CHAPTER IV

RESEARCH FINDING AND DISCUSSION

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

A. Research Finding

Research finding are described by providing table, chart, and graph. In this research, the researcher wants to measure the effectiveness of using Bamboo Dancing Technique in teaching speaking of the tenth grade. So the researcher has done to conducting this research. To know this effectiveness this technique, it can be seen from the students' score who are taught by using bamboo dancing technique in speaking than those who are taught without using bamboo dancing technique. This research used quasi experimental designed which consists of two subject experimental and control group. One class is X MIPA 3 that consists of 35 students as the sample in experimental group. From such class, the researcher got X MIPA 2 that consists of 36 students as the sample in the control group. The researcher used the scoring rubric to give score the students' speaking. The components on the scoring which are used in this test are grammar, vocabulary, comprehension, fluency, and pronunciation (see in appendix 2).

The description of data discussed about the data of each variable and reports being computed using descriptive statistic like histogram, mean, standard deviation, etc. The results of statistic computation were as follows:

1. **The Computation Result of Pretest and Posttest in Experimental Group**

The students' pretest score in experimental group were conducted by the researcher on Saturday, March 3rd 2018. The experimental group conducted in X MIPA 3 that consists of 35 students. The posttest score of experimental group was conducted by the researcher on Saturday, March 31st 2018.

The students' pretest and posttest score are distributed in the following table in order to analyze the students' knowledge before and after conducting the treatment.

Table 4.1

The Result of Pretest and Posttest in Experimental Group

No.	Name	Score of Pretest	Score of Posttest
1.	ALA	52	52
2.	AER	64	64
3.	AT	56	60
4.	AEA	60	60
5.	AMS	56	64
6.	ACW	52	68
7.	BD	52	60
8.	BONA	56	68
9.	AZRF	68	64
10.	DPR	56	60
11.	EAH	64	72
12.	HEP	52	60
13.	LAM	60	60
14.	LDNA	60	64
15.	LP	64	68
16.	MJ	52	52
17.	MAN	56	60
18.	MBU	64	60
19.	MON	76	80

20.	MLM	60	64
21.	NMM	72	76
22.	NK	68	68
23.	PRD	48	56
24.	PSS	60	68
25.	RAA	60	64
26.	RDS	72	76
27.	RDS	76	72
28.	REA	68	76
29.	SDS	60	64
30.	SD	64	72
31.	SP	52	60
32.	SRDS	68	76
33.	SSJ	60	68
34.	SMS	72	72
35.	TAWP	68	72
	N = 35	**X = 61.37**	**X = 65,71**

Based on the table above, there were 35 students as the sample of the research. The test was conducted by the researcher before and after taught by using Bamboo Dancing Technique in teaching speaking. The test focused on recount speaking, especially to retell their past event or their experience. Each student was given 2 to 3 minutes to tell their story.

The students' pretest and posttest score of experimental group were distributed in the following table in order analyzing the students' speaking skill of performance score before and after the treatment conducted. Then, it was presented using distribution frequency in the following table:

