

CHAPTER IV DATA PRESENTATION AND ANALYSIS

A. General Description of SMAN 1 Muara Teweh

1. Brief History of SMAN 1 Muara Teweh

SMA Negeri 1 Muara Teweh was established in 1959. It used to be named as SMA Penda and was published by some publisher led by Kapten Harun who was the Head of Police Sector Station of North Barito at the time. The first headmaster of this Senior High School was Mathisa Jambri in period 1959-1969. Now, SMAN 1 Muara Teweh is led by Rusdi, S. Pd.

SMA 1 Muara Teweh became a state senior high school at 25 July 1963. In this time, it only has six classrooms without any administration room and about 160 students. Next, this senior high school became larger. Till 1998, it has had 18 classrooms, a headmaster's room, a staff administration room, a library, a language laboratory, and a mushalla. Generally, the building of SMAN 1 Muara Teweh at the time was made from furniture or wood.

Unfortunately, the building of the school was in fire at 10 January 1998. Since that time SMAN 1 Muara Teweh had done teaching learning process by using the building of SLTP 2 Muara Teweh till its own rebuilt again.

2. General Description of SMAN 1 Muara Teweh

Now, SMAN 1 Muara Teweh is located in Jln. Tumenggung Surapati No. 43 Muara Teweh North Barito 73811 and become one of favorite schools in Muara Teweh.

The teaching learning process goes on as follow:

1. Monday – Thursday, from 06.30 am. – 01.00 pm. WIB
2. Friday, from 06.30 am. – 11. 00 am. WIB
3. Saturday, from 06.30 am. – 01.00 pm. WIB

SMAN 1 Muara Teweh has 18 class which is devided into:

1. 6 classes for first year students
2. 7 classes for second year students, which is devided into 2 classes for major of natural science (IPA), 4 classes for major of social science (IPS), and 1 class for language major (BHS).
3. 6 classes for third year students which is devided into 2 classes for major natural science (IPA), 3 classes for major of social science (IPS), and 1 classes for language major (BHS).

Beside teaching learning process, there are some extracuricullar activities which are done in SMAN 1 Muara Teweh such as Paskibraka, Scout, Healthy School Organization, Computer Coure, English Club, Sport (Basket Ball, Volley Ball, Badminton, Table tennis), Music, and Dancing. This School also provide some organizations for students such as OSIS, KIR (Karya Ilmiah Remaja), and PKSI (Pusat Komunikasi dan Study Islam). Beside that, the students of this senior high school also publish Buletin SMANSa every month and be on the air at radio SMANSa.

Generally, the physical condition of SMAN 1 Muara Teweh is good and the construction is permanent. The school has some good facilities for supporting the teaching learning process. Description of its facilities can be seen in the following table.

B. Data Presentation

To get the data of students' ability of grammar and speaking of second year students at SMAN 1 Muara Teweh in academic year 2010/2011, the writer has studied directly to the research location. Data X (Students' ability of grammar) was acquired from grammar written test that had been performed at once for about 90 minutes. Meanwhile data Y (Students' speaking ability) was acquired from speaking test that had been performed four times. The result of both of the test can be seen in the table below.

Table IV. 1 Students' Ability of Grammar

Students' Code Number	Students' Ability of Grammar (X)
1.	54
2.	38
3.	78
4.	74
5.	73
6.	64
7.	66
8.	63,5
9.	73
10.	71
11.	70
12.	49,5
13.	68,5
14.	66,5
15.	74
16.	72,5
17.	54
18.	67
19.	45,5
20.	39
21.	55
22.	69

Continuing table

Students' Code Number	Students' Ability of Grammar (X)
23.	53
24.	70
25.	70
26.	56
27.	68
28.	69
29.	53
30.	76
31.	62
32.	75
33.	82
34.	62
35.	69
36.	63
37.	65,5
38.	50,5
39.	59
40.	67
41.	83
42.	65
43.	77,5
44.	51
45.	58
46.	74
47.	52
48.	44
49.	74
50.	67
51.	52,5
52.	51
53.	38,5
54.	69,5
55.	76,5
56.	55
57.	57,5
58.	61

Continuing Table

Students' Code Number	Students' Ability of Grammar (X)
59.	64
60.	73
61.	55
62.	66
63.	69
64.	77
65.	78
66.	62
67.	63,5
68.	60
69.	48
70.	41
N= 70	$\sum X= 4418,5$

