

## CHAPTER IV

### FINDINGS& DISCUSSION

In this chapter, researcher presents the data description of the tenth grade students of SMA N 1 Tahunan about process of teaching learning by using whispering game. To find out more about the students' speaking using whispering game is effective or not, the researcher tested the students using pre test and post test. Pre test for experimental class was held on February 24, 2020 and for control class was held on February 25, 2020. Post test for experimental class was held on March 2, 2020 and for control class on March 3, 2020. Both pre test and post test was in the form of oral test. The student were asked to self introduction in front of the class. In doing this research, the researcher used two classes, experimental class who taught using whispering game and control class who taught without whispering game. The experimental class was 35 students of X MIPA 6. Meanwhile the control class was 36 students of X MIPA 2.

#### 4.1 Findings

##### 4.1.1 Try Out the Instrument

###### a. Validity Test

Validity is a level of accuracy the instrument, meaning wheter the instrument used is correct to measure what will be measured (Arifin, 2012: 245). A good test is a test which is valid.

There are many kind of validity. In this research the writer chooses content validity. Hughes (2003) in H. D. Brown(2004:22) a test can be claimed has content validity if a test actually samples the subject matter about which conclusion are to be drawn, and if it requires the test takers to perform the behavior that is being measured. The content is to measure the students' achievement in English. In addition, the validity of the instruments will be consulted with the lecturer and English teacher to know whether the instruments are valid or not. The content validity will be analyzed by using Lawshe's CVR. The analysis below.

**Table 4.1 Data of Competent Panels for Control Validity**

Item Number	Indicator	Basic Competence	Panel (essential, appropriate but not essential, or useless)
1	Apply the social function, generic structure and language features in oral and written transactional interactional text language in giving and asking for self introduction.	Understand the generic structure. Expression of giving and asking related to self introduction.	Essential

$$I. \quad CVR_{item\ 1} = \left(n_e - \frac{N}{2}\right) : \left(\frac{N}{2}\right)$$

$$CVR_{item\ 1} = \left(1 - \frac{1}{2}\right) : \left(\frac{1}{2}\right)$$

$$CVR_{item\ 1} = \frac{1}{2} : \frac{1}{2}$$

$$CVR_{item\ 1} = 1$$

$$II. \quad CVR_{item\ 2} = \left(n_e - \frac{N}{2}\right) : \left(\frac{N}{2}\right)$$

$$CVR_{item\ 2} = \left(1 - \frac{1}{2}\right) : \left(\frac{1}{2}\right)$$

$$CVR_{item\ 2} = \frac{1}{2} : \frac{1}{2}$$

$$CVR_{item\ 2} = 1$$

In Lawshe's CVR analysis the result is around +1 until -1. If the result is higher than 0 then it means that the question is important or essential. It means that the content validity is high (Hendriyadi, 2014: 4). The calculation shows that  $CVR_{item\ 1}$  is 1 and  $CVR_{item\ 2}$  is also 1. It also means that the item in number 1 and item number 2 have high content validity. It is because  $-1 < 1$ .

#### **b. Reliability Test**

Brown(2004: 22) states that the reliability a test is defined as the extent to the result can be consistent and dependable. If you give the same test to the same students or matched students on two different occasions, the test should yield similar results. The analysis of the reliability is below.

**Table 4.2 Two Set of Holistic Score**

Student's Code	Rater 1	Rater 2	Agreement
EC 01	13	13	1
EC 02	9	9	1
EC 03	8	8	1
EC 04	9	12	0
EC 05	9	9	1
EC 06	11	9	0
EC 07	10	10	1
EC 08	10	10	1
EC 09	9	9	1
EC 10	8	8	1
EC 11	8	8	1
EC 12	8	8	1
EC 13	9	9	1
EC 14	10	10	1
EC 15	8	10	0
EC 16	9	9	1
EC 17	9	9	1
EC 18	10	10	1
EC 19	9	9	1
EC 20	10	10	1
EC 21	9	9	1
EC 22	10	10	1
EC 23	9	9	1
EC 24	10	12	0
EC 25	9	9	1
EC 26	11	11	1
EC 27	8	7	0

