**CHAPTER IV**

**RESEARCH FINDINGS**

This chapter discusses about some topics related to the data presentation, data analysis and hypothesis testing, and discussion.

1. **Data Presentation**

To obtain the data, the test was given to the experimental class. The writer purposes to know the result of The Effectiveness on the Teaching Speaking Skill by Using Inquiry method to The Second Grade Students at MTs Sunan Ampel Ringinrejo Academic Year 2011/ 2012”

 The writer involves a class that consists of 38 students. So the writer uses a small sample which connects each other (T-Test for one sample, that are value between pre-test and post-test.

1. **Students Score Before Taught By Using Inquiry Method**

From the table below, the pre test has been done before treatment process (teaching speaking skill by using inquiry method). This test is given to know the basic competence for all students and to know their earlier knowledge before they get treatment. The students score before getting treatment by using inquiry method as teaching speaking skills process are very low compared and, just only few students can speak be better. It can be seen from the students’ mean score is 49.974 (See Appendix 3)

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|  |  |  |
| --- | --- | --- |
| NO | STUDENTS | SPEAKING COMPONENTS |
| Acc | Gram | Voc | Flu | Comp |
| 1 | A | 0 | 2 | 3 | 4 | 3 |
| 2 | B | 1 | 2 | 3 | 3 | 2 |
| 3 | C | 0 | 2 | 2 | 3 | 3 |
| 4 | D | 3 | 3 | 2 | 3 | 3 |
| 5 | E | 2 | 2 | 2 | 4 | 3 |
| 6 | F | 3 | 2 | 4 | 5 | 6 |
| 7 | G | 2 | 2 | 2 | 4 | 3 |
| 8 | H | 3 | 3 | 3 | 4 | 3 |
| 9 | I | 3 | 3 | 4 | 4 | 3 |
| 10 | J | 2 | 2 | 3 | 6 | 4 |
| 11 | K | 5 | 3 | 4 | 4 | 3 |
| 12 | L | 2 | 3 | 3 | 4 | 4 |
| 13 | M | 2 | 2 | 2 | 4 | 3 |
| 14 | N | 3 | 3 | 3 | 5 | 3 |
| 15 | O | 3 | 2 | 4 | 5 | 4 |
| 16 | P | 2 | 3 | 3 | 4 | 3 |
| 17 | Q | 2 | 2 | 3 | 4 | 2 |
| 18 | R | 3 | 2 | 3 | 5 | 2 |
| 19 | S | 3 | 3 | 5 | 6 | 5 |
| 20 | T | 1 | 2 | 3 | 5 | 2 |
| 21 | U | 2 | 2 | 2 | 5 | 2 |
| 22 | V | 1 | 2 | 2 | 6 | 4 |
| 23 | W | 2 | 2 | 2 | 5 | 3 |
| 24 | X | 3 | 2 | 3 | 5 | 4 |
| 25 | Y | 3 | 2 | 4 | 5 | 3 |
| 26 | Z | 2 | 2 | 3 | 6 | 3 |
| 27 | AA | 1 | 2 | 3 | 6 | 4 |
| 28 | AB | 3 | 3 | 4 | 6 | 4 |
| 29 | AC | 2 | 2 | 3 | 5 | 3 |
| 30 | AD | 2 | 3 | 2 | 4 | 3 |
| 31 | AE | 3 | 2 | 4 | 5 | 4 |
| 32 | AF | 2 | 2 | 3 | 3 | 3 |
| 33 | AG | 3 | 3 | 3 | 6 | 4 |
| 34 | AH | 3 | 2 | 4 | 5 | 3 |
| 35 | AI | 2 | 3 | 3 | 6 | 3 |
| 36 | AJ | 2 | 2 | 5 | 5 | 3 |
| 37 | AK | 3 | 2 | 4 | 6 | 4 |
| 38 | AL | 2 | 2 | 5 | 4 | 3 |

Acc : Accent

Gram : Grammar

Voc : Vocabulary

Flu : Fluency

Comp : Comprehension

1. **Scoring Weighting Rubric of Students’ Skill in Speaking Test before being taught Using Inquiry Method**

From the table below, the researcher presents the students’ score in pre test which is calculated based on the scoring weighting rubric of speaking. Pre test is given to know the basic competence for all students and to know their earlier knowledge before students get treatment.

