

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings of The Research

The research was carried out on 27 July 2020 to 27 August 2020 in class XI. The class are XI 1 and XI 2 at the Pesantren Miftahul Muarrif. This study used two classes XI 1 as an experimental class using make a match strategy and XI 2 as a control class using a textbook.

In this study the researcher want to know the difference in results between XI 1 using make a match strategy and XI 2 using textbooks in learning speaking skills. In this study, it was focus on describing the speaking skills of students at the Pesantren Miftahul Muarrif. Researcher gave post-tests to students using 5 indicators of speaking skills, the indicators of speaking ability were pronunciation, grammar, vocabulary, fluency, and comprehension.

This study consisted of four meetings in the experimental class is XI 1 and the control class is XI 2. In the experimental class the research using the make a match strategy in the learning process for four meetings and the last meeting as a post test for students. In the control class, this study taught using a textbook as a medium for four meetings and the last meeting as a post test for students, the researcher using the formula for students' speaking score.

Table 6
The Classification of Students' Score

No	Categories	Score
1	Excellent	86-100
2	Very Good	76-85
3	Good	65-75
4	fair	55-65
5	poor	<55

$$\text{Score} = \frac{\text{the result of score} \times 100}{\text{Maximum score}}$$

1. The Categorization of Experimental Class Pre-Test Score

The aimed of pre-test for the experimental group was to find out the student speaking ability score before the researcher gave the treatment. The result showed that the student had different level in speaking based on the score that had been collected.

After the categorization of the speaking score of the experimental group from the formula, the frequency were received, for "Excellent" category, resulting 1 students, and 6 for "good" category and for a "fair" category, resulting 4 and "very good" category, resulting 3. In the form of percentage, the result showed that "excellent" category reached 7.1%, for a "good" category was 42,9% and for a "fair" category was 28.6% and "very good" category was 21.4%. Considering the data above, it can be seen that for the student speaking skill in the pre-test score from the experimental class, the score mostly on the good level.

Table 7
The Frequency of Pre-test Score in Experimental Class
Pre-test Experimental

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	1	7.1	7.1	7.1
Good	6	42.9	42.9	50.0
Fair	4	28.6	28.6	78.6
Very Good	3	21.4	21.4	100.0
Total	14	100.0	100.0	

2. The Categorization of Experimental Class Post-Test Score

In order to find out the students' speaking skill score after the treatment in the experimental class was post-test. Normally, the scores were better than the pre-test scores. Considering from the student post-test scores, it can be seen that there was an improvement of the student speaking score.

The data of the student speaking scores from experimental class gained after using the formula, the result showed that the total students who got "excellent" category, resulting 10, then, 2 for "good" category and for a "very good" category was 2. In the from percentage, the result showed that "excellent" category was 71.4% and for a "good" category was 14.3% and "very good" category was 14.3%. Considering the data above, it can be seen that for the student speaking skill in the post-test score from the experimental class, the score mostly on the excellent level, shows that there is an increase in student scores after treatment

using the make a match strategy.

Table 8
The Frequency of Post-test Score in Experimental Class
Post-test Experimental

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	10	71.4	71.4	71.4
Good	2	14.3	14.3	85.7
Very Good	2	14.3	14.3	100.0
Total	14	100.0	100.0	

3. The Categorization of Control Class Pre-Test Score

The control class pre-test as the same as the pre-test of the experimental class, it was also conducted to find out the student's speaking skill score of the control class. The frequencies were found after applying the formula in categorizing the student score and the result showed that the frequency of the "excellent" category was 2, for the "good" category was 8 and for a "fair" category was 1, and "very good" category was 8 y was 1. Meanwhile, in term of percentage, the "excellent" category reached 10%, for the "good" category was only 40% and for a "fair" category was only 5.0%, for a "very good" category was only 40.0% and "poor" category was 5.0% .it can be seen that for the student speaking skill in the pre-test score from the control class, the score mostly on the good level it can be seen on table below.

Table 9
The Frequency of Pre-test Score in Control Class
Post-test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	10.0	10.0	10.0
	Good	8	40.0	40.0	50.0
	Fair	1	5.0	5.0	55.0
	Very Good	8	40.0	40.0	95.0
	Poor	1	5.0	5.0	100.0
Total		20	100.0	100.0	

4. The Categorization of Control Class Post-Test Score

In order to find out the student speaking skill scores after conducting control class teaching and learning process. The result of the post-test scores, it was used as comparison to the data of experimental class post-test measure the effectiveness of the method that the researcher used in this research. The data of the control class showed that the frequency of the “excellent” category was 3, for the “good” category was 4 and for a “fair” category was 1 and “very good” category was 12, For the percentage, the “excellent” category got 15.0%, for the “good” category got 20.0% and for a “fair” category got 5.0% and “very good” category was 60.0%.

