

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter deals with findings, data analysis, and discussion. The result of the data was presented in the findings (description of the research) and further explained in the data analysis technique and discussion.

#### 4.1 Findings

##### 4.1.1 Description of the research

To find out the answer to the research question in the previous chapter, the researcher administered a test. The test was a speaking tests that was given twice the test are pre-test and post-test. The pre-test was given before treatment process to know the student's speaking skill, while the post-test was given after treatment, which aims to know the answer of the problem statement: "is folktale based instruction strategy able to enhance the students' speaking skill at the second year students of SMP Muhammadiyah Parepare?". Post test was given to compare students' speaking skill before we apply and after we applied students' speaking skill. This research was encountered by using one independent sample to know there were any influences of the students' achievement in speaking when they talked after learning by applying folktale based instruction strategy.

The first meeting, the researcher gave motivation about the importance of English as an international language before introduced the material and the aims of this treatment. After that, the researcher explained the students how to introduce their

self. The researcher gave some examples and explained all the difficult words and the important information. After giving material about introducing the researcher explained the important points. The students applied folktale based instruction strategy. They made a group consist 4 persons and each persons gave a lable A,B,C,D. The researcher asked to pair, reserve and share. The last each students recorded their voice about what they can conclude or retelling the story and uploaded it on whatsapp.

In the second meeting the students were learned how to asking and answering. The end of this meeting, the students were able to use the right words to asking and answering something on oral sentence. The researcher mentioned some difficult words then gave an example. The students appllied folktale based intruction strategy. After that the students recorded their voice and then uploaded it on whatsapp about what they undertand of the story or retelling the story. Finally the researcher concluded the material.

The next meeting is the third meeting where the researcher explained how to giving an instructions correctly. The researcher explained some difficult words and the important information, then the researcher gave an examples. The students applied folktale based instruction strategy as the previous session. Before the students recorded and uploaded it to the group of their conclusion about the folktale, they have to share and discuss with their group members'.

The fourth meeting, students were able to make an invitation in oral sentence. The end of this meeting students were able to make an invitation to someone. The researcher gave an example to make an invitation and explained the difficult words to know. The researcher gave some concrete examples, the students

applied folktales based instruction strategy. The last, students recorded and shared the result on the group on Whatsapp.

The fifth meeting, this meeting prepared students to be able to asking and address in oral sentences. The researcher explained how to asking an address from someone and explained some words. after students understood, they applied Folkatale based instruction strategy. The last students recorded and share the result on whatsapp group.

The last meeting students were be able to describe something and introduce ourselves and other. The researcher gave an example and explained some difficult words. After students understood, the students applied folktale based instruction strategy. The last students recorded and share the result on the Whatsapp group.

#### 4.1.2 Finding through the Test

##### 4.1.2.1 Score of Pre-test

The researcher has given pre-test to know the students' speaking skill before treatment by applying folktale based instruction strategy. The students were difficult to speak well in the pre test, that's why they have to get some treatments to improve the students' speaking skill. in this research, the researcher gave 6 meetings to treat students.

There was the result of the students' pre-test.

Table 4.1 The students' score of pre-test

No	RS	SPEAKING SCORING				Sum	Average	Classification
		Fluency	Accuracy	Content	Pronunciation			
1	RS 1	5	2	3	2	12	3,0	Very Poor
2	RS 2	7	5	7	3,5	22,5	5,6	Fair
3	RS 3	7	3,5	7	3	20,5	5,1	Poor
4	RS 4	7	3,5	7	3	20,5	5,1	Poor
5	RS 5	7	1,5	5	2	15,5	3,8	Very Poor
6	RS 6	3,5	1,5	3	2	10	2,5	Very Poor
7	RS 7	8,5	6	8	7	29,5	7,3	Good
8	RS 8	5	4	3	4	16	4	Very Poor
9	RS 9	7	1	3	1,5	12,5	3,1	Very Poor
10	RS 10	5	1,5	3	1,5	11	2,8	Very Poor
11	RS 11	5	2	3	2	12	3	Very Poor
12	RS 12	5	2	5	3	15	3,8	Very Poor
13	RS 13	5	1,5	3	1	10,5	2,6	Very Poor
14	RS 14	3	1	3	1	8	2	Very Poor
15	RS 15	4	1,5	3	1	9,5	2,4	Very Poor
16	RS 16	4	2	3	2	11	2,8	Very Poor

17	RS 17	4	1,5	3	1	9,5	2,4	Very Poor
18	RS 18	5	3	5	3	16	4	Very Poor
19	RS 19	5	2,5	4	3	14,5	3,6	Very Poor
20	RS 20	4,5	3	3	3	13,5	3,4	Very Poor
21	RS 21	4,5	2	3,5	3	13	3,3	Very Poor
22	RS 22	3	5,5	4	4	16,5	4,1	Poor
23	RS 23	4	3	5	3	15	3,8	Very Poor
24	RS 24	3	4	5	4	16	4	Very Poor
25	RS 25	4,5	3	3	3	13,5	3,4	Very Poor
$\Sigma$						363,5	90,9	

Source: The Students of SMP Muhammadiyah Parepare

Based on the result of pre-test analysis in the table above, it showed that there are 20 students got very poor, there are 3 students got poor, there is 1 student got fair and there is 1 student got good. However, the average score is 90,9 from the overall students achieved of their speaking. It is described that the quality of the students' speaking skill is still very poor before getting a treatment.

