CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presented the findings which have been collected during research, and discussion about the data of the research.

A. Findings

To know students' speaking achievement before and after using role-play, the researcher conducted pre-test and post-test. As previously mentioned, the researcher used testing topic as the instrument in collecting data.

The form of testing topic in pre-test and post-test was a bit different in term of the topic, but the level of drama which the *researcher* selected in both tests was same, that was about fable. In pre-test, the topic was story telling about fable, and in post-test have same topic with pre-test. In pre-test, the students started prepare and think first about how to speak fluently based on story that they took from the researcher. Meanwhile, in post-test, the students did same activities but they will have different story.

The result of students' speaking after doing all of the steps in process speaking in pre-test and post-test then were analyzed by using speaking scoring rubric. Table 4.1 shows the students' score before and after using role-play strategy.

Table 4.1 The Result of Students' Speaking Achievement Before and After

Using Role-play Strategy

No	Name	Pre Test	Post Test
1	A C	50	75
2	A P S	50	75
3	A R A	40	60
4	A R F	55	75
5	A F Y R	35	55
6	A S	70	85
7	A F N	25	55
8	B F S	45	60
9	B R	25	50
10	F S A	30	65
11	F A	35	70
12	F K I	40	55
13	F U N	25	45
14	I B	25	55
15	I L	25	40
16	I P M	25	50
17	K F A	55	75
18	K A	30	65
19	K N	30	55
20	L K	25	45
21	M B H	25	40
22	M M A	30	55
23	M H A	30	55
24	M B I	30	70
25	M R F	40	75
26	N N S	55	70
27	N A F	45	65
28	N L N	30	55
29	N K	40	70
30	O P Y	35	55
31	P S D	25	50
32	R Z L	40	55
33	R M RW	25	50
34	S H A B	55	75
35	S M	25	45
36	S A M	35	55
37	S W	35	60
38	T A I	25	45
39	U A	25	45

40	U H	40	60
41	W K H	55	80
42	Y C A	55	75
43	Y P	25	45
44	Z S	60	85
		Σ=36.93	Σ= 60.11

1. Result of Pre Test

To make the data set meaningful, the researcher organized the frequency and the percentage of score in pre-test by using IBM SPSS Statistic 16.0. Table 4.2 and table 4.3 represent the statistical result.

Table 4.2Frequency of Score in Pre-test

Pre Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.00	14	31.8	31.8	31.8
	30.00	7	15.9	15.9	47.7
	35.00	5	11.4	11.4	59.1
	40.00	6	13.6	13.6	72.7
	45.00	2	4.5	4.5	77.3
	50.00	2	4.5	4.5	81.8
	55.00	6	13.6	13.6	95.5
	60.00	1	2.3	2.3	97.7
	75.00	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

Pre Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.00	14	31.8	31.8	31.8
	30.00	7	15.9	15.9	47.7
	35.00	5	11.4	11.4	59.1
	40.00	6	13.6	13.6	72.7
	45.00	2	4.5	4.5	77.3
	50.00	2	4.5	4.5	81.8
	55.00	6	13.6	13.6	95.5
	60.00	1	2.3	2.3	97.7
	75.00	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

As can be seen from table 4.2 and further explained by table 4.3, 14 students (31.8%) got 25, 7 students (15.9%) got 30, 5 students (11.4%) got 35, 6 students (13.6%) got 40, 2 students (4.5 %) got 45, 2 students (4.5.8%) got 50, 6 students (13.6%) got 55, 1 students (2.3%) got 60, 1 student (2.3%) got 70

This was not a surprising finding considering that students only used their feeling and mixing language since practice speaking. The students seemed a bit difficult to develop their ideas into a good and details in speaking. Then, after accepting the treatment (using role-paly strategy), the students showed good

improvement. As can be seen from the Table 4.3 and further explained by Table
4.2, there are 14 students (31.8 %) got 25, 7 students (15.9%) got 30, 5 students
(11.4%) got 35, 6 students (13.6%) got 40, 2 students (4.5 %) got 45, 2 students
(4.5.8%) got 50, 6 students (13.6%) got 55, 1 students (2.3%) got 60, 1 student (2.3%)
got 70. Table 4.3 and figure 4.2 as follow;

2. Result of Post Test

Table 4.3 Frequency of Score in Post-test

X1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	2.3	2.3	2.3
	45.00	7	15.9	15.9	18.2
	50.00	4	9.1	9.1	27.3
	55.00	11	25.0	25.0	52.3
	60.00	4	9.1	9.1	61.4
	65.00	3	6.8	6.8	68.2
	70.00	4	9.1	9.1	77.3
	75.00	7	15.9	15.9	95.2
	80.00	1	2.3	2.3	95.5
	85.00	2	4.5	4.5	100
	Total	44	100.0	100.0	

This finding shows that after accepting the treatment, students' score significantly increased. Comparing to the result of pre-test, the result of post-test shows a significant progress. In pre-test, there was no student who got >70 (0%), while in post-test, the percentage of sample who got >70 increased by 22.7% (0%-22.7%). Moreover, the lowest score in post-test (40) is larger than pre-test (25) and the highest score in post-test (85) is also larger than pre-test (70). This finding indicates that after using role-play strategy, the students' ability in speaking significantly increased proven by the progress of score from pre-test to post-test.