EC 28	9	9	1
EC 29	8	8	1
EC 30	10	10	1
EC 31	9	13	0
EC 32	10	10	1
EC 33	9	5	0
EC 34	10	10	1
EC 35	9	9	1
CC 01	6	6	1
CC 02	10	11	0
CC 03	8	8	1
CC 04	7	7	1
CC 05	9	12	0
CC 06	8	5	0
CC 07	7	7	1
CC 08	9	12	0
CC 09	7	7	1
CC 10	8	8	1
CC 11	8	8	1
CC 12	10	10	1
CC 13	10	10	1
CC 14	9	9	1
CC 15	9	9	1
CC 16	7	7	1
CC 17	7	7	1
CC 18	7	7	1
CC 19	8	9	0
CC 20	8	8	1
CC 21	7	7	1
CC 22	8	8	1

CC 23	10	12	0
CC 24	7	7	1
CC 25	9	5	0
CC 26	8	8	1
CC 27	8	8	1
CC 28	7	7	1
CC 29	9	8	0
CC 30	11	13	0
CC 31	13	13	1
CC 32	9	9	1
CC 33	11	11	1
CC 34	8	8	1
CC 35	9	9	1
			1= 54 0=16

In the table above 1 meant agreements, meanwhile 0 meant disagreements. if the agreement is 75% or higher it means the agreement is acceptable (Stephanie, 2016: 1). The total of agreement in this research is 54, meanwhile the disagreements is 16.

$$\text{agreement level} = \frac{\text{total of agreement}}{\text{total contestant}} \times 100\%$$

$$\text{agreement level} = \frac{54}{70} \times 100\%$$

$$\text{agreement level} = 77,1 \%$$

From the calculation above, the result was 77,1 %. It means that the test is acceptable. It is because it was higher than 75%.

#### 4.1.2 Pre Test

Pre test given to know students' ability before they were giving treatments by the researcher. In this research, the pre test was in the form of oral test with 1 question. The students were asked to introduction themselves.

##### a. Score of Pre Test

**Table 4.3 Pre Test Score of Both Experimental Class and Control Class**

Class	Total Score	Mean	Highest Score	Lowest Score
Experimental Class	296	8,45	13	6
Control Class	326	9,31	13	8

From the table above, it can be known that the mean score of the control class was higher than the experimental class. The mean score of experimental class is 8,45, meanwhile the mean score of control class is 9,31. The highest score of the experimental class is 13. Meanwhile the highest score of control class is also 13. The lowest score of experimental class is 6 while the lowest score of control class is 8 .

##### b. Analysis of Pre Test Data

The calculation proven by using SPSS 20.0. To analyze pre test score researcher used independent sample t test. Then, the result of analysis is below.

**Figure 4.1 Group Statistics of Pre Test**

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	Experimental Class	35	8.4571	1.46213	.24714
	Control Class	35	9.3143	1.05081	.17762

The data shows that the mean of pre test score of experimental class is 8,45 with the total 35 students.

Meanwhile, the mean of pre test of control class is 9,31 with the total 35 students. The standard deviation of the experimental class is 1,4621 and 1,0508 for control class.

**Figure 4.2 Independent Sample T Test of Pre Test****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
SCORE	3.612	.062	-	68	.006	-.85714	.30435	-	-2498246
			Equal variances assumed					2.816	
E			-	61.726	.007	-.85714	.30435	-	-2487058
			Equal variances not assumed					2.816	



In the statistic, Levene's test for equality of variances is inferential statistic used to assess the equality of variances for the variable in calculated the groups of research. The Equal variances assumed of table above shows that  $t_{\text{value}}$  is -2,816 and the sig. (2-tailed) is 0,006.  $H_0$  will be accepted if t value is lower than t table ( $t_{\text{value}} < t_{\text{table}}$ ). T table is 1,995. In this research, the t value is lower than t table ( $-2,816 < 1,995$ ). So,  $H_0$  is accepted. It means that, the analysis was not effective to improve students' speaking skill.

#### 4.1.3 Post Test

Post test was a test given to both experimental class and control class. It was held to know the students' improvement after the treatments. The test was in the form of oral test. The result of the post test is below:

##### a. Score of Post Test

**Table 4.4 Post Test Score of Both Experimental Class and Control Class**

Class	Total Score	Mean	Highest Score	Lowest Score
Experimental Class	643	18,37	22	15
Control Class	490	14	17	12

The table shows the post test score of experimental and control class. The result shows that the mean score of experimental class is higher than control class. The mean score of experimental

class is 18,37 and 14 for control class. The highest score of experimental class is 22 and 17 for control class. Then the lowest score of experimental class is 15 and 12 for control class.

