

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

To know more about the students' pronunciation ability particularly intonation and stress between English department students who are members and non members of LiDS Educia, the researcher tested the students using pronunciation test consisting of intonation and stress, the researcher gave the test to students and they read the text and the researcher recorded the test takers pronunciation (intonation and stress). Here, the researcher describes the result of the research on the field that has been collected using techniques of data collection. The researcher conducted this research from September, 5th 2017, until 2nd November 2017.

The following are the research findings regarding the pronunciation ability (intonation and stress) of English department students who are members and non members of LiDS Educia at UIN Antasari Banjarmasin.

1. Description about the students' pronunciation ability in particular intonation and stress of members of LiDS Educia of English Department students UIN Antasari Banjarmasin.

To identify the students' pronunciation ability particularly intonation and stress of members of LiDS Educia of English Department students UIN Antasari Banjarmasin, the researcher conducted pronunciation test from September, 5th 2017, until 2nd November 2017 by recording the voice of students when they read the instruments of pronunciation test particularly

intonation and stress. For more detail information, the data can be seen in the table below.

Table 4.1 The result of pronunciation test (intonation and stress) of members of LiDS Educia of English Department students UIN Antasari Banjarmasin.

No	Name	Stress	Intonation	Score	Category
1	F wulandari	46	46	92	Excellent
2	Fauzia Nur Izi	48	44	92	Excellent
3	M Aji Maulana	48	48	96	Excellent
4	Mashitah	50	48	98	Excellent
5	Najmiatur Rizqi I	50	42	92	Excellent
6	Nor Hidayati	46	44	90	Excellent
7	Nor Hikmah	48	48	96	Excellent
8	Nur Hayati	48	46	94	Excellent
9	Rahmatia Rozana	38	38	76	Good
10	Sarinah	50	42	92	Excellent
11	Siti Ainun	48	44	92	Excellent
12	Sri	48	46	94	Excellent
13	Wais Al Karni	50	44	94	Excellent

The total score of every students is 100, so based on the table above, the highest score of the members of LiDS Educia of English Department students UIN Antasari Banjarmasin is 98 and then, the lowest score is 76, and accumulate score is 92,15.

Based on the result of the test, it is found that the categories of the students' pronunciation ability in particular intonation and stress of members of LiDS Educia of English Department students UIN Antasari Banjarmasin are categorized in:

- a. Excellent category, 12 students (92,30%) with score 80-100
- b. Good category, 1 students (7,69%) with score 70-80
- c. Fair category, 0 student (0%) with score 60-70
- d. Bad category, 0 student (0%) with score 45-60
- e. Poor category, 0 student (0%) with score <45

Table 4.2 the frequency distribution of the students' pronunciation ability (intonation and stress) and category of English Department students as members of LiDS Educia.

No	Score	Frequency	Percentage	Categories
1	80-100	12	92,31%	Excellent
2	70-80	1	7,69%	Good
3	60-70	0	0%	Fair
4	45-60	0	0%	Bad
5	<45	0	0%	Poor
		13	100%	

To identify the students' pronunciation ability in particular intonation and stress of members of LiDS Educia of English Department students UIN Antasari Banjarmasin, the researcher used accounting of mean formula as follows:

Looking for mean variable I (variable X), by using the following formula:

$$M_x \text{ atau } M_1 = \frac{\sum x}{N_1}$$

Therefore, the students' ability of pronunciation in particular intonation and stress of members of LiDS Educia of English Department Student UIN Antasari Banjarmasin can be concluded in **Excellent Category**.

2. Description about the students' pronunciation ability in particular intonation and stress of non members of LiDS Educia of English Department students UIN Antasari Banjarmasin.

To identify the students' pronunciation ability particularly intonation and stress of non members of LiDS Educia of English Department students UIN Antasari Banjarmasin, the researcher conducted pronunciation test from September, 5th 2017 until 2nd November 2017 by recording the voice of students when they read the instruments of pronunciation test particularly intonation and stress. For more detail information, the data can be seen in the table below.

Table 4.1 the result of pronunciation test (intonation and stress) of non members of LiDS Educia of English Department students UIN Antasari Banjarmasin.

