CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the research findings of the implementation of 3P Method on students' speaking skill to the tenth-grade students of SMA Negeri 1 Air Besar. In this chapter, the researcher calculated the individual score of pre-test and post-test, mean score of pre-test and post-test, analysis the difference between the mean score of pre-test and post-test, a standard deviation, test of normality, testing the hypothesis and calculate the effect size.

1. The Analysis of Students' Individual Score of Pre-Test and Post-Test

In this part, the researcher analyzed the students' individual score of pre-test and post-test by the researcher and the teacher manually. Bellow was the example of calculating on students individual score of pre-test and post-test.

$$X = \frac{A}{N} \times 100$$

$$X = \frac{18}{25} \times 100$$

$$X = 0,72 \times 100$$

$$X = 72$$

After the students' individual score of pre-test and post-test from the researcher and the teacher obtained (see appendix ix), the researcher then analyzed the raw data by employing Statistical Package of Social Science (SPSS) version 16.0. The result of the calculation was displayed as follows:

Table 4.1 Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	26	32	66	1364	52.46	7.966
Posttest	26	52	78	1750	67.31	6.221
Valid N (list wise)	26					

Based on the table showed above, the researcher separated the analysis into these following sub-categories including the analysis on students' score of pre-test, students' score of post-test, and students' mean score of pre-test and post-test.

a) **The Analysis of Students' Score of Pre-Test**

The value of pre-test showed the result of students' score before the treatment is conducted. From the table, it showed in pre-test the highest score that the students obtained was 60 and the lowest score that the student obtained was 32. The total score that the students obtained was 1364 with the standard deviation score was 7.966.

b) **The Analysis of Students' Score of Post-Test**

The post-test considered a final evaluation of the students' achievement on the use of 3P Method on student speaking skill. As can be seen on the table, the highest score that the students obtained was 78 and the lowest score that the students obtained was 52 The total score that the students obtained was 1750 with the standard deviation score was 6.221

2. **The analysis of students` Mean Score of Pre-Test and Post-Test**

After the researcher calculated the whole individual score then the next step is to calculate the mean score of the individual score. The mean score of pre-test was calculated by adding the total individual score of pre-test and then divided into the total number of students who had taken the test were 26 students. The total score of pre-test was 1364 and the total score of post-test was 1750. The students' mean score of pre-test was lower than the students' mean score post-test. The researcher evidence the comparison of the mean score pre-test and post-test as follow:

Table 4.2 The Result of Total Score and Main Score

Descriptive Statistics

	N	Sum	Mean
Pretest	26	1364	52.46
Postest	26	1750	67.31
Valid N (listwise)	26		

The calculation between the mean score of pre-test and the post-test result above showed that mean score pre-test was 52,46 and it is qualified was poor to average. Then the post-test was held after treatments. The mean score of post-test was 67,31. It is qualified was average to good. Based on the comparison between pre-test and post-test were statistically different. In other words, students got a lower score on the pre-test and higher on the post-test. It can be calculated that treatments which have given by researcher influenced students' achievement.

3. **The Analysis of Students' Interval Score of Pre-test and Post-test**

After the researcher calculated the mean score pre-test and post-test, the researcher indicated that there was a difference between students' mean score of pre-test and post-test, the researcher analyzed the students' interval score. The calculation of students' interval score was done manually, it could be described as follow:

$$\bar{D} = \bar{X}2 - \bar{X}1$$
$$= 67,31 - 52,46$$
$$= 14,85$$

The result above displayed that the range between the mean score of pre-test and post-test was 14,85. It demonstrated that the treatment was given by the researcher to the students affecting the students' score. Then, it can be stated that there was a possibility of the treatment given which was effective in enhance speaking skill. However, it needed more evidence. Therefore, the researcher had to continue the calculation.

4. **The Analysis of Standard Deviation of the Score**

Standard deviation represents the deviation of the values of a set of data from its average or mean. If the standard deviation is lower, it means that the values are very close to their average. Otherwise, if the standard deviation is greater, it means that the values are far scattered from the average value. In this research, the researcher employed SPSS Statistic 16,0 to calculate the students' standard deviation. The result standard deviation can be seen in the following table:

Table 4.3 The Result of Standard Deviation

Descriptive Statistics

	N	Std. Deviation
Pretest	26	7.966
Post-test	26	6.221
Valid N (list wise)	26	

Based on the table of the standard deviation, the data showed that the standard deviation of pre-test was 7.966 and the post-test was 6.221. It can be said that the standard deviation of pre-test higher than the post-test. Therefore, it can be concluded that the students' score in pre-test was scattered far from the average value. Meanwhile, the students' score in post-test was close to average value after implementing 3P Method.

5. **Normality Test**

Normality test intended to determine whether the data is in normal distribution or not. If the data show the normal distribution the researcher used the parametric statistic t-test formula but if the data do not show the normal distribution the researcher use nonparametric statistic. The normality test was done as pre-requisite testing before doing hypothesis testing. The decision of making normality test is that the data is a normal distribution if the data score of the sig (significance) > 0,05.