The following are the process of calculating to find out the mean score based on the calculating of student's score in the pre-test.

Calculating the mean score of pre-test as follow:

$$X = \frac{\Sigma E}{N}$$

In which:

X = Mean score

$\sum E$  = Total f row score

N = Number of Students

X=  $\frac{90,9}{25}$

X= 3,63

So, the mean score of pre-test is 3,63

After determining the mean score of pre-test was 3,63 it could be seen that student's speaking skill was in very poor category. Based on Suarsimi akunto "*Dasar-dasar pendidikan*"

#### 4.1.2.2 Score of Post-test

The researcher have given post-test to know the students speaking skill after giving treatment by applying folktale based instruction strategy for 6 six meetings. Most of them were better than before. They can speak English fluently with a good pronounce.

There were the result of the students' post-test :

Table 4.2 The students' score of post-test

No	RS	SPEAKING SCORING				Sum	Average	Classification
		Fluency	Accuracy	Content	Pronunciation			
1	RS 1	8	5,5	5	5	23,5	5,9	Fair
2	RS 2	8,5	6	7,3	4	25,8	6,5	Fair

3	RS 3	7,5	4	8	6,5	26	6,5	Fair
4	RS 4	7	6	7	5,5	25,5	6,4	Fair
5	RS 5	7	4	6,5	5	22,5	5,6	Fair
6	RS 6	5,5	5,5	6	6	23	5,8	Fair
7	RS 7	8,5	7	8	8	31,5	7,9	Good
8	RS 8	7	5,5	6	6,5	25	6,3	Fair
9	RS 9	8	5,5	6	5	24,5	6,1	Fair
10	RS 10	8	5,5	6	5,9	25,4	6,4	Fair
11	RS 11	6,5	6,5	7	6,5	26,5	6,6	Fair
12	RS 12	6,5	5,7	6	6,5	24,7	6,2	Fair
13	RS 13	7	5,5	6	5	23,5	5,9	Fair
14	RS 14	7	5	6,5	5	23,5	5,9	Fair
15	RS 15	7,5	5	5,5	5	23	5,8	Fair
16	RS 16	6,5	5,5	5,5	6	23,5	5,9	Fair
17	RS 17	6,5	6	7	5,5	25	6,3	Fair
18	RS 18	7	6,5	5,5	6,5	25,5	6,4	Fair
19	RS 19	7,5	6,5	6	5,5	25,5	6,4	Fair
20	RS 20	6	7,5	6,5	6,5	26,5	6,6	Fair
21	RS 21	7	6,5	5,5	6	25	6,3	Fair
22	RS 22	6,5	6	5,5	6	24	6	Fair
23	RS 23	6	5,5	6,5	6	24	6	Fair

24	RS 24	6,5	7	6,5	5,5	25,5	6,4	Fair
25	RS 25	6	6,5	7	6,5	26	6,5	Fair
$\Sigma$						624,4	156,6	

Source; *The Students Of SMP Muhammadiyah Parepare*

Based on the result of the post-test analysis in the table above, it showed that there are 24 students got Fair and there is student got good category. However, the average score is 156,6 from the overall students achieved of their speaking. It described that the quality of the students' speaking skill is fair. They got an improvement after getting treatment by using folktale based instruction strategy.

Calculating the mean score of post-test as follow:

$$X = \frac{\Sigma E}{N}$$

In which:

X = Mean score

$\Sigma E$  = Total f row score

N = Number of Students

X=  $\frac{156,6}{25}$

25

X= 6,26

So, the mean score of post-test is 6,26

After determining the mean score of post-test was 6,26 it could be seen that student's speaking skill was in a fair category. Based on Suarsimi akunto "*Dasar-dasar pendidikan*"



#### 4.1.3 The overall Result of pre-test and post-test

The result explained that the pre-test and post-test are used to measure the student's knowledge gained in the treatment by using folktale based instruction strategy in this research. In other words to determine the student's knowledge level of their oral communicative ability, the pre-test is given to the students by oral test before doing treatment, it means that the students had to answer the test orally and the post-test is given to the students also by oral test after doing treatment with the same test. In another word to measure the students' knowledge level of their oral communicative ability is doing an oral pre-test, treatment by using folktale based instructions strategy also oral post-test ways.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.3 The comparison between pre-test and post-test result

