CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter presents research finding which has been collected during research and discussion about the data of the research.

A. Research Finding

In this chapter, the researcher wants to know the effectiveness of using Bamboo Dancing method on students' speaking achievement at seventh grade MTs Assyafi'iyah Gondang Tulungagung. The effectiveness can be seen from the significant different means of the students before and after being taught by using Bamboo Dancing method. Before giving the treatment, the researcher did pre-test to know the students' speaking achievement before being taught by using Bamboo Dancing method, it was conducted on 21st January 2019. The research was conducted on three meetings in B class. The first meeting was conducted on 24th January 2019. The second meeting was conducted on 28th January 2019 and the last meeting was conducted on 31st January 2019. After giving the treatment, researcher did post-test to know the students' speaking achievement after being taught by using Bamboo Dancing method, it was conducted on 4th February 2019. The presentation of the data was answered based on the formulated of research problem in chapter I.

1. **The Students' Pronunciation, Fluency, Grammar, Vocabulary and Expressions Choice Score before Being Taught by Using Bamboo Dancing Method.**

In this part of this chapter, the researcher wants to know the students' score in speaking test before being taught by using Bamboo Dancing method especially in pronunciation, fluency, grammar, vocabulary, and expressions choice. The researcher gives pre-test to the students to get score. It was conducted with the purpose to know the students' achievement in speaking test before getting the treatment. The detailed of students' pre-test score can be seen in Appendix 1.

Table 4.1 The Descriptive Pre-test of Pronunciation, Fluency, Grammar, Vocabulary and Expressions Choice

Statistics

		Pronunciation	Fluency	Grammar	Vocabulary	Expressions Choice
N	Valid	34	34	34	34	34
	Missing	0	0	0	0	0
Mean		1,26	1,56	1,74	2,15	2,03
Median		1,00	2,00	2,00	2,00	2,00
Mode		1	2	2	2	2
Std. Deviation		,448	,504	,511	,610	,521
Variance		,201	,254	,261	,372	,272
Range		1	1	2	2	2
Minimum		1	1	1	1	1
Maximum		2	2	3	3	3
Sum		43	53	59	73	69

Table 4.2 Frequency Distribution Pre-test of Pronunciation

Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	25	73,5	73,5	73,5
	2	9	26,5	26,5	100,0
	Total	34	100,0	100,0	

Based on the table above, it showed the numbers that describe the categorization of pronunciation based on frequency distribution by considering on qualification of the scoring rubric. There were 25 students (73,5%) getting 1 score and 9 students (26,5%) getting 2 score.

Table 4.3 Frequency Distribution Pre-test of Fluency

Fluency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	44,1	44,1	44,1
	2	19	55,9	55,9	100,0
	Total	34	100,0	100,0	

Based on the table above, it showed the numbers that describe the categorization of fluency based on frequency distribution by considering on qualification of the scoring rubric. There were 15 students (44,1%) getting 1 score and 19 students (55,9%) getting 2 score.

Table 4.4 Frequency Distribution Pre-test of Grammar

Grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	29,4	29,4	29,4
	2	23	67,6	67,6	97,1
	3	1	2,9	2,9	100,0
	Total	34	100,0	100,0	

Based on the table above, it showed the numbers that describe the categorization of grammar based on frequency distribution by considering on qualification of the scoring rubric. There were 10 students (29,4%) getting 1 score, 23 students (67,6%) getting 2 score and 1 students (2,9%) getting 3 score.

Table 4.5 Frequency Distribution Pre-test of Vocabulary

Vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	11,8	11,8	11,8
	2	21	61,8	61,8	73,5
	3	9	26,5	26,5	100,0
	Total	34	100,0	100,0	

Based on the table above, it showed the numbers that describe the categorization of vocabulary based on frequency distribution by considering on qualification of the scoring rubric. There were 4 students (11,8%) getting 1 score, 21 students (61,8%) getting 2 score and 9 students (26,5%) getting 3 score.

Table 4.6 Frequency Distribution Pre-test of Expressions Choice

ExpressionsChoice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	11,8	11,8	11,8
	2	25	73,5	73,5	85,3
	3	5	14,7	14,7	100,0
	Total	34	100,0	100,0	

Based on the table above, it showed the numbers that describe the categorization of expressions choice based on frequency distribution by considering on qualification of the scoring rubric. There were 4 students (11,8%) getting 1 score, 25 students (73,5%) getting 2 score and 5 students (14,7%) getting 3 score.

2. The Students' Pronunciation, Fluency, Grammar, Vocabulary and Expressions Choice Score after Being Taught by Using Bamboo Dancing Method.

In this part of this chapter, the researcher wants to know the students' score in speaking test after being taught by using Bamboo Dancing method especially in pronunciation, fluency, grammar, vocabulary, and expressions choice. The researcher gives post-test to the students to get score. It was conducted with the purpose to know the students' achievement in speaking test after getting the treatment. The detailed of students' pre-test score can be seen in Appendix 2.

