**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

**4.1. Research Finding**

 **4.1.1. Data Description**

   This chapter presents finding the result and discussion. In this chapter, the data which had been collected were analyzed and interpreted. Therefore, it provides data analysis of each activity including pre-test, treatment, and post-test. Moreover, this chapter also presents the analysis of after giving treatment, then the improvement of students' speaking ability. They are presented as follows:

   The research was conducted in two cycle. There were three meeting. The first meeting was conducted giving pre-test held on September 9, 2018. The second meeting was on September 12, 2018. The last meeting was on Wednesday 13, 2018. Here wasthe schedule in conducting the final project in MTs. Darul Ulum purwogondo.

 **4.1.1.1 The Result of Pre-test**

   The researcher conducted pre-test in first meeting. The pre-test was given to experimental and control group. It was given on $9^{th}$ of September 2018, but in different time. The purpose of pre-test is to know the students' understanding about must and shouls. After the pre-test, the researcher implemented the treatment for three meetings, and in the last meeting, the researcher conducted post-test in both of group, experimental and control group.

   The following table shows the score of pre-test in the experimental and control group.

**Table 4.1**

**The Pre-Test Scores of Experimental and Control Group**

| Control Class | | Experiment Class | |
|---|---|---|---|
| **Name** | **SCORE** | **Name** | **SCORE** |
| Subject A 1 | **36** | Subject B 1 | **32** |

| | | | |
|---|---|---|---|
| Subject A 2 | 36 | Subject B 2 | 48 |
| Subject A 3 | 40 | Subject B 3 | 32 |
| Subject A 4 | 24 | Subject B 4 | 40 |
| Subject A 5 | 24 | Subject B 5 | 40 |
| Subject A 6 | 28 | Subject B 6 | 28 |
| Subject A 7 | 32 | Subject B 7 | 40 |
| Subject A 8 | 32 | Subject B 8 | 32 |
| Subject A 9 | 32 | Subject B 9 | 28 |
| Subject A 10 | 28 | Subject B 10 | 24 |
| Subject A 11 | 36 | Subject B 11 | 32 |
| Subject A 12 | 32 | Subject B 12 | 44 |
| Subject A 13 | 28 | Subject B 13 | 36 |
| Subject A 14 | 32 | Subject B 14 | 36 |
| Subject A 15 | 28 | Subject B 15 | 24 |
| Subject A 16 | 40 | Subject B 16 | 40 |
| Subject A 17 | 32 | Subject B 17 | 32 |
| Subject A 18 | 28 | Subject B 18 | 36 |
| Subject A 19 | 28 | Subject B 19 | 36 |
| Subject A 20 | 32 | Subject B 20 | 32 |
| Subject A 21 | 40 | Subject B 21 | 32 |

| | | | |
|---|---|---|---|
| Subject A 22 | 40 | Subject B 22 | 40 |
| Subject A 23 | 28 | Subject B 23 | 24 |
| Subject A 24 | 32 | Subject B 24 | 36 |
| Subject A 25 | 32 | Subject B 25 | 28 |
| Subject A 26 | 32 | Subject B 26 | 40 |
| Subject A 27 | 28 | Subject B 27 | 40 |
| Subject A 28 | 32 | Subject B 28 | 28 |
| Subject A 29 | 32 | Subject B 29 | 36 |
| $\sum$ | 924 | $\sum$ | 996 |
| Mean | 31.86 | Mean | 34.34 |

Based on the table above, the mean scores of pre-test in experimental group was 34.34, while the mean scores of pre-test in control group was 31,86. It can be seen that the mean scores of experimental and control group were almost same. It can be concluded that the students' mastery of simple past tense in experimental and control was equal and both of experimental and control group in the same level class.

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**4.1.1.2 The Result of Post-test**

       The pre-test was given to experimental and control group after presenting the material about simple past. It was given on 13th September for control group and experimental group.

       The following table shows the score of post-test in the experimental and control group.

