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
Nilai	Equal variances assumed	,000	,985	3,751	62	,000	12,000	3,199	5,606	18,394	
	Equal variances not assumed			3,751	61,822	,000	12,000	3,199	5,605	18,395	

To prove the hypothesis, the data obtained in experimental class and control class were calculated by using t-test formula with assumption as follows:

- a. If $t_o > t_{table}$, the null hypotheses (H_0) was rejected and the alternative hypotheses (H_a) is accepted. It prove that the use of Talking Chips technique at eighth grade students was not effective to improve students speaking ability.
- b. If $t_o < t_{table}$, the null hypotheses (H_0) was accepted and alternative hypotheses (H_a) is rejected. It means the use of Talking Chips technique in eighth at eighth grade students was effective to improve students speaking ability.

According to the analysis of the result above, there was significance between the post test score in experimental class and control class. The result showed that the experimental class got higher than the control class. Thus, there was significant measurement score in the experimental class and control class.

The result report that the use of Talking Chips technique in teaching speaking at eighth grade student of SMP N 1 Pakis Aji year of 2018/2019 was significant.

4.5. Discussion of the Research Findings

The study was meant to answer the problem of the research. It was to find out the effectiveness of using Talking Chips technique to improve students' speaking ability at eighth grade of SMPN 1 Pakis Aji year of 2018/2019. In conducting this research, the writer took two classes as a sample, that is VIII D

and VIII E. The experimental class was VIII D, it consist of 32 students and the control group was the VIII E, consist of 32 students. The writer gave treatment to experimental group class by using Talking Chips technique. The control class the treatment by the teacher without Talking Chips technique. The average score for experimental class was 36,88 (pre-test) and 48,63 (post-test). The average score of control class was 36,38 (pre-test) and the 38,63 (prost-test). The following was the table of pre-test and post-test students' average score.

Table 4.7

The pre-test and post-test students average score
of the experimental class and control class

No	Group	The average percentage of pre-test	The average percentage of post-test
1	Experimental	36,88	48,63
2	Control	36,38	38,63

From the result above, the mean of the score of the students' of experimental class and control class in pre-test and post-test. The writer found that the mean of both of class almost have the same average score. It could be seen that there is no significant difference in their speaking ability.

After giving treatment, the mean score of the students of experimental class was higher than the control class. The mean score of the experimental class was 48,63 and control class was 38,63. It can be conclude that students in experimental class after getting treatment by using Talking Chips technique have

higher score in improving their speaking ability than control group who taught without using Talking Chips technique.

This result related to the previous study from Fitri (2016), conducted research entitled *“The effect of applying Talking Chips technique on students’ achievement in speaking ability”*. The essay test consisted of 5 items; the test was teacher-made test. The data was analyzed by using t-test formula. The findings showed $t_{\text{observed}} = 2.45$, while $t_{\text{table}} = 2.02$. Based on the findings above, t_{observed} bigger than t_{table} ($2.45 > 2.02$). It means that the students who were taught by applying Talking Chips were better than those who were taught by discussion method. So, it can be said that alternative hypothesis (H_a) was accepted.

The result of t-test shows that the value of t-test (3.085) is higher than t_{table} (1.669) at the significant level 5%. It means that Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted. However, it can be concluded that Talking Chips technique is effective in teaching speaking at eighth grade students of junior high school.

In conducted the research the writer found that most of students had low vocabulary and still hard understanding the materials. Moreover, the conclusion is there is significant difference between the students who taught by using Talking Chips technique in teaching speaking. Therefore, the hypothesis stating that *“Talking Chips is effective in teaching speaking at eighth grade students of SMP N 1 Pakis Aji year of 2018/2019”* is accepted.