Table 4.2

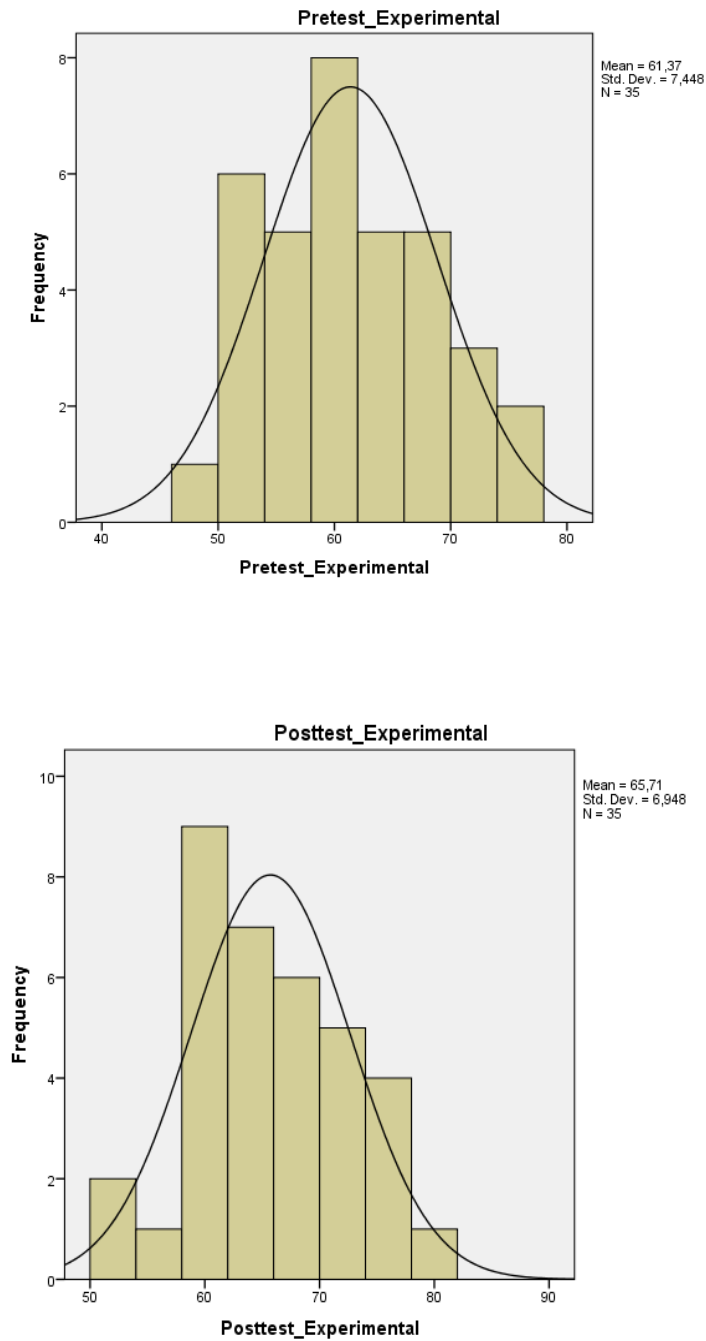**Frequency of Pretest and Posttest Experimental Score**

Pretest_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
	48	1	2,9	2,9	2,9
	52	6	17,1	17,1	20,0
	56	5	14,3	14,3	34,3
	60	8	22,9	22,9	57,1
Valid	64	5	14,3	14,3	71,4
	68	5	14,3	14,3	85,7
	72	3	8,6	8,6	94,3
	76	2	5,7	5,7	100,0
	Total	35	100,0	100,0	

Posttest_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
	52	2	5,7	5,7	5,7
	56	1	2,9	2,9	8,6
	60	9	25,7	25,7	34,3
	64	7	20,0	20,0	54,3
Valid	68	6	17,1	17,1	71,4
	72	5	14,3	14,3	85,7
	76	4	11,4	11,4	97,1
	80	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

The researcher also gave elaborate histogram to make the frequency of data clear. The histogram of the pretest score was presented below:

Figure 4.1

Histograms of Pretest and Posttest Score Frequency in Experimental Group

Pretest_Experimental

Mean = 61,37
Std. Dev. = 7,448
N = 35

Posttest_Experimental

Mean = 65,71
Std. Dev. = 6,948
N = 35

The tables and histograms above showed that pretest score minimum was 48 and score maximum was 76. Score 48 had 1 frequency

(2.9%), score 52 had 6 frequency (17.1%), 56 had 5 frequency (15.3%), 60 had 8 frequency (22.9%), 64 had 5 frequency (14.3%), 68 had 5 frequency (14.3%), 72 had 3 frequency (8.6%), and score 76 had 2 frequency (5.7%). Then in posttest, it showed that posttest score minimum was 52 and score maximum was 80. Score 52 had 2 frequency (5.7%), 56 had 1 frequency (2.9%), 60 had 9 frequency (25.7%), 64 had 7 frequency (20.0%), 68 had 6 frequency (17.1%), 72 had 5 frequency (14.3%), 76 had 4 frequency (11.4%), and score 80 had 1 frequency (2.9%).