No	Respoendent	The Students' Score	
		Pre-test	Post-test
1	RS 1	3,0	5,9
2	RS 2	5,6	6,5
3	RS 3	5,1	6,5
4	RS 4	5,1	6,4
5	RS 5	3,8	5,6
6	RS 6	2,5	5,8
7	RS 7	7,3	7,9
8	RS 8	4	6,3
9	RS 9	3,1	6,1
10	RS 10	2,8	6,4
11	RS 11	3	6,6
12	RS 12	3,8	6,2
13	RS 13	2,6	5,9
14	RS 14	2	5,9
15	RS 15	2,4	5,8

16	RS 16	2,8	5,9
17	RS 17	2,4	6,3
18	RS 18	4	6,4
19	RS 19	3,6	6,4
20	RS 20	3,4	6,6
21	RS 21	3,3	6,3
22	RS 22	4,1	6
23	RS 23	3,8	6
24	RS 24	4	6,4
25	RS 25	3,4	6,5
Mean		3,6	6,3

*Source: Primary data processing)*

The table above showed that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their speaking skill by using folktale based instruction strategy. The improvement can be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 2 and the maximum was 7,3, beside that the minimum score of post-test is 5,6 and the maximum score of post-test is 7,9. The mean of pre-test is 3,6 and the mean of post-test is 6,3. Before treatment the students got very poor category but after doing treatment by using folktale based instruction strategy the students got fair category, it means that there are improvements with students' speaking skill.

#### 4.1.4 T-test Value

T-test was used to ensure that students got an improvement after giving treatment. The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.4 The worksheet of the calculating of the score on pre-test and post-test

No	Pre-test	Post-test	(D)	D <sup>2</sup>
1	3,0	5,9	2,9	8,41
2	5,6	6,5	0,9	0,81
3	5,1	6,5	1,4	1,96
4	5,1	6,4	1,3	1,69
5	3,8	5,6	1,8	3,24
6	2,5	5,8	3,3	10,89
7	7,3	7,9	0,6	0,36
8	4	6,3	2,9	8,41
9	3,1	6,1	3	9
10	2,8	6,4	3,6	12,96
11	3	6,6	3,3	10,89
12	3,8	6,2	2,4	5,76
13	2,6	5,9	3,3	10,89
14	2	5,9	3,9	15,21
15	2,4	5,8	3,4	11,56
16	2,8	5,9	3,1	9,61
17	2,4	6,3	3,9	15,21
18	4	6,4	2,4	5,76
19	3,6	6,4	2,8	7,84
20	3,4	6,6	3,2	10,24
21	3,3	6,3	3	9
22	4,1	6	2,1	4,41
23	3,8	6	3,8	14,44
24	4	6,4	2,4	5,76
25	3,4	6,5	3,1	9,61
	$\Sigma$		70,8	203,9

Data Source: the worksheet of the calculating on pre-test and post-test

In the other to see the student's score, the following is t-test was statically applied:

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\sum D}{N}$$

In which:

D = the mean score of difference

$\sum D$  = the total scores of difference between pre-test and post-test

N = Total sample

$$D = \frac{70,8}{25}$$

$$D = 2,832$$

So, the mean score of difference is 2,832

Finding out the difference by calculating the T-test value by using the following formula:

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

T : the test of significance

D : the mean score of difference (X1-X2)

$\sum D$  : the sum of the total score

$\sum D^2$  : the square of the sum score of difference

N : the total sample.

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{2,832}{\sqrt{\frac{203,9 - \frac{70,8^2}{25}}{25(25 - 1)}}}$$

$$t = \frac{2,832}{\sqrt{\frac{203,9 - \frac{5012,64}{25}}{25(24)}}}$$

$$t = \frac{2,832}{\sqrt{\frac{203,9 - 200,5}{600}}}$$

$$t = \frac{2,832}{\sqrt{3,4}}$$

$$t = \frac{2,832}{\sqrt{0,006}}$$

$$t = \frac{2,832}{0,075}$$

$t = 37,76$  So, the t-test value is 37,76

#### 4.1.5 Test of Significant

To know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T-test is  $t = 37,76$ . To find out the degree of freedom (df) the researcher used following formula;

$$df = N - 1$$

$$df = 25 - 1$$

$$df = 24$$

For the level of significance ( $p = 0,05$ ) and  $df = 24$  then the value of the table  $= 37,76$  the value of the T-test was greater than the t-table ( $37,76 > 1,7108$ ) it means that there was an improvement with the students' speaking skill after giving treatment

by using folktale based instruction strategy to the students of SMP Muhammadiyah Parepare.