**Table 4.2**

**The Post-Test Scores of Experimental and Control Group**

| Control Class | | Experiment Class | |
|---|---|---|---|
| **Name** | **SCORE** | **Name** | **SCORE** |
| Subject A 1 | 44 | Subject B 1 | 72 |
| Subject A 2 | 48 | Subject B 2 | 76 |
| Subject A 3 | 36 | Subject B 3 | 72 |
| Subject A 4 | 40 | Subject B 4 | 76 |
| Subject A 5 | 48 | Subject B 5 | 68 |
| Subject A 6 | 52 | Subject B 6 | 92 |
| Subject A 7 | 40 | Subject B 7 | 80 |
| Subject A 8 | 40 | Subject B 8 | 80 |
| Subject A 9 | 32 | Subject B 9 | 76 |
| Subject A 10 | 36 | Subject B 10 | 88 |
| Subject A 11 | 32 | Subject B 11 | 68 |
| Subject A 12 | 48 | Subject B 12 | 60 |

| | | | |
|---|---|---|---|
| Subject A 13 | 40 | Subject B 13 | 72 |
| Subject A 14 | 36 | Subject B 14 | 72 |
| Subject A 15 | 36 | Subject B 15 | 64 |
| Subject A 16 | 44 | Subject B 16 | 68 |
| Subject A 17 | 36 | Subject B 17 | 68 |
| Subject A 18 | 40 | Subject B 18 | 56 |
| Subject A 19 | 36 | Subject B 19 | 76 |
| Subject A 20 | 40 | Subject B 20 | 68 |
| Subject A 21 | 32 | Subject B 21 | 76 |
| Subject A 22 | 40 | Subject B 22 | 72 |
| Subject A 23 | 32 | Subject B 23 | 64 |
| Subject A 24 | 48 | Subject B 24 | 80 |
| Subject A 25 | 28 | Subject B 25 | 80 |
| Subject A 26 | 36 | Subject B 26 | 84 |
| Subject A 27 | 36 | Subject B 27 | 88 |
| Subject A 28 | 32 | Subject B 28 | 68 |
| Subject A 29 | 40 | Subject B 29 | 68 |
| $\sum$ | 1128 | $\sum$ | 2132 |
| Mean | 38,89 | Mean | 73,51 |

Based on the table above, the mean score of pre-test in experimental group was 73,51 and the mean scores of post-test in control group was 38,89.

In the post-test, the mean score of experimental group was higher than the control group. It proved that there was the effect of Teams Games Tournament technique on students' mastery of simple past tense.

**4.1.2. Data Analysis**

The researcher analyzed the data using T-test formula in SPSS statistic. This technique was useful to prove statistically whether there was any significant difference between students' mastery of simple past tense in experimental group.

**Table 4.3**

**The t-test Result of Pre-test Score Both Experimental and Control Group**

**Group Statistics**

|  |  | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| experimental | 1,00 | 29 | 31.86207 | 4,05315 | 0,96723 |
| control | 2,00 | 29 | 34.34483 | 6,35574 | 0,14132 |

**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 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Equal variances assumed | 9,268 | ,004 | 0,2673 | 42 | ,028 | -5,09091 | 2,24354 | -9,61855 | -,56327 |
| Equal variances not assumed | | | 3,869 | 34,084 | ,030 | -5,09091 | 2,24354 | -9,64991 | -,53191 |

Table above described the t-test analysis of pre-test in experimental and control group. There were two tables, first table was named "Group Statistic" presented the stastical results of pre-test in the experimental and control group. The group statistic show that the average between experimental and control group almost same, the mean score of experimental group was 34,34 and the mean score of control group was 31,86. The average both of calss was almost smae. It can be concluded that both of experimental and control group had same undrstanding about simple past tense.

T-table showed that was 1,67. It means that the result from this calculation 0, 2673 < 1,67. Furthermore, the t-value was compared to the t-table to know whether through Number Head Together Technique can improve their speaking skill or not. The t-table was taken from the requirement of t-table's to analyze the data. The t-table of 1,67 as the significant level was 2,000 with 56 the degree of freedom (df). Then, it can be stated that the t-value (0,2673) of pre-test < t-table (1,67). It can be concluded that there was no significant between experimental and control group.