Table 10
The Frequency of Post-test Score in Experimental Class
Post-test Experimental

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	3	15.0	15.0	15.0
Good	4	20.0	20.0	35.0
Fair	1	5.0	5.0	40.0
Very Good	12	60.0	60.0	100.0
Total	20	100.0	100.0	

B. Data Presentation

In this researcher explained about the result of the research as described on previous chapter, the data collected from 40 students of the eleventh grade of Pesantren Miftahul Muarrif in the academic year 2020/2021. The researcher evaluated the data from research score they are pre-test and post-test.

1. The data of experimental class

The experimental class is XI 1 student of Pesantren Miftahul Muarrif That consisted of 14 students taught by using Make a Match Strategy, the students pre-test score conducted before the researcher implemented make a match strategy. Meanwhile, students post-test score conducted after the researcher implemented make a match strategy.

The data Researcher founded that from 14 students in the experimental class, mean of pre-test is 74,29 and the mean of

post-test is 88,43. The smallest score in the pre-test is 64 and the highest score is 88. Meanwhile, the smallest score in the post-test is 84 and the highest score is 98. From data above it can be known there is significance in the pre-test and post-test score of experimental class.

There are five components of speaking to be scored pronunciation, grammar, vocabulary, fluency, comprehension.

1. Pronunciation

- a. Easy to understand and has a speaker's accent (score 5)
- b. Easy to understand even with a certain accent (score 4)
- c. There is a problem of pronunciation that makes the listener have to concentrate fully (score 3)
- d. Difficult to understand because there are problems with pronunciation and often repeated (score 2)
- e. Problems in serious pronunciation that cannot be understood (score 1)

2. Grammar

- a. There are no errors in grammar (score 5)
- b. There is a slight error in grammar but it doesn't affect the meaning (score 4)
- c. Often makes mistakes that affect meaning (score 3)
- d. Lots of grammar mistakes and frequent rearrangements of sentences (score 2)

- e. The grammar mistakes were so severe they were difficult to understand (score 1)

3. Vocabulary

- a. Speak with vocabulary and phrases like a native speaker (score 5)
- b. Sometimes using inaccurate vocabulary (score 4)
- c. Often use vocabulary inappropriately, conversation becomes limited because of limited vocabulary (score 3)
- d. Using the wrong vocabulary that is difficult to understand (score 2)
- e. Vocabulary is so limited that conversation is impossible (score 1)

4. Fluency

- a. Fluent like a native speaker (score 5)
- b. Fluency was a little disturbed by language problems (score 4)
- c. Fluency is plagued by language problems (score 3)
- d. Often doubt and stop because of language limitations (score 2)
- e. Talk often stops so conversation is impossible (score 1)

5. Comprehension

- a. Understand all without difficulty (score 5)

- b. Understand almost everything even though there are repetitions in certain parts (score 4)
- c. Can be understood even though there is repetition (score 3)
- d. Difficult to understand what was said (score 2)
- e. Cannot be understood even in simple conversation (score 1)

2. The Data of Control Class

The control class is XI 2 students of Pesantren Miftahul Muarrif that consisted of 20 students who did not taught by using make a match strategy. The data are collected from students' pre-test and post-test score. The researcher founded that from 20 students in the control class, the mean of pre-test is 76 and the mean of post-test is 78. The smallest score in the pre-test is 64 and the highest score is 92.

C. The Data Analysis

1. Normality Test

It is one of few things required have to be fulfilled before conducted t-test. It is purposed to determine whether the data is normally distributed or not. The researcher used Kolmogorove-Smirnov and Shapiro-Wilk on spss. The result can be seen as follow:

Table 11
Normality Test Pre-test and Post-test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experimental Class	.183	14	.200 [*]	.948	14	.536
Pre-test Control Class	.153	20	.200 [*]	.937	14	.387
Post-test Experimental Class	.180	14	.200 [*]	.937	14	.387
Post-test Control Class	.201	20	.034	.905	20	.052

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Normality test of SPSS can be done with Kolmogorov Smirnov and Shapiro-Wilk. The sample in this research consist two classes. Therefore, the researcher used Shapiro-Wilk to analyze whether the data distributed or not. Based on the table 7 above the result of Normality pre-test experimental class is sig 0.536. Meanwhile, pre-test of controls class for normality is sig 0.387. Where 0.536 and $0.387 > 0.05$ so it can be said that the pre-test data is normally distributed. The result of post-test is ($0.101 \geq 0.05$) and ($0.068 \geq 0.05$). In other words, the post-test data that was obtained from the research was considered normal. If the data is higher than 0.05, the data is normally distributed. It can be concluded that the data is normally distributed because both classes' significances are above 0.05.