Besides the tables and histograms, the researcher also showed data of students' score. The data can be seen below:

Table 4.3
Statistic Data of Students' Pretest and Posttest Score in Experimental Group

Statistics		Pretest_Experimental	Posttest_Experimental
N	Valid	35	35
	Missing	0	0
Mean		61,37	65,71
Std. Error of Mean		1,259	1,174
Median		60,00	64,00
Mode		60	60
Std. Deviation		7,448	6,948
Variance		55,476	48,269
Range		28	28
Minimum		48	52
Maximum		76	80
Sum		2148	2300

From the table 4.3, it can be seen that in pretest, the maximum score of the data was 76 and the minimum score was 48. The range was 28. The mean was 61.37. The median was 60.00. The mode was 60. The standard deviation was 7.448. While in posttest, the maximum score of the data was 80 and the minimum score was 52. The range was 28. The mean was 65.71. The median was 64.00. The mode was 60. The standard deviation was 6.948.

The researcher was also made the categorization of the students' pretest and posttest score as follow:

Table 4.4

Categorization of Students' Score

Pretest Score

Intervals	Frequency	Categorization	Percentage
81 – 100	0	Excellent	0%
61 – 80	15	Good	42.9%
41 – 60	20	Enough/Fair	57.1%
0 – 40	0	Poor	0%

Posttest Score

Intervals	Frequency	Categorization	Percentage
81 – 100	0	Excellent	0%
61 – 80	32	Good	91.4%
41 – 60	3	Enough/Fair	8.6%
0 – 40	0	Poor	0%

The researcher determined the intervals and categorization of students' score after consulting to the English teacher in Senior High School 1 Ngunut. He used that categorization of score to categorize the

students' score in English subject, so the researcher also used it in this research.

Based on the table of categorizations above, it can be seen that in pretest, there were 20 students (57.1%) got the score 41 − 60 in enough/fair categorization. Then, there were 15 students (42.9%) got the score 61 − 80 in good categorization. Meanwhile, there was no student (0%) got in score 0 − 40 in poor categorization and got the score 81 − 100 in excellent categorization. It means that the students' speaking score in retell past event or experience was in enough/fair category because 57.1% students got the score between 41 − 60.

In posttest, there were 3 students (8.9%) got the score 41 − 60 in enough/fair categorization. Then, there were 32 students (91.4%) got the score 61 − 80 in good categorization. Meanwhile, there was no student (0%) got in score 0 − 40 in poor categorization and got the score 81 − 100 in excellent categorization. It means that the students' speaking score in retell past event or experience was in good category because 91.4% students got the score between 61 − 80. So it can be concluded that there was different score of pretest and posttest. In pretest, it was just 57.1% students got in good category. But in posttest, it was different score because the students in good category have risen to 91.4%.

2. **The Computation Result of Pretest and Posttest in Control Group**

The students' pretest score in control group were conducted by the researcher on Tuesday, March 6th 2018. The control group conducted in X MIPA 2 that consists of 36 students. The posttest score of control group was conducted by the researcher on Tuesday, March 27th 2018.

The students' pretest and posttest score are distributed in the following table in order to analyze the students' knowledge in conventional teaching or there was any technique conducted.

Table 4.5

The Result of Pretest and Posttest in Control Group

No.	Name	Score of Pretest	Score of Posttest
1.	AYM	60	64
2.	ASP	56	56
3.	APA	64	60
4.	ASPH	52	56
5.	AN	64	64
6.	BP	60	60
7.	DLN	56	64
8.	DAS	48	52
9.	DF	44	48
10.	DAPU	60	60
11.	DKW	68	64
12.	ESN	64	60
13.	HA	52	60
14.	KZ	56	56
15.	KAA	48	52
16.	LNS	80	76
17.	MAN	56	60
18.	MRH	64	64
19.	MAJA	52	52
20.	NPD	52	52
21.	NNR	52	56
22.	NDA	68	60
23.	NRR	76	64

24.	NCO	52	60
25.	NSR	64	60
26.	RNH	80	72
27.	RA	56	56
28.	RR	64	52
29.	RNA	44	52
30.	SSA	68	64
31.	SDP	52	60
32.	SAP	64	68
33.	SHT	68	68
34.	SFP	76	72
35.	TP	68	64
36.	WJAP	52	52
	N = 36	**X = 60.00**	**X = 60.00**

Based on the table above, there were 36 students as the sample of the research. The test was conducted by the researcher by using conventional in teaching speaking. The test focused on recount speaking, especially to retell their past event or their experience. Each student was given 2 to 3 minutes to tell their story.