Table IV. 2 Students' Ability of Speaking

Students' Code Number	Students' Ability of Speaking (Y)					
	Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	Total
1.	4	4	4	4	4	40
	4	4	4	4	4	
2.	4	4	4	4	4	40
	4	4	4	4	4	
3.	6	6	6	8	8	68
	6	8	6	6	8	
4.	6	6	6	8	8	64
	6	8	6	6	8	
5.	4	6	6	6	6	56
	4	8	6	4	6	
6.	4	4	4	4	6	44
	4	4	4	4	6	
7.	6	6	6	6	8	64
	6	8	6	6	6	
8.	6	4	6	4	6	52
	6	6	4	4	6	
9.	6	6	6	6	6	60
	6	6	6	6	6	

Continuing Table

Students' Code Number	Students' Ability of Speaking (Y)					
	Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	Total
10.	6	6	6	8	8	68
	6	8	6	6	8	
11.	6	4	4	6	6	52
	6	4	4	6	6	
12.	6	6	6	4	4	52
	6	4	6	6	4	
13.	6	4	4	6	6	52
	6	4	4	6	6	
14.	6	4	6	4	6	52
	6	4	6	4	6	
15.	6	6	6	6	8	64
	6	8	6	6	6	
16.	6	6	6	6	6	60
	6	6	6	6	6	
17.	4	4	4	4	4	40
	4	4	4	4	4	
18.	6	2	2	4	4	36
	4	4	2	4	4	
19.	4	4	4	4	4	40
	4	4	4	4	4	
20.	6	4	4	4	4	44
	6	4	4	4	4	
21.	4	4	4	4	4	40
	4	4	4	4	4	
22.	6	6	4	6	8	60
	6	6	4	6	8	
23.	6	6	4	4	6	52
	6	6	4	4	6	
24.	6	4	6	6	4	52
	6	6	4	6	4	
25.	6	6	6	6	8	64
	6	6	6	8	6	
26.	6	6	6	6	8	64
	6	8	6	6	6	
27.	6	6	6	6	8	64
	6	6	6	6	8	
28.	6	6	4	6	6	56
	6	6	4	6	6	

Continuing Table

Students' Code Number	Students' Ability of Speaking (Y)					Total
	Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	
29.	6	6	6	6	6	60
	6	6	6	6	6	
30.	6	8	8	6	8	72
	6	8	8	6	8	
31.	4	6	6	4	4	52
	4	6	6	4	4	
32.	6	6	4	6	6	56
	6	6	4	6	6	
33.	6	8	6	6	6	64
	6	8	6	6	6	
34.	6	6	4	6	4	52
	6	6	4	6	4	
35.	6	6	6	6	8	64
	6	6	6	6	8	
36.	6	6	6	6	8	64
	6	6	6	6	8	
37.	6	6	6	6	8	64
	6	6	6	6	8	
38.	6	4	6	6	6	56
	6	4	6	6	6	
39.	6	4	4	4	6	48
	6	6	4	4	4	
40.	6	4	6	6	6	56
	6	6	6	4	6	
41.	6	8	8	6	8	72
	6	8	8	6	8	
42.	6	4	4	6	6	52
	4	6	4	6	6	
43	6	8	6	6	6	68
	6	8	6	6	6	
44.	4	4	6	4	4	44
	4	4	6	4	4	
45.	6	6	6	6	6	60
	6	6	6	6	6	
46.	6	8	6	8	8	72
	6	8	6	8	8	
47.	6	6	6	6	6	60
	6	6	6	6	6	

Continuing Table

Students' Code Number	Students' Ability of Speaking (Y)					
	Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	Total
48.	6	6	4	6	4	52
	6	6	4	4	6	
49.	6	6	6	6	6	60
	6	6	6	6	6	
50.	6	8	6	6	8	64
	6	8	6	6	8	
51.	6	6	6	6	6	60
	6	6	6	6	6	
52.	6	8	6	6	6	64
	6	8	6	6	6	
53.	6	4	4	4	4	44
	6	4	4	4	4	
54.	6	6	6	6	6	60
	6	6	6	6	6	
55.	6	4	6	6	6	56
	6	4	6	6	6	
56.	6	8	8	6	8	72
	6	8	8	6	8	
57.	6	6	6	6	6	60
	6	6	6	6	6	
58.	6	6	6	6	6	60
	6	6	6	6	6	
59.	6	6	6	6	6	60
	6	6	6	6	6	
60.	6	6	8	6	6	64
	6	6	6	6	8	
61.	6	4	4	4	4	44
	6	4	4	4	4	
62.	6	6	4	6	4	52
	6	6	4	6	4	
63.	6	6	6	8	6	64
	6	6	6	6	8	
64.	6	6	6	6	6	60
	6	6	6	6	6	
65.	6	6	8	6	6	64
	6	8	6	6	6	
66.	6	6	6	6	6	60
	6	6	6	6	6	