The normality test of data pre-test and post-test in this research was "Shapiro wilk". The calculation was performed by using SPSS 16 version. The result of the normality test can be seen in the following table:

Table 4.4 Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.095	26	.200[*]	.972	26	.677
Post-test	.144	26	.178	.965	26	.489

a. Lilliefors Significance Correction

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

Based on the table of the test of normality above, the data showed that the score of sig value of the pre-test was 0,677 for df 26 it was in normal distribution because the sig value was higher than the α (0,05) value (0,677>0,05). Then the sig value of post-test was 0,489. It was in a normal distribution also because the sig value was higher than the α (0,05) value (0,489>0,05). Refers to the test of normality calculation, data assumed in a normal distribution.

6. **T-Test**

The data distribution was found as the normal distribution which made the researcher decided to use paired samples t-test to the hypotheses of the first research question. The decision making would be based on the paired samples t-test result of significance value (sig) compared to the α value. If the value significance from the paired samples t-test was higher than the α (0.05), Ho was accepted. The result of computing the data into SPSS 16 was shown as follow:

Table 4.5 paired sample test result

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Postest – Pretest	14.846	5.911	1.159	12.459	17.234	12.808	25	.000

Based on this computation result, the t-value which 12.808 is higher than t-table 1.708 with the degree of freedom (df) = N-1 (26-1=25) at the level of 0,05, and supported with the significant (sig) value was 0,00 which was smaller than the α (0,05). It means that H_0 was rejected and H_a was accepted.

Based the result about can be concluded the teaching students speaking skill by using 3P Method is effective to the tenth-grade students of SMA Negeri 1 Air Besar in the academic year of 2018/2019. And the null hypotheses (H_0) was teaching students` speaking skill by using 3P Method is not effective to the tenth-grade students of SMA Negeri 1 Air Besar in the academic year of 2018/2019.

From the explanation above, it could be concluded that the use of 3P Method on students` speaking skill to the tenth-grade students of SMA Negeri 1 Air Besar in the academic year of 2018/2019 was effective.

7. **Effect Size**

The researcher described the findings of the significant effect of the treatment in order to see how strong the use of 3P Method effective on students` speaking skill. The researcher used the formula as follow:

$$d = \frac{x_2 - x_1}{SDpooled}$$

$$d = \frac{67.31 \quad - \quad 52,46}{7.966 + 6.221}$$

$$d = \frac{14,85}{14.187}$$

$$d = 1,04$$

Cohen's criteria are used to define the level effect of the treatment given to the sample effect. The result effect size of $> 0,5$ was a strong effect. It can be calculated that 1,04 was a strong effect on the students' speaking skill after the treatment of 3P Method was applied to the class. It proves that 3P Method was influenced significantly to teach students` speaking skill toward the tenth-grade students of SMA Negeri 1 Air Besar in the academic year of 2018/2019.

B. Discussion

The discussion of this research cover the findings that are related to to the two question of this research. From the final result of this research, could be concluded that the use of Presentation, practice, and Production (3P) Method is effective. Because the result of this research state that the mean score of post-test was higher than the mean score of the pre-test. It is mean that the technique was effective.

Based on research finding above, the achievement of the students influenced not only by the students itself, but also by the process of teaching and learning or through Presentation, practice, and Production (3P) Method as a method in teaching students' speaking skill. In this case, the situation was established among the students during the teaching and learning process where the students felt enjoy and enthusiasm in process of teaching-learning when this method was applied. This method makes the students more active and brave to speak up, so this can give positive outcomes for the students. This method also created a positive atmosphere in the teaching and learning process.

In addition, the students are easier to receive the new material, it also to make easier for the teacher make some plan step by step to make more understand for the students. This statement is supported by Nunan in Izzah

(2013:24) said that Presentation, practice, and Production (3P) method is relatively straightforward and structured enough to be easily understood by both students and emerging teacher. Even though, the researcher as a teacher who taught the material in that class, the Presentation, practice, and Production (3P) Method easier for the novice teacher in order the teacher easy to arrange the step of teaching-learning. In line with the statement of Richards and Rodgers in Vystavelova, (2009:21)`` the novice teacher the reassurance of a detailed set of sequential steps to follow in the classroom". So this method gives a positive response in speaking learning process. The finding of this research also suggested that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In other words, the result of this research showed a positive effect on students speaking skill.

The findings of this research are supported by the research conducted by Izzah Alfiatul. (2013) She finds that there was a significant difference in the students' achievement of listening skill after the treatment was given. Supported by Dewi Yulani (2017), also showed the positive result that 3P has significantly affected the students' Speaking Skill. In addition, Maksum (2012), also showed the positive effects of result that 3P Method has A significant effect on the students' speaking achievement

The discussion of the findings above confirms the theory which proposed by some expert related to the effectiveness of 3P Method to teach students' speaking skill. Because 3P Method put the Students as the main target to get the opportunities to generate their own idea while speaking orally in front of the class in form of dialogue by using 3P Method. The result of those research revealed that 3P Method was effective to uplift students' speaking skill.