After organizing the frequency and the percentage of score from pre-test and post-test, the range, the minimum and maximum, the sum, the mean, the standard deviations, the variances of the speaking pre-test and post-test scores of the sample were conducted respectively by using IBM SPSS Statistics 16.0. Table 4.4 represents the result:

Table 4.4 Descriptive Statistics for Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X1	44	25.00	70.00	36.9318	12.25769
X2	44	40.00	85.00	60.1136	12.31791
Valid N (listwise)	44				

As Table 4.4 shows, it can be described that the mean of post-test scores (36.93) is larger than the mean of pre-test scores (60.11). It indicated that on average, the use of role-play strategy has caused the improvement of students' scores, but it is important to know that such a conclusion is only a descriptive conclusion. It should be tested about being meaningful this progress.

Therefore, to know whether there is any different students' speaking achievement test before and after doing treatment, the researcher tested the result of pre-test and post-test by using Paired Sample Test in IBM SPSS Statistic 16.0. As what previously mentioned that there are two hypothesis in this study; (1) Null Hypothesis (Ho) stating that there is no any significant difference on students' speaking ability in story telling fable before and after using role-play Strategy, and (2) Alternative Hypothesis (Ha) stating that there is any significant difference on students' speaking ability in story telling fable before and after using role-

playStrategy, the testing was done to know whether the null hypothesis could be rejected or not. Table 4.5 shows the result of t-test calculation.

Table 4.5 Paired Sample Correlations

Paired Samples Test

			Paired Differences						
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Pretest – Posttes	-23.2955	6.09453	.91878	-25.14836	-21.44255	-25.355	43	.000

B. Hypothesis Testing

Referring to Table 4.5, we can see that the $t_{obtained}$is 25.35. The way to test whether null hypothesis could be rejected was by comparing the result of $t_{obtained}$ $_{and}t_{table.}$ If the result of $t_{obtainedis}$ larger than t_{table}at the level of significance 0.05, the null hypothesis can be rejected. On the contrary, if the result of $t_{obtained}$is smaller than $t_{table,}$ the null hypothesis cannot be rejected. In consulting to $t_{table,}$ the researcher needed to find out the degree of freedom (*df*) . As can be seen in Table 4.5 that *Df*(Degree of freedom) is 43, the researcher consulted to the, and at the level of significance 0.05,

the value of $t_{table,}$ and at the level of significance 0.05, the value of $t_{table}$is 2.021. Comparing to the value of t_{table}, the value of $t_{obtained}$is larger (25.35> 2.021). For interpretation of decision based on the result of probability achievement, the null hypothesis couldn't be rejected, if the probability > 0.05, while the null hypothesis could be rejected, if the probability < 0.05. As Table 4.6 shows, the probability is less than 0.05 (0.00 < 0.05). Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that role-play, there is significant different between students' speaking achievement in story telling about narrative text before and after giving treatment.

C. Discussion

In this study, it was indicated that the result of post-test seemed to be better than the pre-test. It means that the score of post-test were significantly better than the score pre-test at the end of the study. It can be seen from the mean score of pre-test 36.93 and the mean score of post-test 60.22. This means that the students' mean score improved up to 23.29 point. And also, it can be known that the result of the statistical computing using t-test, the result shows that $t_{obtained}$ was higher than t_{table}, it can be indicated that $25.35 > 2.021$. This means that the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) was rejected.

That alternative hypothesis can be accepted because there was no error in teaching method, and it can be said that the teaching method or strategy effective in

teaching and learning. And, it can be said that there was different score to the first graders of MAN 2Tulungagung between before given treatment and after given treatment by using role-play Strategy.

Based on the result of post-test that showed higher scores than the pre-test scores. It indicates that there students were improvement in studentsspeaking achievement after being taught by using role-play Strategy. The result of research in the class showed that the strategy can make students motivated when they learn to speak about something.

To help students in learning process, the teacher must use a method, role-play can motivate students to speaking because it is fun strategy for learning foreign language it is a line with theory ofRaz (1995:13) also demonstrates that role-play is the most effective method in foreign language education, because it has beneficial effect on the learner's communicative competence and motivation. In this case the researcher as English teacher explained the role of role-play strategyand asks students to apply this strategy in teaching-learning speaking. Now, the students do not look lazy when they have task from English teacher to speaking practice. Besides, they were also preferred English lessons, especially in speaking achievement, because they have a desire to fluently to speak English.

Role-play strategy can use to practice students' ability in pronunciation and they can more focus to prepare about the elements of language that they need when they do role-play it is a line with theory of Livingstone (1983:36) role-play is therefore classroom activity which give the students opportunity to practice language,

the aspect role behavior and actual roles he may need outside the classroom. It mean the process of teaching and learning of speaking achievement using role-play strategy to the students give opportunity to practice language learning.

Role-play was effective to improve students' speaking pronunciation.The implementation of role-play in teaching and learning speaking process give a positive effect on the students' achievement, because they can study speaking easily and relax with any pressure. It can be done because by fun learning, information can be understood and fixed well, role-play can make students learn better. So they can improve the pronunciation through the implementation of role-play this statement is a line with theory ofSally (2009) imagine play give children opportunities to explore and represent action, roles, relationship, situation, character from variety of sources, narrative and story and they can enjoy with roleplay when they doing this activity because they have prepared before.

Finally, it was confirmed that using role-play strategy in pronunciation became good strategy to provide students' opportunity to talk in the classroom activity. Based on the result of research finding, role-play Strategy was effective toward students' speaking achievement. The effect of role-play strategywas also could be seen from the quantity of the words which significantly increased in post-test.