The students' pretest and posttest score of control group were distributed in the following table in order analyzing the students' speaking skill of performance score before and after by using conventional teaching. Then, it was presented using distribution frequency in the following table:

Table 4.6

Frequency of Pretest and Posttest Control Score

Pretest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	2	5,6	5,6	5,6
	48	2	5,6	5,6	11,1
	52	8	22,2	22,2	33,3
	56	5	13,9	13,9	47,2
	60	3	8,3	8,3	55,6
	64	7	19,4	19,4	75,0
	68	5	13,9	13,9	88,9
	76	2	5,6	5,6	94,4
	80	2	5,6	5,6	100,0
	Total	36	100,0	100,0	

Posttest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	1	2,8	2,8	2,8
	52	7	19,4	19,4	22,2
	56	5	13,9	13,9	36,1
	60	10	27,8	27,8	63,9
	64	8	22,2	22,2	86,1
	68	2	5,6	5,6	91,7
	72	2	5,6	5,6	97,2
	76	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

The researcher also gave elaborate histogram to make the frequency of data clear. The histogram of the pretest score was presented below:

Figure 4.2

Histograms of Pretest and Posttest Score Frequency in Control Group
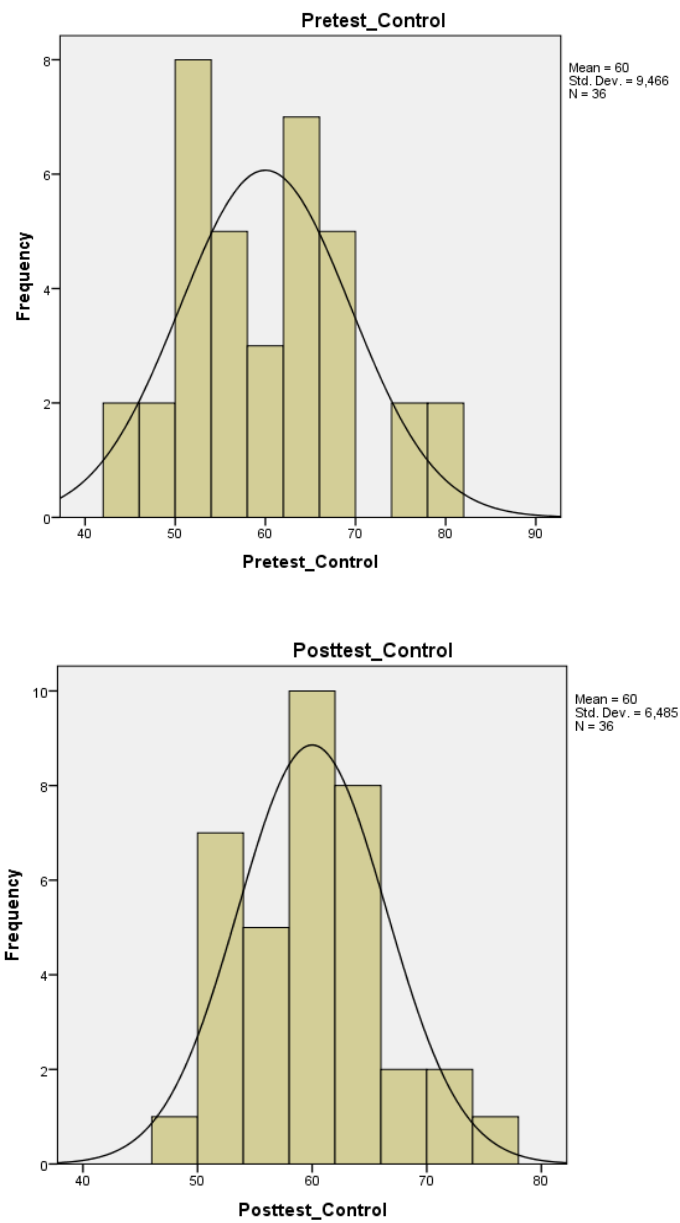
The tables and histograms above showed that pretest score minimum was 44 and score maximum was 80. Score 44 had 2 frequency (5.6%), 48 had 2 frequency (5.6%), 52 had 8 frequency (22.2%), 56 had 5 frequency (13.9%), 60 had 3 frequency (8.3%), 64 had 7 frequency (19.4%), 68 had 5 frequency (13.9%), 76 had 2 frequency (5.6%), and score 80 had 2 frequency (5.6%). Then in posttest, it showed that posttest score minimum was 48 and score maximum was 76. Score 48 had 1 frequency (2.8%), 52 had 7 frequency (19.4%), 56 had 5 frequency (13.9%), 60 had 10 frequency (27.8%), 64 had 8 frequency (22.2%), 68 had 2 frequency (5.6%), 72 had 2 frequency (5.6%), and score 76 had 1 frequency (2.8%). Besides the tables and histograms, the researcher also showed data of students' score. The data can be seen below:

