CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

4.1 The Data

To collect the data for this research, the researcher observed the fifth grade students of SD Swasta Agung Persada. There were two classes, namely VA and VB. There were 31 students in VA class and 28 students in VB. VA is an experimental class that is taught using the SAVI learning model in the pre-test and post-test. The control class in this study is class VB without using the SAVI learning model. Only used Pre-Test and Post-Test. Then the researcher gave a test to the students to get data about the students' English speaking ability. After getting the data from this research, the researcher analyzed it.

Table 4.1

Score of the Experimental Class

NO	NAME	PRE-TEST	POST TEST	GAINED SCORE
1	A R	63	75	12
2	A H	69	80	11
3	A L	75	85	10
4	A M P	81	90	9
5	A S	63	80	17
6	A F N R	63	85	22
7	A P S	69	80	11
8	A R N	63	75	12
9	A F	75	85	10
10	A P	69	85	16
11	A F P	75	90	15
12	B P	69	85	16
13	C A	81	90	9
14	F R	63	75	12
15	F R	75	85	10

16	F H	75	90	15
17	F A	81	90	9
18	G P	69	85	16
19	I P N	63	80	17
20	L Z S	69	85	16
21	M A	63	75	12
22	M R R	75	85	10
23	P N H	75	85	10
24	R F	81	90	9
25	R P L	75	85	10
26	R M	69	80	11
27	S A	75	85	10
28	U A	75	85	10
29	W J S	69	85	16
30	Y	81	90	9
31	Z A	75	90	15
Total Score		2223	2530	387
$\bar{X}$		71,70	81,61	12,48

The table 4.1 shows that the mean for pre-test of experimental group was 71,70 while the mean for post-test was 81,61. It can be assumed that the means of the pre-test and post-test were not significantly different.

Table 4.2
Score of the Control Class

NO	NAMA	PRE-TEST	POST-TEST	GAINED SCORE
1	A J	69	75	6
2	A S	63	70	7
3	B A L	63	70	7
4	D B T	69	75	6
5	F R	63	70	7
6	M A	69	75	6
7	M M N	63	70	7
8	N P	69	75	6
9	R I	63	70	7
10	R S	69	75	6
11	R A	63	70	7
12	S N	63	70	7
13	S W	69	75	6
14	N	63	70	7
15	W S L	69	75	6
16	M R	63	70	7
17	A P	63	70	7
18	B W	69	75	6
19	B R	63	70	7
20	F N	69	75	6
21	M I E L	69	75	6
22	M A	69	75	6
23	M H P	63	70	7
24	R A S	69	75	6
25	R N A	63	70	7
26	R N	63	75	6
27	S	69	75	6

28	S P	63	70	7
Total Score		1842	2030	182
$\bar{X}$		65,78	72,50	6,5

Table 4.2 shows that the students' scores increaset from first test to second test. During the research, it was found out that the students' score kept improving from first test to last test. Almost all of the student using SAVI learning model the students' score was significantly improved.

NO	Students' Initials	Score by 3 Raters			Mean
		Rater 1	Rater 2	Rater 3	
1	AJ	69	70	68	69
2	AS	63	65	64	64
3	BAL	63	65	64	64
4	DBT	69	70	68	69
5	FR	63	65	64	64
6	MA	69	70	68	69
7	MMN	63	63	65	63
8	NP	69	68	70	69
9	RI	63	63	63	63
10	RS	69	69	72	70
11	RA	63	63	66	64
12	SN	63	63	66	64
13	SW	69	68	70	69
14	N	63	66	63	64
15	WSL	69	70	71	70
16	MR	63	63	66	64
17	AP	63	63	66	64
18	BW	69	70	71	70
19	BR	63	63	63	63
20	FN	69	63	66	64
21	MIEL	69	69	69	69
22	MA	69	71	70	70
23	MHP	63	66	63	64
24	RAS	69	68	70	69
25	RNA	63	65	64	64
26	RN	63	63	63	63
27	S	69	70	71	70
28	SP	63	65	64	64
	Total Score	1842	1857	1868	1853
	Mean	65,78	66,32	66,71	66,27

Table 4.3

TheScore Of Rating Scale By 3 Raters Control Class Pre-Test

NO	Students' Initials	Score by 3 Raters			Mean
		Rater 1	Rater 2	Rater 3	
1	AJ	75	70	68	71
2	AS	70	65	64	67
3	BAL	70	65	64	67
4	DBT	75	70	68	71
5	FR	70	65	64	66
6	MA	75	70	68	71
7	MMN	70	63	65	66
8	NP	75	68	70	71
9	RI	70	63	63	66
10	RS	75	69	72	72
11	RA	70	63	66	67
12	SN	70	63	66	67
13	SW	75	68	70	71
14	N	70	66	63	67
15	WSL	75	70	71	72
16	MR	70	63	66	70
17	AP	70	63	66	67
18	BW	75	70	71	72
19	BR	70	63	63	66
20	FN	75	63	66	68
21	MIEL	75	69	69	71
22	MA	75	71	70	72
23	MHP	70	66	63	67
24	RAS	75	68	70	71
25	RNA	70	65	64	67
26	RN	75	63	63	67
27	S	75	70	71	72
28	SP	70	65	64	67
	Total Score	2030	1857	1868	1929
	Mean	72,50	66,32	66,71	68,51

Table 4.4

The Score Of Rating Scale By 3 Raters Control Class Post-Test

4.2 Fulfillment of Statistical Assumptions

Before conducting the research, the writer conducted a validity and reliability test. The author tested the validity and reliability using spss 16. There are questions that are tested to measure the students' speaking ability and to test the validity of the pre-test and post-test data.