#### b. Analysis of Post Test Data

**Table 4.5 Comparison post test score between experimental class and control class**

The calculation was proven by using SPSS 20.0. Same as pre test, to analyze post test score writer also used independent sample t test. Then, the result of analysis is below.

**Figure 4.3 Group Statistics of Post Test**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
SCORE	Experimental Class	35	18.3714	1.516	.25630
	Control Class	35	14.0000	1.350	.22826

The data above shows the mean of post test score from 35 students of experimental class is 18,37 and 14 for control class. The standard deviation is 1,516 for experimental class and 1,350 for control class.

**Figure 4.4 Independent Sample T Test for Post 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
SCOR E	Equal variances assumed	.621	.434	12.737	68	.000	4.37143	.34321	3.68657	5.05629
	Equal variances not assumed			12.737	67.107	.000	4.37143	.34321	3.68640	5.05645

The table above shows that the  $t_{\text{value}}$  is 12.737 and the Sig. (2-tailed) is 0,000.  $H_0$  will be accepted if  $t_{\text{value}}$  is lower than  $t_{\text{table}}$  ( $t_{\text{value}} < t_{\text{table}}$ ). In the degree of freedom in this study is 35 resulting  $t_{\text{table}}$  2,042. The  $t_{\text{value}}$  is higher than  $t_{\text{table}}$  ( $12.737 > 1,995$ ). So,  $H_0$  is refused and  $H_a$  is accepted. It means that whispering game was effective to improve students' speaking skill.

#### 4.2 Discussion

In this part researcher discusses the research finding. The researcher explains the research finding of the data analysis in this part obtained from SMA N 1 Tahunan. The result of the research that there was any effect of using whispering game to improve students' speaking skill. It can be proved from the result of experimental and control group score.

Before the students got the treatment, the researcher gave the pre-test to know students' speaking. The students' score from the experimental group were different from control group. The mean score of pre-test in experimental class 8,45 and mean score of post-test was 18,37. Meanwhile, the mean score of pre-test in control group was 9,31 and mean score of post-test was 14. The result of analysis showed that the mean score of experimental class was higher than control class who taught by whispering game.

This study was intended to find out whether there was significance of the achievement in speaking skill between students who are taught by whispering game and those who are through conventional method.

Subject of this study was tenth grade students of SMA N 1 Tahunan in academic year of 2019/2020. X MIPA 6 was chosen as experimental class and X MIPA 2 was chosen as control class. Both of experimental and control class were given pre test. The experimental group was taught using whispering game, while the control group was taught using conventional method. In experimental class the process of teaching learning was running well in the way that students performed the subject in their group and it was effective to make them active, participate, enjoy and pay attention to their friends. Moreover, teaching English speaking by using whispering game was good and motivating them to be active in the class. Students also are more confidence to speak English in their

group. Based on Utami (2017) by using Chinese Whisper Game students can improve their speaking ability.

The result showed that the score for both experimental class and control class increased. The mean score of experimental class was higher than mean score of control class ( $18,37 > 14$ ). The t test result was also positive. The  $t_{\text{value}}$  was higher than  $t_{\text{table}}$  ( $12,737 > 1,995$ ). It meant that  $H_a$  is accepted and  $H_o$  is rejected. This indicated that the students' speaking skill after using whispering game in the experimental group was significant improved. It can be conclude that whispering game is effective to improve students' speaking skill at tenth grade students of SMA N 1 Tahunan in academic year 2019/2020.

This study is in line with the study of Murniati (2017), entitled *The Effectiveness of Whispering Game in Learning Voabulary of the Eight Grade at MTS AL-Istiqamah Pengambangan Banjarmasin*. The researcher use an Experiment research which the data is analyzed quantitatively. The objective of this research is to find out te result of teaching-learning process on students' vocabulary achievement in teaching vocabulary by using or not whispering games. The results of this research showed that students' vocabulary achievement on experiment class is significant and whispering games is effective to improve students' vocabulary.