Table 4.7 The Descriptive Post-test of Pronunciation, Fluency, Grammar, Vocabulary and Expressions Choice

Statistics

		Pronunciation	Fluency	Grammar	Vocabulary	Expressions Choice
N	Valid	34	34	34	34	34
	Missing	0	0	0	0	0
Mean		2,38	2,06	2,21	2,68	2,50
Median		2,00	2,00	2,00	3,00	2,50
Mode		2	2	2	3	2[a]
Std. Deviation		,604	,239	,410	,475	,508
Variance		,365	,057	,168	,225	,258
Range		2	1	1	1	1
Minimum		2	2	2	2	2
Maximum		4	3	3	3	3
Sum		81	70	75	91	85

Table 4.8 Frequency Distribution Post-test of Pronunciation

Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	23	67,6	67,6	67,6
	3	9	26,5	26,5	94,1
	4	2	5,9	5,9	100,0
	Total	34	100,0	100,0	

Based on the table above, it showed the numbers that describe the categorization of pronunciation based on frequency distribution by considering on qualification of the scoring rubric. There were 23 students (67,6%) getting 2 score, 9 students (26,5%) getting 3 score and 2 students (5,9%) getting 4 score.

Table 4.9 Frequency Distribution Post-test of Fluency

Fluency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	32	94,1	94,1	94,1
	3	2	5,9	5,9	100,0
	Total	34	100,0	100,0	

Based on the table above, it showed the numbers that describe the categorization of fluency based on frequency distribution by considering on qualification of the scoring rubric. There were 32 students (94,1%) getting 2 score and 2 students (5,9%) getting 3 score.

Table 4.10 Frequency Distribution Post-test of Grammar

Grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	27	79,4	79,4	79,4
	3	7	20,6	20,6	100,0
	Total	34	100,0	100,0	

Based on the table above, it showed the numbers that describe the categorization of grammar based on frequency distribution by considering on qualification of the scoring rubric. There were 27 students (79,4%) getting 2 score and 7 students (20,6%) getting 3 score.

Table 4.11 Frequency Distribution Post-test of Vocabulary

Vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	11	32,4	32,4	32,4
	3	23	67,6	67,6	100,0
	Total	34	100,0	100,0	

Based on the table above, it showed the numbers that describe the categorization of vocabulary based on frequency distribution by considering on qualification of the scoring rubric. There were 11 students (32,4%) getting 2 score and 23 students (67,6%) getting 3 score.

4.12 Frequency Distribution Post-test of Expressions Choice

ExpressionsChoice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	17	50,0	50,0	50,0
	3	17	50,0	50,0	100,0
	Total	34	100,0	100,0	

Based on the table above, it showed the numbers that describe the categorization of expressions choice based on frequency distribution by considering on qualification of the scoring rubric. There were 17 students (50,0%) getting 1 score and 17 students (50,0%) getting 3 score.

Comparing the result of the students' pronunciation, fluency, grammar, vocabulary, and expressions choice score in pre-test and post-test has shown a significance progress. It means that the using of Bamboo Dancing method is effective in increasing the students' speaking score.

3. The Difference of Students' Score before Being Taught by Using Bamboo Dancing Method (Pre-test)

The researcher administered a pre-test in the form of speaking for experimental class. It was conducted to know students' achievement in speaking test before getting the treatment. The test takes of the pre-test in experimental group consisted of 34 students. For the details, the students' pre-test score in experimental class could be seen in appendix 1.

After got the students' score of pre-test the researcher organaized the result of the frequency distribution scores in pre-test by using IBM Statistic 18. The following tables 4.13 and 4.14 showed the result of statistic and frequency of students' score in pre-test.

Table 4.13 Descriptive statistic of Pre-test

Statistics

PRETEST

N	Valid	34
	Missing	0
Mean		8,74
Median		9,00
Mode		6[a]
Std. Deviation		1,974
Sum		297

Based on the table 4.13 above, showed that the mean of students score in pre-test was 8,74, the mode was 6 and the median was 9. The standard deviation was 1,974 and the sum was 297.

Table 4.14 Frequency of Score in Pre-Test

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	7	20,6	20,6	20,6
	7	3	8,8	8,8	29,4
	8	5	14,7	14,7	44,1
	9	7	20,6	20,6	64,7
	10	4	11,8	11,8	76,5
	11	5	14,7	14,7	91,2
	12	3	8,8	8,8	100,0
	Total	34	100,0	100,0	

From the table above showed that pre-test score minimum was 6 and score maximum was 12. Score 6 had 7 frequency (20,6%), score 7 had 3 frequency (8,8%), score 8 had 5 frequency (14,7%), score 9 had 7 frequency (20,6%), score 10 had 4 frequency (11,8%), score 11 had 5 frequency (14,7%), and score 12 had 3 frequency (8,8%).