4.2.1 Validity Test

Validity test is used to measure the accuracy or validity of a questionnaire. A questionnaire can be said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire, so it takes a validity test for each question greater than (>) r table then the question items are considered valid, with a total of n = 59 and sig. 0.05 then r table through df = (N-2) that is (59-2 = 57) so that the value of r table is 0.256. The criteria for using the validity of the questionnaire are as follows:

a. If r count > r table then the question is considered valid

b. If r count < r table then the question is considered invalid

The results of the validity test will be explained in the table below:

Table 4.5 The Result of Validity For Pre-Test

Validity Post-Test

No.	R count	R table	Interpretation
1	0.765	0.256	Valid
2	0.715	0.256	Valid
3	0.734	0.256	Valid
4	0.577	0.256	Valid
5	0.682	0.256	Valid
6	0.603	0.256	Valid
7	0.622	0.256	Valid
8	0.599	0.256	Valid
9	0.338	0.256	Valid
10	0.822	0.256	Valid

11	0.647	0.256	Valid
12	0.817	0.256	Valid
13	0.798	0.256	Valid
14	0.817	0.256	Valid
15	0.798	0.256	Valid
16	0.647	0.256	Valid
17	0.763	0.256	Valid
18	0.765	0.256	Valid
19	0.647	0.256	Valid
20	0.817	0.256	Valid

4.2.2. Reliability Test

In this study, the writer used SPSS 16 to find the reliability of test instruments. It can be seen in the following table:

Table 4.6
The Result Pre-Test and Post-Test of Reliability

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.953	.955	20

Based on the table above, the Cronbach Alpha value is 0.953. So it can be stated that the internal consistency reliability value for the alpha coefficient is greater than 0.60, namely (0.953>0.60). So it can be concluded that this research is declared reliable.

4.2.3 Normality Test

Normality test is intended to determine whether the distribution of data follows or approaches the normal distribution or not, namely the normality test is carried out using the Kolmogorov-Smirnov Test with a significance value greater than 0.05 (Sig. > 0.05). The results of the normality test in this study are as follows:

Table 4.7
The Result Pre-Test and Post-Test of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
Learning Outcomes	Pre-Test Eksperimen	.118	31	.200*	.955	31	.208
	Post-Test Eksperimen	.152	31	.065	.910	31	.013
	Pre-Test Kontrol	.096	28	.200*	.975	28	.728
	Post-Test Kontrol	.177	28	.025	.950	28	.200

a. Lilliefors Significance Correction

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

Based on the score above, the result of calculation of the normality of pre-test and post test in experiment class (0,013≥0,05) control class 200≥0,05. And pre- test in experiment class (208≥0,05) control class (728≥0,05)
The table above, it shows that the significant and declared normal.

4.2.4 Homogeneity Test

The homogeneity test aims to determine whether a data variable from two or more groups is homogeneous (same) or heterogeneous (not the same). In this study, the homogeneity test was used to determine whether the variants of the experimental class post-test data and control class post-test data were homogeneous or not.

Table 4.8
Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	.465	1	57	.498
	Based on Median	.478	1	57	.492
	Based on Median and with adjusted df	.478	1	52.803	.492
	Based on trimmed mean	.530	1	57	.470

Based on the results above, it is known that the significance value (Sig.) Based On Mean is 0.498 > 0.05. Therefore, the data to homogeneous from the result of the analysis above it. The score obtained from pre-test to contribute the normality and test of homogenity the score is homogeneous.

4.3 Hypotheses Testing

Hypothesess testing in this study is the Independent Sample Test (T-Test). The t-test was used to determine the difference in average score of student achievement.

Based on the hypotheses that has been described in this study, namely:

Ho = There is no significance effect of using SAVI learning model to improve students speaking ability

Ha = There is a significant effect of using SAVI learning model to improve students speaking ability

Tabel 4.9

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning Outcomes	Equal variances assumed	.465	.498	6.491	57	.000	8.077	1.244	5.586	10.569
	Equal variances not assumed			6.418	51.683	.000	8.077	1.259	5.551	10.603

Based on the output above, the value of Sig. (2-tailed) of 0.000 <0.05, it is concluded that there is a difference in the average student learning outcomes is based on the average score. Look at the table bellow :

4.4 Research Findings

After comparing the results of data analysis, the researcher found several findings, namely:

1. The average value of the Experiment class is higher than the control class
2. The highest score in the Experiment class where the researcher applied the SAVI learning model was higher than the control class where the researcher did not apply the SAVI learning model.
3. The lowest value of the Experiment class is higher than the control class

4.5 Research Discussion

Based on the results of the research presented by the research above, the use of the SAVI learning model as a model in teaching students' speaking skills has an effect on students' abilities. This can be seen from the students' scores when the teacher gives the test. In addition, students who are taught with the SAVI learning model are more active and interested in the teaching and learning process.

It can be concluded that the SAVI learning model is one of the learning models used to influence students' speaking skills. The application of the SAVI learning model in this study was effective because the experimental class students or those given the SAVI learning model scored higher than the control class or those who were not given the SAVI learning model.