Table 4.7

Statistic Data of Students' Pretest and Posttest Score in Control Group

Statistics			
		Pretest_Control	Posttest_Control
N	Valid	36	36
	Missing	0	0
Mean		60,00	60,00
Std. Error of Mean		1,578	1,081
Median		60,00	60,00
Mode		52	60
Std. Deviation		9,466	6,485
Variance		89,600	42,057
Range		36	28
Minimum		44	48
Maximum		80	76
Sum		2160	2160

From the table 4.7, it can be seen that in pretest, the maximum score of the data was 80 and the minimum score was 44. The range was 36. The mean was 60.00. The median was 60.00. The mode was 52. The standard deviation was 9.466. While in posttest, the maximum score of the data was 76 and the minimum score was 48. The range was 28. The mean was 60.00. The median was 60.00. The mode was 60. The standard deviation was 6.948.

The researcher was also made the categorization of the students' pretest and posttest score as follow:

Table 4.8

Categorization of Students' Score

Pretest Score

Intervals	Frequency	Categorization	Percentage
81 – 100	0	Excellent	0%
61 – 80	16	Good	44.4%
41 – 60	20	Enough/Fair	55.6%
0 – 40	0	Poor	0%

Posttest Score

Intervals	Frequency	Categorization	Percentage
81 – 100	0	Excellent	0%
61 – 80	13	Good	36.1%
41 – 60	23	Enough/Fair	63.9%
0 – 40	0	Poor	0%

Based on the table of categorizations above, it can be seen that in pretest, there were 20 students (55.6%) got the score 41 – 60 in enough/fair categorization. Then, there were 16 students (44.4%) got the

score $61 - 80$ in good categorization. Meanwhile, there was no student (0%) got in score $0 - 40$ in poor categorization and got the score $81 - 100$ in excellent categorization. It means that the students' speaking score in retell past event or experience was in enough/fair category because 55.6% students got the score between $41 - 60$.

In posttest, there were 23 students (63.9%) got the score $41 - 60$ in enough/fair categorization. Then, there were 13 students (36.1%) got the score $61 - 80$ in good categorization. Meanwhile, there was no student (0%) got in score $0 - 40$ in poor categorization and got the score $81 - 100$ in excellent categorization. It means that the students' speaking score in retell past event or experience was in enough/fair category because 63.9% students got the score between $41 - 60$. So it can be concluded that there was no different score of pretest and posttest. In pretest, it was 44.4% students got in good category. But in posttest, it was different score because the students in good category have decreased to 36.1%.

3. **Hypothesis Testing**

Hypothesis testing was used to test the hypothesis of the research. The hypothesis was tasted by using t-test and f-test through SPSS 22.0 version. The interpretations to test the hypothesis are stated as follow:

a. H_o (Null Hypothesis) states that students who are taught by using Bamboo Dancing Technique in teaching speaking do not have better score than those students who are taught without using Bamboo

Dancing Technique in teaching speaking of the tenth grade at SMAN 1 Ngunut.

b. H_a (Alternative Hypothesis) states that students who are taught by using Bamboo Dancing Technique in teaching speaking have better score than those students who are taught without using Bamboo Dancing Technique in teaching speaking of the tenth grade at SMAN 1 Ngunut.