Continuing Table

Students' Code Number	Students' Ability of Speaking (Y)					
	Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	Total
67.	6 6	6 6	6 6	6 6	6 6	60
68.	6 6	6 6	6 6	6 6	6 6	60
69.	6 6	6 6	6 6	6 6	6 6	60
70.	6 6	6 6	4 4	4 6	6 6	52
N=70						3988

To know the students' level at the test, the writer clasifies the data into 6 criteria, namely excellent, good, sufficient, low, very low, and poor as the standard of English Department of IAIN Antasari Banjarmasin. The clasification of these criteria can be seen in the table below.

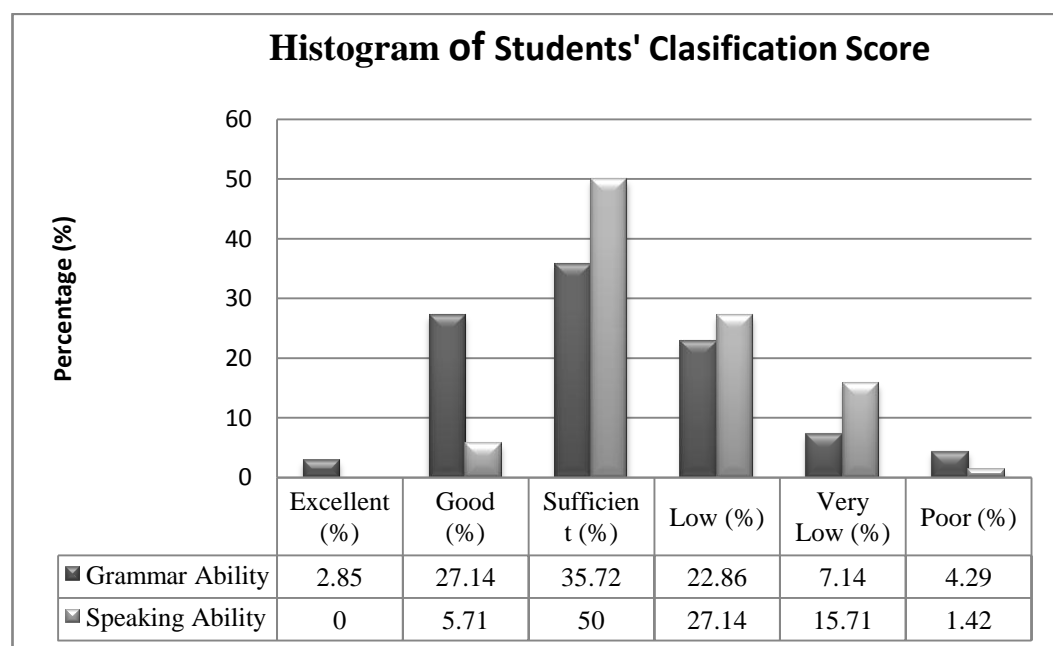
Table IV. 3 Clasification of Students' Ability

Level	Sum of Students for Grammar Ability		Sum of Students for Speaking Ability	
	Sum	Percentage	Sum	Percentage
Excellent	2	2,85%	-	0%
Good	19	27,14%	4	5,71%
Sufficient	25	35,72%	35	50%
Low	16	22,86%	19	27,14%
Very low	5	7,14%	11	15,71%
Poor	3	4,29%	1	1,42%

The tabel above shows students' ability of grammar. Most of students are in the sufficient level (35,72%) and 27,14 % in good level. But there are still 22,18% students who are in low level, and some of them are in very low, even poor level. Only 2,85% students can reach excellent level.

From the table above also can be seen students' speaking ability. There is no student who can reach excellent level, most of them are in sufficient level (50%). But there are still 27,14% students who are in low level, 15,71% students are in and very low level, and only 1,42% who are in poor level.