2. Homogeneity Test

Next, after doing the normality test, then, be continued to test homogeneity of the sample in both classes. Homogeneity is one of assumptions of formula hypothesis test (T-test). The researcher used level statistic to calculate the homogeneity test. The result will presented as follows:

Table 12
Homogeneity of the Test

Level Statistic	df1	df2	Sig.
.1.782	1	26	.194
0.65	1	38	.800

If the value of the column (p) > 0.05 then H_0 is accepted. Based on the table above, the p-value is obtained ($0.194 > 0.05$) and ($0.800 > 0.05$), it can be concluded that homogeneity assumption is fulfilled. The data is Homogenous.

3. Hypothesis Test

After finishing the normality and homogeneity test, the data is calculated by using t-test to know there is an effect of Instagram as media. Hypothesis test in this research was done by using SPSS 20 version. Based on the normality and homogeneity test, it shows that the data obtained is normally distributed and the two classes, namely the experimental class and the control class, have data variances that are homogeneous.

Table 13
Hypothesis Test Experimental Class
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Mean Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Experimental Class - Posttest Experimental Class	-14.143	7,543	2.016	-18.498	-9.787	-7.015	13	.000s

In the table above, the value is 0.000, because the value of $0.000 < 0.05$, it can be concluded that H_a is accepted and H_o is rejected. It means there is an effect toward students speaking skill.

Table 14
Hypothesis Test Control Class

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Mean Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Control Class - Posttest Control Class	-2.050	13.097	3.097	-8.532	-4.432	-.662	19	.516

Paired Samples Test

In the table above, the value is 0.000, because the value of $0.000 < 0.05$, it can be concluded that H_a is accepted and H_o is rejected. It means there is an effect toward students speaking skill.

D. Discussion

The purpose of this study is to investigate the effect of Make a Match Strategy towards the students' speaking skill. It showed the result of using make a match to teach speaking. As the result, the researcher found that the mean score of post-test in experiment class 1.238 from 14 students. The highest score was 98 and the smallest score was 84. The highest categories score was good category were 14 students. The mean of post-test in experimental class was 88. It means the students speaking skill after implement make a match strategy as was categorized into good level.

Meanwhile, the total score post text in control class 1568, the total number was 20 students. The highest score was 96 and the smallest score was 64. The researcher used T-test, the results of the T-test with $\text{sig } 0.000 < 0.05$. So, there is an effect for students. Where between experiment and control class after give treatment has a large change compared before give treatment. Moreover the experimental class more improvements than the control class. It can be concluded there was a positive effect of using make a match strategy in speaking at eleventh grade of Pesantren Miftahul Muarrif. Teaching and learning activity in class runs effectively, because the researcher used the new strategy that had never been used by the teachers in Pesantren Miftahul Muarrif.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and discussion, it can be concluded that there is a significant effect on the students' speaking skill after the application at the XI grade of pesantren miftahul muarrif. The students' speaking skill in experimental class is higher than control class. It can be seen in the data analysis that there are many student who get a good score in the class with make a match strategy than the students in control class.

B. Suggestion

1. Suggestions for the Students

The English teaching and learning process can run effectively and communicatively if every participant involved gives positive contribution during the teaching and learning process. The students, as the subject in the teaching and learning process, should involve more and actively participate in the activities during the class. They also need to be serious and build more confidence to learn English, especially speaking. They need to keep practicing if they want to master the speaking skill.

2. Suggestions for Teachers

Teacher should provide more motivation to students in learning English, especially speaking, and teachers must have good techniques when speaking classes. The goal is that students are interested and motivated in speaking activities.

3. Suggestions for Other Researchers

There are still many aspects that can be analyzed about English, especially in speaking skills. Finally, other researchers can analyze other aspects of speaking skills and the results of this study can be used as important information for conducting other research.