## **4.2 Discussion**

### **4.2.1 The Result of the Test**

Based on the description of the data through the test, the researcher explained that in the previous section shows that the students' speaking skill had improved after given treatment. The students' score after treatment was higher than before given treatment. Before giving treatment the students faced some problems in speaking class activity, they are:

The first is they felt difficult to convey their words to other. The students were afraid to speak English and they did not want to make any mistake, they were afraid to arrange a word.

The second is the students had less vocabulary and almost of students did not have the motivation to memorize some of the expression, this condition made them did not have any sentences, this condition made the students unable to say a sentence during speaking class.

The third is the students felt the strength to speak English because in their daily activities they never used the target language to communicate with their friends or teacher and the students did not have a good confidence in speaking so when they tried to speak they need a long time to make an effort at times to search for words.

Therefore, after giving treatment by using folktales based instructions strategy gave an improvement to the students of SMP Muhammadiyah Parepare activity such as, the students had a good grammar than before they can use good tenses when they arrange a sentence.

The students spoke more fluency than before and they also more had a good confidence to face the material. They braved to use English to communicate while the teaching and learning class is continuing, that really different with the students' skill before giving treatment some of them had a long pause while they arrange a sentence and felt shy to use the English language to communicate.

The students were bravely to say something in target language even though sometimes they made any mistakes in grammar, the students tried use target language to speak, for example when they wanted to ask permission they used English. It made them easier to explain the material and the students got a good confidence to practice their English language during the teaching and learning activity by using folktales based instruction strategy.

All the same, based on the teaching's rating scale accuracy, fluency, content, and pronunciation for speaking skill actually the students more had an improvement in their fluency than in their accuracy, content and pronunciation thus they had already memorized some new expression it helped them to be easier to make sentences but, some of them did not have a good accuracy because, they need much time to learn how to spell a word correctly with a good pronunciation but, it better than before.

Nevertheless, folktale based instruction strategy was able to improve effectively their speaking skill. This technique was able to eliminate the students' confusion of the material with the teacher explanation because, most of the activities was doing by the students and then students enjoyed it because they didn't feel like learn English like usual that learning by textbook that made them boring but they learnt English by folktale story and through a videoscribe. Thus, the students can

learnt English through listening and while watched the video that related with the folktale story.

On the other side, there were some improvements which were achieved by the students SMP Muhammadiyah Parepare after applied folktale based instructions strategy.

Firstly, the students were able to introduce their self confidently. They were able to describe something or someone in English correctly. They were not only knowing the theory but also practicing more and more thus, it could make them understand by doing folktale based instruction strategy.

Secondly, the students were able to speak English fully and fluently than before, they felt free and confidence to speak English because they got many vocabularies and expression from their friends. they practiced many times each others by doing folktale based instruction strategy.

The last, all the students were inspired to share more with their friends. They have been aware that sharing is actually important, sharing is basically helping, sharing is sincerely caring and sharing is really needed by everyone, every time and everywhere because, they have felt the wonder of helping and sharing each other and the power of collaboration.

Before giving them treatment the score of pre-test was 3,63 and post-test 6,26. The mean score between the result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of computation of t-test value (37,76) with the degree of freedom (df) =  $N-1 = 25 - 1 = 24$  for level of significance  $0,05 = 1,7108$ . It showed that the students' had improvement from very poor classification to fair classification in their speaking skill.



From the explanation above, it can be concluded folktale based instruction strategy is able to improve students' speaking skill of SMP Muhammadiyah Parepare. The description of the data by using folktale based instruction strategy in the previous section showed that the student's speaking skill before giving the treatment in teaching was very poor in the mean score of pre-test = 3,63, it was caused by the students' speaking faced some problems based on the criteria of speaking components (conversational discourse, pronunciation, accuracy, fluency, effective factors, and interaction effect) well. The initial problems are the students were difficult to express their ideas and speak slowly while thinking (fluency), made a bad pronunciation.

After giving the treatment and explaining how to apply folktale based instruction strategy, the students understood and told enough well. They could express their ideas and be not shy to speak and for the mean score result of post-test which was higher than mean score of pre-test provided.

Therefore, there was a difference between the students speaking skill before and after giving treatment by using folktale based instruction strategy. It showed that the teacher can try this technique in the teaching and learning process activity in the speaking class to make the students more talk active, thus the students not only know how to write well in target language (English) subject but also the students able to use English to communicate each other.

Besides to make the students master in English, of course, they need study more perfectly and seriously by practicing especially for speaking skill because all humans learn to speak as a need to interact and communicate each other, so that's a way the skill of speaking can measure the success of learning a language and using

some technique especially folktale based instruction strategy. It is one of the alternative technique that the teacher can be used in the classroom activity.