|  |  |  |
| --- | --- | --- |
| NO. | STUDENTS | DESCRIPTION OF PROFICIENCY |
| Acc | Gram | Voc | Flu | Comp | Total Score |
| 1 | A | 1 | 12 | 12 | 8 | 12 | 45 |
| 2 | B | 2 | 12 | 12 | 6 | 8 | 40 |
| 3 | C | 1 | 12 | 8 | 6 | 12 | 39 |
| 4 | D | 2 | 18 | 8 | 6 | 12 | 46 |
| 5 | E | 1 | 12 | 8 | 8 | 12 | 41 |
| 6 | F | 2 | 12 | 16 | 10 | 12 | 51 |
| 7 | G | 1 | 12 | 8 | 8 | 12 | 41 |
| 8 | H | 2 | 18 | 12 | 8 | 12 | 60 |
| 9 | I | 2 | 18 | 16 | 8 | 12 | 56 |
| 10 | J | 1 | 12 | 12 | 12 | 15 | 52 |
| 11 | K | 3 | 18 | 16 | 8 | 12 | 57 |
| 12 | L | 1 | 18 | 12 | 8 | 15 | 54 |
| 13 | M | 1 | 12 | 8 | 8 | 12 | 41 |
| 14 | N | 2 | 18 | 12 | 10 | 12 | 54 |
| 15 | O | 2 | 12 | 16 | 10 | 15 | 55 |
| 16 | P | 1 | 18 | 12 | 8 | 12 | 51 |
| 17 | Q | 1 | 12 | 12 | 8 | 8 | 41 |
| 18 | R | 2 | 12 | 12 | 10 | 8 | 44 |
| 19 | S | 2 | 18 | 20 | 12 | 19 | 71 |
| 20 | T | 0 | 12 | 12 | 10 | 8 | 42 |
| 21 | U | 1 | 12 | 8 | 10 | 8 | 39 |
| 22 | V | 0 | 12 | 8 | 12 | 15 | 47 |
| 23 | W | 1 | 12 | 8 | 10 | 12 | 43 |
| 24 | X | 2 | 12 | 12 | 10 | 15 | 51 |
| 25 | Y | 2 | 12 | 16 | 10 | 12 | 52 |
| 26 | Z | 1 | 12 | 12 | 12 | 12 | 49 |
| 27 | AA | 4 | 12 | 12 | 12 | 15 | 55 |
| 28 | AB | 2 | 18 | 16 | 12 | 15 | 63 |
| 29 | AC | 1 | 12 | 12 | 10 | 12 | 47 |
| 30 | AD | 1 | 18 | 8 | 8 | 12 | 47 |
| 31 | AE | 2 | 12 | 16 | 10 | 15 | 55 |
| 32 | AF | 1 | 12 | 12 | 6 | 12 | 43 |
| 33 | AG | 2 | 18 | 12 | 12 | 15 | 59 |
| 34 | AH | 2 | 12 | 16 | 10 | 12 | 52 |
| 35 | AI | 1 | 18 | 12 | 12 | 12 | 55 |
| 36 | AJ | 1 | 12 | 20 | 10 | 12 | 55 |
| 37 | AK | 2 | 12 | 16 | 12 | 15 | 57 |
| 38 | AL | 1 | 12 | 20 | 8 |  12 | 53 |

**Graphic 1**

**HISTOGRAM OF THE RESULT IN PRE TEST**



From the graphic above, it can be concluded that the lowest score in pre test is 21 and the highest score is 80. In addition, most of the students in pre test get the score between 51-60. Therefore, it indicates that the students have low competence in speaking skill before being taught using inquiry method.

**Table 5.1 the Frequency and Percentage of the Students’ score in Pre Test**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Interval | Frequency | Percent (%) |
| 1. | 21-30 | 0 | 0 |
| 2. | 31-40 | 3 | 7.894 |
| 3. | 41-50 | 14 | 36.842 |
| 4. | 51-60 | 19 | 50.000 |
| 5. | 61-70 | 1 | 2.632 |
| 6. | 71-80 | 1 | 2.632 |
| 7. | 81-90 | 0 | - |
| Total |  | 100. |

From the table above, most of the students obtain the score between 51 to 60, and the percentage is 50.000. Therefore, it can be said that the students’ speaking skill is poor, before being taught by using inquiry method, because they consider that speaking is difficult to learn.

