

CHAPTER IV
RESEARCH FINDING

A. Description of Data

The writer made table of score of speaking test with and without dubbing movie techniques, then both of it were compared.

Table 4.1 The Scores of Speaking Pretest of Treatment Class

No.	Name	Fluency	Vocabulary	Content	Time	Total
1.	AS	3	3	2	1	9
2.	GH	2	3	3	2	10
3.	AI	3	3	3	2	11
4.	MA	3	3	2	2	10
5.	EI	3	3	3	3	12
6.	IA	3	3	3	3	12
7.	KA	3	2	3	3	11
8.	LI	2	2	2	2	8
9.	MR	2	3	3	1	9
10.	HI	2	2	2	1	7
11.	RI	2	3	2	1	8
12.	AF	2	2	1	1	6
13.	NH	3	3	3	2	11
14.	PI	2	3	2	2	9
15.	RI	2	3	3	2	10
16.	VA	3	2	2	3	10
17.	AS	3	3	2	1	9
18.	WI	3	2	2	1	8
19.	ZA	3	3	3	3	12
20.	VA	2	2	2	1	7

Table 4.2 The Scores of Speaking Pretest of Control Class

No.	Name	Fluency	Vocabulary	Content	Time	Total
1.	AN	2	2	2	1	7
2.	AK	3	2	2	1	8
3.	DK	3	3	3	2	11
4.	DS	3	3	3	2	11
5.	GN	3	2	2	1	8
6.	HN	3	3	3	1	10
7.	IM	1	2	1	1	5
8.	AF	1	1	2	1	5
9.	FH	3	3	3	1	10
10.	RM	3	3	2	1	9
11.	GU	3	2	3	1	9
12.	MB	3	3	2	1	9
13.	JH	1	2	1	1	5
14.	NR	3	2	1	2	8
15.	SA	2	2	2	1	7
16.	HA	3	2	1	2	8
17.	RU	3	3	3	1	10
18.	UA	2	3	3	2	10
19.	YI	1	1	2	1	5
20.	ZA	3	3	3	2	11
21.	AA	3	2	3	1	9
22.	RN	1	2	3	2	8
23.	JN	3	2	1	1	7

Table 4.3 The Scores of Speaking Post-Test of Treatment Class

No.	Name	Fluency	Vocabulary	Content	Time	Total
1.	AS	3	4	4	3	14
2.	GH	3	4	4	3	14
3.	AI	3	4	3	4	14
4.	MA	4	4	4	3	15
5.	EI	4	4	4	4	16
6.	IA	4	4	4	3	15
7.	KA	4	3	4	4	15
8.	LI	3	3	3	2	11
9.	MR	4	3	3	3	13
10.	HI	4	3	3	3	13
11.	RI	4	3	4	3	14
12.	AF	3	4	3	3	13
13.	NH	4	4	4	3	15
14.	PI	4	3	4	3	14
15.	RI	4	4	3	3	14
16..	VA	4	4	4	4	16
17.	AS	4	4	4	4	16
18.	WI	3	3	4	3	13
19.	ZA	4	4	4	4	16
20.	VA	3	3	3	4	13

Tabel 4.4 The Scores of Speaking Post-Test of Control Class

No.	Name	Fluency	Vocabulary	Content	Time	Total
1.	AN	3	3	3	2	11
2.	AK	3	3	3	2	11
3.	DK	3	2	2	1	8
4.	DS	3	3	3	1	10
5.	GN	1	2	1	1	5
6.	HN	2	2	2	1	7
7.	IM	3	2	1	2	8
8.	AF	3	3	3	1	10
9.	FH	2	3	3	2	10
10.	RM	3	1	2	1	7
11.	GU	2	2	2	1	7
12.	MB	3	2	2	2	9
13.	JH	3	3	3	1	10
14.	NR	1	2	2	1	6
15.	SA	2	2	2	1	7
16..	HA	3	2	1	2	8
17.	RU	3	3	3	1	10
18.	UA	2	3	3	2	10
19.	YI	2	2	2	1	7
20.	ZA	2	2	2	1	7
21.	AA	3	2	2	2	9
22.	RN	3	3	3	1	10
23.	JN	1	2	1	1	5

Thus, the score of pretest and posttest for class XI-A and XI-B can be seen in tables below:

Table 4.5 The Scores of Speaking Pre-test and Post-Test of Treatment Class

No.	Name	Pretest	Post test
1.	AS	9	14
2.	GH	10	14
3.	AI	11	14
4.	MH	10	15
5.	EY	12	16
6.	IA	12	15
7.	KA	11	15
8.	LI	8	11
9.	MR	9	13
10.	HI	7	13
11.	RI	8	14
12.	AF	6	13
13.	NH	11	15
14.	PI	9	14
15.	RI	10	14
16..	VA	10	16
17.	AS	9	16
18.	WI	8	13
19.	ZA	12	16
20.	VA	7	13
	Total	$\Sigma 189$	$\Sigma 284$

Table 4.6 The Scores of Speaking Pre-test and Post-Test of Control Class

No.	Name	Pretest	Post test
1.	AN	7	11
2.	AK	8	11
3.	DK	11	8
4.	DS	11	10
5.	GN	8	5
6.	HN	10	7
7.	IM	5	8
8.	AF	5	10
9.	FH	10	10
10.	RM	9	7
11.	GR	9	7
12.	MB	9	9
13.	JH	5	10
14.	NR	8	6
15.	SA	7	7
16..	HA	8	8
17.	RL	10	10
18.	UA	10	10
19.	YI	5	7
20.	ZD	11	7
21.	AA	9	9
22.	RN	8	10
23.	JN	7	5
		$\Sigma 190$	$\Sigma 192$

B. Data Analysis

Based on the score from pretest and post-test, the researcher would like to conduct a statistic test about “The effectiveness of dubbing movie strategies on students’ speaking ability at the second grade of MA AT Tohiriyah Ngantru Tulungagung”.