4. The Difference of Students' Score after Being Taught by Using Bamboo Dancing Method (Post-test)

The researcher administered a post-test in the form of speaking for experimental class. It was conducted to know students' achievement in speaking test after getting the treatment. The test takes of the post-test in experimental group consisted of 34 students. For the details, the students' post-test score in experimental class could be seen in appendix 2.

After got the students' score of post-test the researcher organaized the result of the frequency distribution scores in pre-test by using IBM

Statistic 18. The following tables 4.15 and 4.16 showed the result of statistic and frequency of students' score in pre-test.

Table 4.15 Descriptive statistic of Post-test

Statistics

POSTTEST

N	Valid	34
	Missing	0
Mean		11,82
Median		12,00
Mode		10[a]
Std. Deviation		1,527
Sum		402

Based on the table 4.15 above, showed that the mean of students score in pre-test was 11,82, the mode was 10 and the median was 12. The standard deviation was 1,527 and the sum was 402.

Table 4.16 Frequency of Score in Post-Test

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	9	26,5	26,5	26,5
	11	7	20,6	20,6	47,1
	12	5	14,7	14,7	61,8
	13	9	26,5	26,5	88,2
	14	2	5,9	5,9	94,1
	15	2	5,9	5,9	100,0
	Total	34	100,0	100,0	

From the table above showed that pre-test score minimum was 10 and score maximum was 15. Score 10 had 9 frequency (26,5%), score 11 had 7 frequency (20,6%), score 12 had 5 frequency (14,7%), score 13 had 9 frequency (26,5%), score 14 had 2 frequency (5,9%), and score 15 had 2 frequency (5,9%).

Comparing to the result of pre-test and post-test score has shown a significance progress. It means that the using of Bamboo Dancing method is effective in increasing the students' speaking score. The effectiveness of Bamboo Dancing method could be seen from the progress of students' speaking achievement.

B. The Result of Normality and Homogeneity Testing

1. The Result of Normality Testing

Normality test is used to determine whether a data set is well modeled by a normal distribution or not. Priyanto (2011:77) told that the normality of data is important because the data can be considered to represent the population when it is in normal distribution.

To know the normality, the researcher used One-Sample Kolmogrov–Smirnov test with SPSS 18.0. If the value is smaller than 0.05, it indicates that the data is not normal. If the value is higher than 0.05, it indicates that the data is normal. The result can be seen at the table below:

Table 4.17 One Sample Kolmogrov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		34	34
Normal Parameters[a,b]	Mean	8,74	11,82
	Std. Deviation	1,974	1,527
Most Extreme Differences	Absolute	,123	,176
	Positive	,123	,176
	Negative	-,112	-,162
Kolmogorov-Smirnov Z		,717	1,025
Asymp. Sig. (2-tailed)		,683	,244

a. Test distribution is Normal.

The table shows that the significance value of pre-test is 0.683, it is bigger than 0.05, it means the data distribution of pre-test is normal. The significance value of post-test is 0.244, is bigger than 0.05, it means the data distribution of post-post test is also normal. It can be concluded that both of the data (pre-test and post-test) are normal distribution. Therefore, T-Test as one parametric testing was chosen for the data analysis.

2. The Result of Homogeneity Testing

Homogeniety testing is conducted to measure wheather the data has homogenous variance or not. The researcher used Test of Homogeniety of variances with SPSS 18.0 by the value of significance (α) = 0.05. The result can be seen below:

Table 4.18 Homogeneity Testing

Test of Homogeneity of Variances

Speaking Achievement

Levene Statistic	df1	df2	Sig.
2,406	1	66	,126

From the result above showed that the test was homogeneity. The significant value was 0.126, it known that the significant value was more 0.05 (0.126 > 0.05). Because the data was normal distribution and homogeneity then, to test the hypothesis the researcher used parametric testing in term of Paired Sample T-Test by using SPSS 18.0 windows.

C. Hypothesis Testing

The hypothesis testing of this study as follows:

1. Null Hypothesis (H_0) stating that there is no any significant difference on students' speaking achievement before and after using Bamboo Dancing method.
2. Alternative Hypothesis (H_a) stating that there is any significant difference on students' speaking achievement before and after using Bamboo Dancing method.

To investigate if Bamboo Dancing method effective or not in increasing students' speaking interpersonal conversation, the researcher compare the mean scores of pre-test and post-test by using Paired Sample

Test on IBM SPSS statistics 18 to see if the difference is significant or not. The result can be seen at the table 4.19 below:

Table 4.19 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	8,7353	34	1,97421	,33857
	POSTTEST	11,8235	34	1,52694	,26187

Based on the table 4.19 above, the subjects in experimental class were 34 students. The mean of pre-test was 8,7353 and the mean of post-test was 11, 8235. The standard deviation of pre-test was 1,97421 and standard deviation of post-test was 1,52694. Meanwhile, the standard error mean in pre-test was 0,33857 and in post-test was 0,26187.