1. **Students Score after taught by Using Inquiry Method**

From the table below, the post tast has been done after treatment process (teaching speaking skill by using inquiry method). It has been done to know the final score and to know the student’s difference competence before and after they get treatment. The table shows the mean of post test by dividing all of score in post test with number of class, the students score after getting treatment by using inquiry method as teaching speaking skills process are high compared and most of students can speak better. It can be seen from the students’ mean score is 67.579 (See Appendix 3)

|  |  |  |
| --- | --- | --- |
| NO | STUDENTS | SPEAKING COMPONENTS |
| Acc | Gram | Voc | Flu | Comp |
| 1 | A | 3 | 3 | 4 | 6 | 5 |
| 2 | B | 3 | 3 | 3 | 3 | 3 |
| 3 | C | 3 | 2 | 2 | 2 | 2 |
| 4 | D | 3 | 6 | 6 | 6 | 4 |
| 5 | E | 5 | 4 | 5 | 6 | 5 |
| 6 | F | 2 | 4 | 4 | 5 | 3 |
| 7 | G | 2 | 2 | 3 | 3 | 3 |
| 8 | H | 2 | 2 | 6 | 6 | 5 |
| 9 | I | 5 | 3 | 6 | 6 | 4 |
| 10 | J | 2 | 2 | 2 | 2 | 2 |
| 11 | K | 5 | 5 | 4 | 5 | 4 |
| 12 | L | 5 | 5 | 5 | 5 | 5 |
| 13 | M | 2 | 3 | 3 | 2 | 3 |
| 14 | N | 3 | 6 | 3 | 6 | 4 |
| 15 | O | 2 | 2 | 5 | 5 | 5 |
| 16 | P | 5 | 5 | 5 | 6 | 5 |
| 17 | Q | 3 | 4 | 3 | 4 | 3 |
| 18 | R | 3 | 3 | 3 | 3 | 4 |
| 19 | S | 2 | 4 | 3 | 6 | 4 |
| 20 | T | 2 | 3 | 3 | 2 | 2 |
| 21 | U | 5 | 2 | 3 | 5 | 2 |
| 22 | V | 3 | 3 | 4 | 5 | 4 |
| 23 | W | 3 | 4 | 3 | 4 | 4 |
| 24 | X | 2 | 3 | 3 | 3 | 4 |
| 25 | Y | 2 | 4 | 6 | 6 | 5 |
| 26 | Z | 4 | 3 | 4 | 4 | 15 |
| 27 | AA | 6 | 4 | 4 | 5 | 19 |
| 28 | AB | 6 | 4 | 5 | 6 | 5 |
| 29 | AC | 6 | 4 | 5 | 5 | 6 |
| 30 | AD | 6 | 5 | 5 | 5 | 5 |
| 31 | AE | 5 | 4 | 6 | 6 | 6 |
| 32 | AF | 5 | 3 | 4 | 2 | 4 |
| 33 | AG | 4 | 4 | 5 | 6 | 6 |
| 34 | AH | 5 | 5 | 5 | 6 | 5 |
| 35 | AI | 2 | 2 | 5 | 6 | 4 |
| 36 | AJ | 4 | 4 | 6 | 6 | 5 |
| 37 | AK | 5 | 6 | 5 | 6 | 6 |
| 38 | AL | 6 | 5 | 6 | 6 | 5 |

Acc : Accent

Gram : Grammar

Voc : Vocabulary

Flu : Fluency

Comp : Comprehension

1. **Scoring Weighting Rubric of Students’ Skill in Speaking Test after Using Inquiry Method**

From this table below, the researcher presents the students’ score in post test which is calculated based on the scoring weighting rubric of speaking. Post test is given to know the basic competence for all students and to know their earlier knowledge after students get treatment.