The histogram below will help to describe clearly.



C. Analysis Data

1. To define the degree of students' ability of grammar and speaking.
 - a. From the data above, it can be defined the mean (M) of the respondents' score by using the formula as follow:

$$M_x : \frac{\sum X}{N}$$

$$M_y : \frac{\sum Y}{N}$$

Where :

X : Students' Grammar Ability

Y : Students' Speaking Ability

N : The number of respondent

Based on the table score, it can be known that:

$$\sum X : 4418,5$$

$$\sum Y : 3988$$

$$N : 70$$

$$\text{➤ } M_x : \frac{4418,5}{70} = 63,12$$

$$\text{➤ } M_y : \frac{3988}{70} = 56,97$$

- b. After the mean of X and Y are defined, the writer makes working table as below.

Table IV. 4 Working Table of Analisis Data

Students' Code Number	X	Y	x	y	xy	x ²	y ²
1.	54	40	-9,12	-16,97	154,766	83,1744	287,981
2.	38	40	-25,12	-16,97	426,286	631,014	287,981
3.	78	68	14,88	11,03	164,126	221,414	121,661
4.	74	64	10,88	7,03	76,4864	118,374	49,4209
5.	73	56	9,88	-0,97	-9,5836	97,6144	0,9409
6.	64	44	0,88	-12,97	-11,414	0,7744	168,221

Continuing Table

Students' Code Number	X	Y	x	y	xy	x ²	y ²
7.	66	64	2,88	7,03	20,2464	8,2944	49,4209
8.	63,5	52	0,38	-4,97	-1,8886	0,1444	24,7009
9.	73	60	9,88	3,03	29,9364	97,6144	9,1809
10.	71	68	7,88	11,03	86,9164	62,0944	121,661
11.	70	52	6,88	-4,97	-34,194	47,3344	24,7009
12.	49,5	52	-13,62	-4,97	67,6914	185,504	24,7009
13.	68,5	52	5,38	-4,97	-26,739	28,9444	24,7009
14.	66,5	52	3,38	-4,97	-16,799	11,4244	24,7009
15.	74	64	10,88	7,03	76,4864	118,374	49,4209
16.	72,5	60	9,38	3,03	28,4214	87,9844	9,1809
17.	54	40	-9,12	-16,97	154,766	83,1744	287,981
18.	67	36	3,88	-20,97	-81,364	15,0544	439,741
19.	45,5	40	-17,62	-16,97	299,011	310,464	287,981
20.	39	44	-24,12	-12,97	312,836	581,774	168,221
21.	55	40	-8,12	-16,97	137,796	65,9344	287,981
22.	69	60	5,88	3,03	17,8164	34,5744	9,1809
23.	53	52	-10,12	-4,97	50,2964	102,414	24,7009
24.	70	52	6,88	-4,97	-34,194	47,3344	24,7009
25.	70	64	6,88	7,03	48,3664	47,3344	49,4209
26.	56	64	-7,12	7,03	-50,054	50,6944	49,4209
27.	68	64	4,88	7,03	34,3064	23,8144	49,4209
28.	69	56	5,88	-0,97	-5,7036	34,5744	0,9409
29.	53	60	-10,12	3,03	-30,664	102,414	9,1809
30.	76	72	12,88	15,03	193,586	165,894	225,901
31.	62	52	-1,12	-4,97	5,5664	1,2544	24,7009
32.	75	56	11,88	-0,97	-11,524	141,134	0,9409
33.	82	64	18,88	7,03	132,726	356,454	49,4209
34.	62	52	-1,12	-4,97	5,5664	1,2544	24,7009
35.	69	64	5,88	7,03	41,3364	34,5744	49,4209
36.	63	64	-0,12	7,03	-0,8436	0,0144	49,4209
37.	65,5	64	2,38	7,03	16,7314	5,6644	49,4209
38.	50,5	56	-12,62	-0,97	12,2414	159,264	0,9409
39.	59	48	-4,12	-8,97	36,9564	16,9744	80,4609
40.	67	56	3,88	-0,97	-3,7636	15,0544	0,9409
41.	83	72	19,88	15,03	298,796	395,214	225,901