1. Descriptive Data

Before further analyze, the researcher would like to conduct a descriptive data of scores of speaking pretest and post-test of treatment class and control class. And the result is show below.

a. Control Class

Table 4.7 Descriptive Data of Pretest of Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Pretest_CC	23	5	11	190	8.26
Valid N (listwise)	23				

Source: SPSS, processed

Table 4.8 Descriptive Data of Post-Test of Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Posttest_CC	23	5	11	192	8.35
Valid N (listwise)	23				

Source: SPSS, processed

The results displayed that posttest only had a slightly different mean (M=8,35) than pretest (M=8,26). Since there was no significant difference between the mean of two groups on the pretest and post test, the result of

data analysis confirmed traditional teaching strategies don't have a significant influence on native like pronunciation development.

b. Treatment Class

Table 4.9 Descriptive Data of Pretest of Treatment Class

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Pretest_TC	20	6	12	189	9.45
Valid N (listwise)	20				

Source: SPSS, processed

Table 4.10 Descriptive Data of Post-Test of Treatment Class

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Posttest_TC	20	11	16	284	14.20
Valid N (listwise)	20				

Source: SPSS, processed

The results displayed that posttest had a higher mean ($M=14,20$) than pretest ($M=9,45$). Since there was a significant difference between the mean of two groups on the pretest and post test, the result of data analysis confirmed the idea that dubbing-based strategies have a significant influence on native like pronunciation development.

2. Normality Test

Statistical errors are common in scientific literature and about 50% of the published articles have at least one error. The assumption of normality

needs to be checked for many statistical procedures, namely parametric tests, because their validity depends on it. The result for normality test for pretest and posttest was list below:

Table 4.11 Result of Normality Test

Data	Significant	Status
Pretest and Posttest	0,432	Normal

Source: SPSS, processed

The level of significant shows that pretest and posttest both is higher than 0,05 in the normality test. It means that pretest and posttest are both normality data.

3. Homogeneity Test

A test of homogeneity tests the null hypothesis that different populations have the same proportions of some characteristics. The assumption of homogeneity of variance is an assumption of the independent samples t-test and ANOVA stating that all comparison groups have the same variance. The result for homogeneity test for pretest and posttest was list below:

Table 4.12 Result of Homogeneity Test

Data	Significant	Status
Control Class	0,303	Homogeneous
Treatment Class	0.239	Homogeneous

Source: SPSS, processed

The level of significant shows that pretest and posttest both is higher than 0,05 in the homogeneity test. It means that control class and treatment class are both homogeny.

The above data of pretest and posttest proved to be normality and homogeneous, therefore the data processing can be continued to the parametric test.

4. T-test

The researcher in this study used the formula of T-test to analyze the data to know the result of students' test which are conducted before and after doing treatment. The data were analyzed using the following of t-test.

And the result is:

Table 4.13 T- 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
Posttest	Equal variances assumed	4.683	.036	-11.881	41	.000	-5.852	.493	-6.847	-4.857
	Equal variances not assumed			-12.148	39.791	.000	-5.852	.482	-6.826	-4.878

Source: SPSS, processed

After doing the analysis by using SPSS then concluded that the value of Significance of t is 0.000 smaller than 0.05 then means H0 rejected automatically H1 is accepted.

So the results of this study indicate that there is a significant difference between control class outcomes with treatment class outcomes. It means dubbing

movie strategies on students' speaking ability at the second grade of MA AT Tohiriyah Ngantru Tulungagung is more effective.

C. Discussion

The result of students' speaking skill of narrative text (grammar, vocabulary, fluency, and content) in experimental class was greater than the students' speaking skill before the experiment. It caused dubbing animated films proven helped to enhance students speaking skill of narrative text than picture story. Animated film show story completely so that the students comprehended the story easily. Then, they heard and imitated expression, stress, and intonation of words as the result their vocabulary, pronunciation and fluency to be better. This case facilitated them to retell the story. It also provided them saw properties, background, costume, and plot of the story completely. Those could expand their ideas to retell story. It was in line with Stewart's statement (2006:3). He states that animated films are ideas. It meant that by watching animated films, the students got many ideas for retelling the story. Meanwhile Heinich (1989:206) argues that animated films give students same basic effect on cognitive and motor learning. It means that animated films gave the students both visual and auditory input to learn language totally in which they saw and heard directly. They will process information about story and retell the story easily.

Moreover, Harmer (2002:282) says that in animated film, the students did not only hear language, but also they can see character, climax, anti-climax, moral lesson, situation (background), and properties, and see the use of the language.

With the help of the language written and the images of film, the students also can enrich their vocabulary and can improve their grammar. It also facilitated the students to understand the story and improve their language acquisition. In addition, Espinosa (2012:2) says that film give entertaining and motivating to the students in learning and make the students have experience in real English: voices, accents, styles, and registers. In fact, students who were taught by animated film had greater gain score of speaking skill of narrative text than those who were taught by picture story.

In this study, has been proved there are increasing of grade at fluency, vocabulary, content and time in treatment class, that suggest the speaking ability of treatment class also increase. While in control class, the grade at fluency, vocabulary, content and time are static, which suggest the speaking ability of control class not increase

Based on the finding and discussion above, the result of study shows that students' speaking skill in experimental class is better than students' speaking skill before experiment in grade XI MA AT Tohiriyah Ngantru. It could be concluded that students who are taught by dubbing animated film have better speaking skill of narrative text than those who are taught by traditional ways.