**Table 4.4**

**The t-test Result of Pos-test Score Both Experimental and Control Group**

**Group Statistics**

|  | Kelas | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Score | 1.00 | 29 | 38.8966 | 5.94225 | 1.10345 |
|  | 2.00 | 29 | 73.5172 | 8.37778 | 1.55571 |

**Independent Samples T-Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Score | Equal variances assumed | 2.890 | .095 | 18.15274 | 56 | .000 | 34.62069 | 1.90731 | -38.44150 | -30.79988 |
| | Equal variances not assumed | | | 18.15274 | 50.483 | .000 | 34.62069 | 1.90731 | -38.45074 | -30.79064 |

Table above described the t-test analysis of pre-test in experimental and control group. There were two tables, first table was named "Group Statistic" presented the stastical results of pre-test in the experimental and control group. The group statistic show that the average between experimental and control group almost same, the mean score of experimental group was 73,51 and the mean score of control group was 38,89. The mean score of experimental group was higher than control group. It can be conclude that the new treatment (NHT technique) was effective for improving students' speaking skill.

In the independent sample test table also described the about t-value of this research. The result of t-value in this research was 18,15274. Furthermore, the t-value was compared to the t-table to know whether through Teams Games Tournament the students' can improve their simple past tense mastery or not. The t-table was taken from the requirement of t-table's to analyze the data. The t-table of 1,67 as the significant level was 2,000 with 56 the degree of freedom (df). Then, it can be stated that the t-value (18,15274) > t-table (2,000). It can be concluded that NHT technique can improve students' speaking skill.

**4.1.3 The Hypothesis Testing**

This research aimed to answer the problem statement of research, the research was find out the effectiveness of Number Head Together technique to improve students' speaking skill (A Quasi Experimental Research at the eighth grade students MTs. Darul Ulum Purwogondo in the academic year 2018/2019). To prove the hypothesis, the data obtained in experimental and control group were calculated by using T-test formula. Based on the description of the data calculation, it shows that:

a. The t-value was 18, 15274
b. The degree freedom (df) was 56, so the value of t-table was 2,000 in significance level of 1,67.

It showed that the result of post-test both experimental and control group was t-value (18, 15274) was higher than t-table (2,000). To conclude, the t-value > t-table means that H0 (the Null hypothesis) was rejected and Ha (the Alternative

hypothesi) was accepted. Moreover, the stating that "Number Head Together technique is effective to improve students' speaking skill at the eighth grade of MTs. Darul Ulum Purwogondo" was accepted.

## 4.3. Discussion

The aim of this research was to find out whether or not using Number Head Together (NHT) technique to improve students' speaking skill in MTs.Darul Ulum Purwogondo.

According to the result of the data analysis, it showed that there was a significance difference between experimental group (students' who taught by using NHT technique) and control group (students' who did not teach by using NHT teachnique). As the result that was written in the tables above the score of experimental and control group was different. In experimental group, the mean score of pre-test was 34,34, in contrast the mean score of post-test was 73,51. It could be calculated that the score increased 39,17 points.

Meanwhile, the mean score of pre-test in control group was 31,86 while the mean score of post-test was 38,89. It can be calculated that the score incresed 7,03 points. According to the calculation of the mean score in both of experimental and control group, it proved that there was significant effect of Number Head Together (NHT) technique to improve students' speaking skill.

Based on the data analysis of t-test, the result of post test in experimental group and control group showed that the t-value was 18, 15274 and the t-table of 1,67 as the significant level was 2,000 with 56 the degree of freedom (df). The result of the t-value and t-table showed that t-value (18, 15274) > t-table (2,000). Then, the sig. n(2 tailed) was 0,000 < 1,67 which H0 is rejected and Ha was accepted. So, it can be conclude that the NHT technique was effective to improve students' speaking skill. According to (Harianda, Fakhri, 2012: 05) After analyzing the result of students' pre-test, it could be concluded that the students' ability in writing recount text was still far from good. In addition to this, the students' ability needed to be improvement by applying NHT strategy to the students. The writer believed that the use of NHT strategy is an effective way to solve the students' problems.

In conclusion, implementing Number Head Together technique provided the positive effect to students' speaking skill. The students are able to understand about the material in easy way, because the were not just read or write the material, but they must speak it, understand it and share it to their friends. As a result, the steps in conducting Number Head Together facilitated them for doing conversation with their frinds to check their understanding about the material. Teaching simple past tense using Number Head Together was fun especially in games and conversation steps and helpful especially for the eighth grade students of MTs.Darul Ulum Purwogondo.