|  |  |  |
| --- | --- | --- |
| NO | STUDENTS | DESCRIPTION OF PROFICIENCY |
| Acc | Gram | Voc | Flu | Comp | Total Score |
| 1 | A | 2 | 18 | 16 | 12 | 19 | 67 |
| 2 | B | 2 | 18 | 12 | 6 | 12 | 50 |
| 3 | C | 2 | 12 | 8 | 4 | 8 | 34 |
| 4 | D | 2 | 36 | 24 | 12 | 15 | 89 |
| 5 | E | 3 | 24 | 20 | 12 | 19 | 78 |
| 6 | F | 1 | 24 | 16 | 10 | 12 | 63 |
| 7 | G | 1 | 12 | 12 | 6 | 12 | 43 |
| 8 | H | 1 | 12 | 24 | 12 | 19 | 68 |
| 9 | I | 3 | 18 | 24 | 12 | 15 | 72 |
| 10 | J | 1 | 12 | 8 | 4 | 8 | 45 |
| 11 | K | 3 | 30 | 16 | 10 | 15 | 74 |
| 12 | L | 3 | 30 | 20 | 10 | 19 | 82 |
| 13 | M | 1 | 18 | 12 | 4 | 12 | 47 |
| 14 | N | 2 | 36 | 12 | 12 | 15 | 77 |
| 15 | O | 1 | 12 | 20 | 10 | 19 | 62 |
| 16 | P | 3 | 30 | 20 | 12 | 19 | 84 |
| 17 | Q | 2 | 24 | 12 | 8 | 12 | 58 |
| 18 | R | 2 | 18 | 12 | 6 | 15 | 46 |
| 19 | S | 1 | 24 | 12 | 12 | 15 | 64 |
| 20 | T | 1 | 18 | 12 | 4 | 8 | 43 |
| 21 | U | 3 | 12 | 12 | 10 | 8 | 45 |
| 22 | V | 2 | 18 | 16 | 10 | 15 | 61 |
| 23 | W | 2 | 24 | 12 | 8 | 15 | 61 |
| 24 | X | 2 | 18 | 12 | 6 | 15 | 53 |
| 25 | Y | 1 | 24 | 24 | 12 | 19 | 80 |
| 26 | Z | 4 | 18 | 16 | 8 | 15 | 61 |
| 27 | AA | 4 | 24 | 16 | 10 | 19 | 73 |
| 28 | AB | 4 | 24 | 30 | 12 | 19 | 89 |
| 29 | AC | 4 | 24 | 20 | 10 | 23 | 81 |
| 30 | AD | 4 | 30 | 20 | 10 | 19 | 83 |
| 31 | AE | 3 | 24 | 24 | 12 | 23 | 86 |
| 32 | AF | 3 | 18 | 16 | 4 | 15 | 56 |
| 33 | AG | 4 | 24 | 20 | 12 | 23 | 83 |
| 34 | AH | 3 | 30 | 20 | 12 | 19 | 84 |
| 35 | AI | 1 | 12 | 20 | 12 | 15 | 60 |
| 36 | AJ | 4 | 24 | 24 | 12 | 19 | 83 |
| 37 | AK | 3 | 36 | 20 | 12 | 23 | 94 |
| 38 | AL | 4 | 30 | 24 | 12 | 19 | 89 |

**Graphic 2**

**HISTOGRAM OF THE RESULT IN POST TEST**

From the graphic above, it can be concluded that the lowest score in post test is 31 and the highest score is 90.In addition, most of the students in post test get the score between 81 to 90. Therefore, it indicates that the students have high competence in speaking skill after being taught using inquiry method.

Table **5.2 the Frequency and Percentage of the Students’ Score in Post Test**

|  |  |  |  |
| --- | --- | --- | --- |
| NO. | Interval | Frequency | Percent (%) |
| 1. | 21-30 | - | - |
| 2. | 31-40 | 2 | 5.263 |
| 3. | 41-50 | 7 | 18.421 |
| 4. | 51-60 | 3 | 7.894 |
| 5. | 61-70 | 8 | 21.053 |
| 6. | 71-80 | 6 | 15.789 |
| 7. | 81-90 | 12 | 31.578 |
| Total |  | 100 |

From the table above, most of students obtain the score between 81-90, and the percentage is 31.578. Therefore, it can be said that the students’ speaking skill is rich after being taught by using inquiry method, because they think that speaking is easy to learn.