No	Name	Stress	Intonation	Total	Category
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1	Eka Noviana d	38	36	74	Good
2	Farida Hariani	34	42	76	Good
3	Fery Fadilah	38	32	70	Good
4	Fitri Dwi Purwanti	38	38	76	Good
5	Henny Anggraini	26	36	62	Pair
6	Mila	34	36	70	Good
7	Maryani Ridhana	40	36	76	Good
8	Mita Desi Sari	42	46	88	Excellent
9	Nurul Hikmah	38	44	82	Excellent
10	Ola Erliani	28	26	54	Bad
11	Prio Rama Mcd	46	38	84	Excellent
12	Raudatun Nisa	34	42	76	Good
13	Roula Annisa	34	42	76	Good

The total score of every students is 100, so based on the table above, it shows that the highest score of the members of LiDS Educia of English Department students UIN Antasari Banjarmasin is 88 and then, the lowest score is 54 , and accumulate score is 74,15.

Based on the result of the test, it is found that the categories of the students' pronunciation ability in particular intonation and stress of non members of LiDS Educia of English Department students UIN Antasari Banjarmasin are categorized in:

- a. Excellent category, 3 students (23,07%) with score 80-100
- b. Good category, 8 students (61,53%) with score 70-80

- c. Fair category, 1 student (7,69%%) with score 60-70
- d. Bad category, 1 student (7,69%%) with score 45-60
- e. Poor category, 0 student (0%) with score <45

Table 4.4 the frequency distribution of the students' pronunciation ability (intonation and stress) and category of English Department students as non members of LiDS Educia.

No	Score	Frequency	Percentage	Categories
1	80-100	3	23,07%	Excellent
2	70-80	8	61,53%	Good
3	60-70	1	7,69%	Fair
4	45-60	1	7,69%	Bad
5	<45	0	0%	Poor
		13	100%	

To identify the students' pronunciation ability in particular intonation and stress of members of LiDS Educia of English Department students UIN Antasari Banjarmasin, the researcher used accounting of mean formula as follows:
Looking for mean variable II (variable Y), by using the following formula:

$$M_x \text{ atau } M_1 = \frac{\sum y}{N_1}$$

Therefore, the students' ability of pronunciation in particular intonation and stress of non members of LiDS Educia of English Department Students UIN Antasari Banjarmasin can be concluded in **Good Category**.

3. Significant difference

To know the comparison of students' pronunciation ability in particular intonation and stress between members and non members of LiDS Educia of English department Students UIN Antasari Banjarmasin, the researcher uses application spss for analyzing the data. After the collected data have been processed, the researcher analyzed them and made conclusion by using formula:

Based on the result of the test in appendix, the researcher calculates the mean formula of each major students. To keep the subject identify, the researcher just uses number of identifying the subject.

- a. Looking for mean variable I (variable X), by using the following formula:**

$$M_x \text{ atau } M_1 = \frac{\sum x}{N_1}$$

$$M_1 = 92,15$$

- b. Looking for mean variable II (variable Y), by using the following formula:**

$$M_y \text{ atau } M_2 = \frac{\sum y}{N_2}$$

$$M_2 = 74,15$$

- c. Looking for Standard deviation score variable X by using following formula:**

$$SD_x = \sqrt{\frac{\sum x_1}{N_1}}$$

$$= 5,320$$

- d. Looking for Standard deviation score variable Y by using following formula:

$$SD_y = \sqrt{\frac{\sum y_2}{N_2}}$$

$$= 8,924$$

- e. Looking for standard error mean variable X, by using following formula:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$= 1,476$$

- f. Looking for standard error mean variable Y, by using following formula:

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$= 2,475$$

- g. Looking for standard error the differences between mean variable X and mean variable Y, by using following formula:

$$\begin{aligned}
SE_{M_1-M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\
SE_{M_1-M_2} &= \sqrt{(1,476)^2 + (2,475)^2} \\
SE_{M_1-M_2} &= \sqrt{2,178576 + 6,125625} \\
SE_{M_1-M_2} &= \sqrt{8,304201} \\
SE_{M_1-M_2} &= 2,88170106
\end{aligned}$$

- h. Looking for T count by using following formula that have mention at the first :**

$$\begin{aligned}
t_o &= \frac{M_1 - M_2}{SE_{M_1-M_2}} \\
t_o &= \frac{92,15 - 74,15}{2,88170106} \\
t_o &= \frac{18,16}{2,88170106} \\
t_o &= 6,246310643
\end{aligned}$$

- i. Giving interpretation for t-count “t0” with consulting t table (“tt”):**

Looking for degree of freedom by using following formula:

$$df \text{ or } db = (N_1 + N_2) - 2$$

$$\text{Degree of freedom} = 13 + 13 - 2 = 24$$

After the researcher found degree of freedom (df), which is 24, and then consult with t table. The t table can be seen in the appendix

- j. Researcher Conclusion**

- 1) To know the students' pronunciation ability in particular intonation and stress between member and non members of LiDS Educia of English Department students UIN Antasari Banjarmasin with the analysis below. Students' pronunciation ability (intonation and stress) of members of LiDS Eduica.