Table 4.20 Paired Sample Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	34	,849	,000

Based on the table 4.20 above, the result of paired sample correlations shows that the sig value is 0,000. The table above showed that sig. 0.000 it is lower than 0.05, it means that Ho is rejected and Ha is accepted. From the result above, can be conclude that there was the significant different of the students' score between pre-test and post-test.

Table 4.21 Paired Sample Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PRETEST - POSTTEST	-3,08824	1,05508	,18094	-3,45637	-2,72010	-17,067	33	,000

Based on the table above, it can be seen that T-count is 17.067 with the df is 33. The mean of pre-test and post-test 3.08824, standard deviation 1.05508, standard mean error 0.18094. The lower different 3.45637, the upper different 2.72010 and the sig. (2-tailed) is 0.000.

The way to test whether the null hypothesis can be rejected or not was by comparing p-value with the standard level of significance,0.05. The table above shows that the p-value was less than 0.05 (0.000<0.05). Its indicated that the null hypothesis could be rejected and it could be concluded that the use of Bamboo Dancing method was effective in increasing students' speaking achievement in interpersonal conversation.

D. Discussion

From the data analysis, the objective of this study is to know the effectiveness of using Bamboo Dancing method on students' speaking achievement at seventh grade MTs Assyafi'iyah Gondang Tulungagung.

Based on research design in chapter III in this research, the researcher conducted an experiment study with pre-test and post-test design. This research was done during when the researcher finishing three steps. The first was the researcher gave pre-test to the students without given Bamboo Dancing method. It is used to know the students' achievement before they got treatment. The mean of students' score before being taught by using Bamboo Dancing method was 8.74. The second was given treatment to the students. In this section, the researcher held three times of treatments. The treatment here was teaching speaking by using Bamboo Dancing method. The researcher explained about the steps of Bamboo Dancing method because they have to know before. After that, the researcher introduced about the topic that would be discuss and divided the class into two large groups. The researcher was given enough time for the students to discuss the material well. After finished the discuss, the students standing face to face and started to speak as describe in Bamboo Dancing method. The students look interested and active to speak with another friend after they got the treatment. The last was the researcher held post-test by giving speaking test after given treatment. It is used to know the students' speaking achievement after they got treatment. The mean of

students' score results of post test was 11.82. It means that the students score was increased after taught by using Bamboo Dancing method.

After all the activities above, the researcher compute there is significant differences of students' score or not between pre-test and post-test by using T test formula. The result of paired sample t-test shows that the sig value is 0.000. As the requirements of hypothesis, the significance value is smaller than significance level (0.05) it means that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted. It means that there is any significant difference on the students' speaking score before and after taught by using Bamboo Dancing method.

From the data analysis above, it could be concluded that Bamboo Dancing method is effective in increasing students' speaking achievement and also it could become the appropriate method for teaching speaking Junior High School. A study conducted by Renty (2015) stated that Bamboo Dancing helped the students to plan on their mind before speak in front of the class, focus and feel free on the speaking ability. It proved that Bamboo Dancing method was effective. Another study conducted by Linna (2015) stated that the use of Bamboo Dancing Technique a learning technique gives the improvement to students' speaking skill in interpersonal conversation in terms of motivation, attitude and mastery. From the results of research above can be concluded that Bamboo Dancing method was effective for teaching speaking.

Speaking is the verbal use of language to communicate with other (Glenn Fulcher, 2003: 79). Through speaking, the students can be delivered about something that they want to extend like their ideas or feeling to their opponent. Based on that theory, the researcher implemented the use of cooperative learning Bamboo Dancing method in teaching speaking, especially to tell about their personal information. Bamboo Dancing method can motivate students to express their opinion or say something because this method giving discussion session to share information during the learning process. Zainal Aqib (2013: 45) stated that this strategy is suitable for materials that require the exchange of experience of thoughts and information between students. In addition, by using this method every student would have more opportunity to practice English orally and gradually would improve their speaking achievement. Every student has a chance to speak, so there is no student dominated. Suprijono (2010: 98) stated that Bamboo Dancing method can make the learning process more enjoyable.

The results above imply that the use of Bamboo Dancing method gave positive effect to the students' speaking achievement during teaching and learning process. It has been verified by the result of data analysis that there was any significance difference score of the seven grade students in MTs Assyafi'iyah Gondang Tulungagung who were taught before and after using Bamboo Dancing method. It can be conclude that the use of Bamboo Dancing method was effective to teach speaking of the seven grade students in Mts Assyafi'iyah Gondang Tulungagung.