Continuing Table

Students' Code Number	X	Y	x	y	xy	x ²	y ²
42.	65	52	1,88	-4,97	-9,3436	3,5344	24,7009
43.	77,5	68	14,38	11,03	158,611	206,784	121,661
44.	51	44	-12,12	-12,97	157,196	146,894	168,221
45.	58	60	-5,12	3,03	-15,514	26,2144	9,1809
46.	74	72	10,88	15,03	163,526	118,374	225,901
47.	52	60	-11,12	3,03	-33,694	123,654	9,1809
48.	44	52	-19,12	-4,97	95,0264	365,574	24,7009
49.	74	60	10,88	3,03	32,9664	118,374	9,1809
50.	67	64	3,88	7,03	27,2764	15,0544	49,4209
51.	52,5	60	-10,62	3,03	-32,179	112,784	9,1809
52.	51	64	-12,12	7,03	-85,204	146,894	49,4209
53.	38,5	44	-24,62	-12,97	319,321	606,144	168,221
54.	69,5	60	6,38	3,03	19,3314	40,7044	9,1809
55.	76,5	56	13,38	-0,97	-12,979	179,024	0,9409
56.	55	72	-8,12	15,03	-122,04	65,9344	225,901
57.	57,5	60	-5,62	3,03	-17,029	31,5844	9,1809
58.	61	60	-2,12	3,03	-6,4236	4,4944	9,1809
59.	64	60	0,88	3,03	2,6664	0,7744	9,1809
60.	73	64	9,88	7,03	69,4564	97,6144	49,4209
61.	55	44	-8,12	-12,97	105,316	65,9344	168,221
62.	66	52	2,88	-4,97	-14,314	8,2944	24,7009
63.	69	64	5,88	7,03	41,3364	34,5744	49,4209
64.	77	60	13,88	3,03	42,0564	192,654	9,1809
65.	78	64	14,88	7,03	104,606	221,414	49,4209
66.	62	60	-1,12	3,03	-3,3936	1,2544	9,1809
67.	63,5	60	0,38	3,03	1,1514	0,1444	9,1809
68.	60	60	-3,12	3,03	-9,4536	9,7344	9,1809
69.	48	60	-15,12	3,03	-45,814	228,614	9,1809
70.	41	52	-22,12	-4,97	109,936	489,294	24,7009
N= 70	4418,5	3988			3653,74	8254,72	5293,94

Where : X : the score of students' written test

Y : the score of students' oral test

$$x : X - M_x$$

$$y : Y - M_y$$

- c. Determining the degree of r_{xy} by implementing formula as follow.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

where:

r_{xy} : coefficient correlation between correlated variables x and y

$\sum xy$: the amount of multiplication between variable x and y

$\sum x^2$: deviation of x

$\sum y^2$: deviation of y

From the working table above, it can be known that:

$$\sum xy : 3653,74$$

$$\sum x^2 : 8254,72$$

$$\sum y^2 : 5293,94$$

$$\begin{aligned} \text{So, } r_{xy} &= \frac{3653,74}{\sqrt{8254,72 \cdot 5293,94}} \\ &= \frac{3653,74}{6610,6} \\ &= 0,553 \end{aligned}$$

2. To Test Hypothesis

Based on the counting above, r_{xy} is 0,553. By looking at the table of coefficient correlation degree of Pearson product moment, it can be known whether there is a significant correlation or not.

For $N=70$, r_{table} in 5% fault is 0,235 and r_{table} in 1% fault is 0,306. It appears that $r_{xy} > 0,235$ or $r_{xy} > 0,306$. It means, that the hypothesis null (H_0) is denied and the hypothesis alternative (H_a) is accepted. So, it can be concluded that there is a significant correlation between students' ability of speaking and grammar.

The correlation is positive and occurs in 0,40 - <0,60 level. After interpreting by using Standard Clasification of Correlation Degree such as suggested by Suharsimi Arikunto, it would be known the level of correlation. The table of Standard Clasification of Correlation Degree can be seen below.

Table IV. 5 Standard Clasification of Correlation Degree

Coefficient correlation	Category
0,80 – 1,00	Very high
0,60 - <0,80	High
0,40 - <0,60	Fair
0,20 - <0,40	Low
0,00 - <0,20	Very low or no correlation at all ¹

Based on the table, it can be stated that the correlation between students' ability of grammar and speaking is in fair level.

¹S. Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi revisi, (Jakarta: Bumi Aksara, 2003), p. 75