Mean students' pronunciation ability(intonation and stress) of members of LiDS Educia:

Variable I = 92,15

Mean students' pronunciation ability(intonation and stress) of non members of LiDS Educia:

Variable II= 74,15

So, the students' pronunciation ability (intonation and stress) of members of LiDS Educia of English department Students better than non members of LiDS Educia of English department students at Faculty of Tarbiyah and Teachers Training UIN Antasari Banjarmasin.

- 2) The next step to know the differences of pronunciation ability (intonation and stress) between member and non members of LiDS Educia of English Department students UIN Antasari Banjarmasin.

- a) Consulting score of “db/df” with “”

- (1) In significant degrees t table 5% =2,06

- (2) In significant degrees t table 1% =2,80

- b) Making hypothesis interpretation

- (1) Ho (zero hypothesis) : there are no significant differences.

- (2) Ha (alternative hypothesis): there are significant differences.

- (3) Consulting the result “t-count” with “t-table” on degree of

freedom $df = 13+13-2= 24$

After the researcher found the df (degrees of freedom), which is 24, the result of t will consult with df in the t table. The table can be seen in the appendix.

Therefore, 5% on t table of 24 degrees of freedom = 2,06 < 6,246 than, **Ho(Zero hypothesis)** is rejected and **Ha(Alternative hypothesis)** is accepted. By the result, the researcher concludes that **is accepted**. As the result, there are significant differences in pronunciation ability (intonation and stress) of members and non members of LiDS Educia of English Department students UIN Antasari Banjarmasin.

B. Discussion

From the statistical measurement above, it is shown that H_0 (zero hypothesis) is not accepted or rejected, H_a (alternative hypothesis) is accepted, because value of T -count is higher than T -table (value of critical t), it means “there is significant different” in pronunciation ability particularly intonation and stress between members and non members of LiDS Educia of English Department students of Faculty of Tarbiyah and Teachers training UIN Antasari Banjarmasin.

Based on the result of the pronunciation test (intonation and stress) between members and non members of LiDS Educia of English Department, Faculty of Tarbiyah and Teachers training UIN Antasari Banjarmasin, the data of the result of the test shows that the highest score of students as members of LiDS Educia is 98 and the highest score of students as non members of LiDS Educia is 88. while the lowest score of the students as

members of LiDS Educia is 76, and the lowest score of students as non member of LiDS Educia is 54.

Based on the table 4.1 pronunciation ability of English department Students as member of LiDS Educia particularly intonation (fall, rise, and rise-fall) and stress (stress words), total score of intonation is 580 and total score of stress is 618. Based on the table 4.3 pronunciation ability of English department Students as non member of LiDS Educia particularly intonation (fall, rise, and rise-fall) and stress (stress words), total score of intonation is 497 and total score of stress is 497.

Based on the result of the test, there are differences between the highest and lowest scores, the highest score of the test of English Department students as members of LiDS Educia is 98 and the highest score of the test of English Department students as non members of LiDS Educia is 88. while the lowest score of the test of English Department students as members of LiDS Educia is 76, and the lowest score of the test of English Department students as non member of LiDS Educia is 54.

The researcher also found a difference mean score of pronunciation ability particularly intonation and stress between members and non members of LiDS Educia of English Department students UIN Antasari Banjarmasin. He found the mean score of members of LiDS Educia is 92,15. they pronunciation ability (intonation and stress) are categorized in excellent category. On the other hand the mean score of non members of LiDS Educia is 74,15. they pronunciation ability (intonation and stress) are categorized in

good category. Based on the scores that showed above the researcher found and concluded that the pronunciation ability (intonation and stress) of English Department students as members of LiDS Educia better than students as non member of LiDS Educia.

Based on the data and explanation above, the researcher infers that the debate activities in LiDS Educia can improve their pronunciation ability. It is supported by Dobson (as cited in Fendry 2009), who says that there are some effective techniques for teaching speaking can be applied, one of them is debate, debate helps students speak more fluently and during a debate they can represent their feelings on an issue. It means debate is a ways to improve the pronunciation ability. Levine (2015) also argued in his article, that practicing English in deliberate and meaningful ways is one of the essential for English fluency. Chuky (2015) adds Practice builds accuracy, Accuracy builds confidence, and Confidence builds fluency.