1. **Data Analysis**

Data analysis is done to know the students’ different score before and after being taught using inquiry method. Hence, the researcher needs to search the posttest score minus pretest score the gain “d and the total of score (∑d). Here also was sought the number of subject (N), the total of pre-test and post-test score and its mean (X). The result of pre-test and post-test to significance Test for The total of before treatment score is 1899 with X1 49.974. The total of scores after the treatmentis 2568 with X2 = 67.579. Moreover, the total of gain is d = 672. (See Appendix 3)

**Table 4.5 the Different Score of Pre-test and Post-test**

 **(To Gain (D) / Post-Test – Pre-Test)**

After the different score before treatment and after treatment known, the researcher searches the “Xd” the deviation of every subject (d – Md). Md is mean from the difference between before conducting treatment and after applying treatment. Here it also needs to search of the ∑ X2d (square of deviation). See Appendix 4

**Graphic 3**

**HISTOGRAM OF THE RESULT OF THE STUDENTS’ SPEAKING**

**IN PRE TEST AND POST TEST**

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From this histogram above, there is a difference test result between pre test and pro test (teaching speaking skill by using inquiry method).Here, almost all students are able to improve their score from the lower score to the high their score. In fact, many students understand the speaking material which is taught by using inquiry method in teaching speaking skill.So, the students seems interested in teaching and learning process when they are taught using inquiry method, and the problems which they face in speaking skill such as anxiety, and low motivation can be decreased after being taught using the method. It means that inquiry method is a good method to teach speaking.

**Table 5.3 the frequency Distribution of students’ speaking in Pre test and Post test.**

|  |  |  |  |
| --- | --- | --- | --- |
| NO. | Interval | Pre Test | Post Test |
| 1. | 21-30 | 0 | 0 |
| 2. | 31-40 | 3 | 2 |
| 3. | 41-50 | 14 | 7 |
| 4. | 51-60 | 19 | 3 |
| 5. | 61-70 | 1 | 8 |
| 6. | 71-80 | 1 | 6 |
| 7. | 81-90 | 0 | 12 |
|  Total | 38 | 38 |

From the table above, the frequency distribution of students’ speaking before and after using inquiry method is different. Here, most of the students obtain the score between 51 to 60 in pre test, it can be said that the students’ speaking skill is poor, before being taught by using inquiry method, because they consider that speaking is difficult to learn. The teacher gives students treatment by using inquiry method, most of students obtain the score between 81-90. It can be said that the students’ speaking skill is rich after being taught by using inquiry method, because they suppose that speaking easy to learn.

**Table 4.6 Find the Xd and X2d**





To know the degree of freedom, we can find the result from the formula below:



1. **Hyphotesis Testing**
2. The students have good achievement after being taught by using inquiry method.
3. There was any significant effect of using inquiry method in teaching speaking skill

TCOUNT= 7.727

TTABLE= 2.042

1. The Null Hypothesis ( H0) in this research is “ There are not significant different scores of the students who are taught and without inquiry method”. The Alternative Hyphotesis ( Ha) in this research is “ There are significant different scores of the students who are taught with and without inquiry method”.
2. With level significant 5 % or 0.05, so Tcount7.727 < Ttable 2.042. From the result, it can be conclude that “ There is any significant effect of using inquiry method in teaching speaking skill to student’s achievement”.
3. **Discussion**

Based on research method in chapter III in this research, teaching and learning process was divided into three steps. First step is preliminary study in this phase the researcher conducted a preliminary study to know the students’ speaking ability by using administering pre-test by teaching speaking without using inquiry method.

The second were given treatment to the students. The treatment here is teaching speaking by using inquiry method. The materiel is student’s experience. After getting treatment, the students are more lazy or not enthusiasm to speak because they can speak more about school service.

The score of speaking before taught by using inquiry method is bad because the mean of the total score of 38 students is only (49.974). After getting treatment, the mean score of speaking is (67.579). It improved, with the t-test analysis that is used by researcher; the result of t count is (7.727).

Then, the researcher gave interpretation to t0. First, she considered the. = N – 1 with the  is (37). She consulted to the score table “t”, at the significance level of 0.05. In fact, with the  is (37), she can get the critic value or table at 0.05 significance t count is (2.042)

By comparing the “t” that she has got in calculation t count = (7.727) and the value of “t” on the t score table t0.05 = (2.042). It is known that t0 is smaller than tt= 7.727< 2.042

Because the t count is bigger that t table the alternative hypothesis, the alternative hypothesis (Ha) is accepted it means that there is different significant speaking score to the second year students of MTs Sunan Ampel Ringinrejo Kediri between before using the inquiry method and after using inquiry method. The different is significant. It is indicated this students’ score is different before and after taught by using inquiry method.

Based on the research finding, inquiry method as teaching method is surely shows the real effectiveness, because by using this method students feel comfortable at class VIII in MTs Sunan Ampel Ringinrejo Kediri. They are easy to conduct interaction, conversation, become active in speaking. They feel confidence. So, their oral skill is better.