This research used standard significance 95% ($\alpha = 0.05$) to test the hypothesis. The interpretations to test the hypothesis are stated as follow:

a. If Sig (2-Tailed) value less than 0.05, it means that Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted. So, students who are taught by using Bamboo Dancing Technique in teaching speaking have better score than those students who are taught without using Bamboo Dancing Technique in teaching speaking of the tenth grade at SMAN 1 Ngunut.

b. If Sig (2-Tailed) value greater than 0.05, it means that Null Hypothesis (H_0) is accepted and Alternative Hypothesis (H_a) is rejected. So, students who are taught by using Bamboo Dancing Technique in teaching speaking do not have better score than those students who are taught without using Bamboo Dancing Technique in teaching speaking of the tenth grade at SMAN 1 Ngunut.

In addition, because the research consist of two samples that are experimental and control group, so the researcher needed to test the f-test

in order to see the variance that the both groups were equal. The hypothesis for the f-Test can be seen below:

a. H_0: $\sigma^2_1 = \sigma^2_2$ or the null hypothesis states that there is an equal between the variance of experimental group and the variance of control group.

b. H_1: $\sigma^2_1 \neq \sigma^2_2$ or the alternative hypothesis states that there is not equal between the variance of experimental group and the variance of control group.

 This research used standard significance 95% ($\alpha = 0.05$) to test the hypothesis. The interpretations to test the hypothesis are stated as follow:

a. If Sig greater than 0.05, then the null hypothesis is not rejected. Thus, *equal variance assumed* is used. In conclusion, the variance of experimental group and the variance in control group is equal.

b. If Sig smaller than 0.05, then the null hypothesis is rejected. Thus, *equal variance not assumed* is used. In conclusion, the variance of experimental group and the variance in control group is not equal.

 The researcher also provided the table of statistic that count using SPSS 22.0 version. It aimed to show the analyze of data by using independent sample t-test. The result was shown as follow:

Table 4.9

The Result of Group Statistic T-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	experimental	35	65,71	6,948	1,174
	Control	36	60,00	6,485	1,081

The table group statistic t-test above showed that N was the number of students of experimental group and control group of the tenth grade at SMAN 1 Ngunut. The Bamboo Dancing Technique has been used in experimental group, and conventional teaching has been used in control group. So the mean of experimental group was 65.71 and the mean of control group was 60.00. The standard deviation of experimental group was 6.948 and the standard deviation of control group was 6.485. Then, standard error mean of experimental group was 1.174 and the standard error mean of control group was 1.081.

Table 4.10

Independent T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Sc ore	Equal variances assumed	,822	,368	3,584	69	,001	5,714	1,594	2,533	8,895
	Equal variances not assumed			3,580	68,353	,001	5,714	1,596	2,530	8,899

In this research, before compute the t-test, the researcher did the homogeneity testing using F test to know whether to use *Equal Variances Assumed* or use *Equal Variances not Assumed*.

Based on the result of F test shows that p value (sig) is 0.368, and it is greater than 0.05. In consequence, the null hypothesis is not rejected. As such, equal variances assumed is used. So, on the basic of the result of the F test, the test with equal variances assumed is used.

The compute of the result of independent t-test as stated in table 4.10 above showed that Df is 69 and Sig (2-Tailed) value is 0.001. To know the significant difference score, Sig (2-Tailed) value must be compared with the significance level 0.05. It showed that 0.001 < 0.05. It means that the Sig (2-Tailed) value is less than significance level 0.05 and the difference is significant. Thus, the alternative hypothesis (Ha) is accepted. The hypothesis testing in this research is students of the tenth grade at SMAN 1 Ngunut have better score taught by using Bamboo Dancing Technique in teaching speaking than those students who learning speaking without using Bamboo Dancing Technique.

B. Discussion

This research is about the use of Bamboo Dancing Technique in teaching speaking of the tenth grade at SMAN 1 Ngunut. This research used quasi experimental design. This section is intended to analyze the result of research finding based on the related theory. All data collected from the

research instrument provides information of the research finding. The result of the students' score is calculated by using t-test.

For the students' score, the researcher conducted the research in five meetings for each group. In the first meeting, pretest was administered in both of the experimental and control group. The aim of conducting pretest was to know the students' score before the treatment. Besides, pretest was conducted to ensure that both of experimental and control group have similarity of speaking skill. The second until fourth meeting, the researcher gave the treatment. The treatment was teaching using Bamboo Dancing Technique in the experimental group. Meanwhile, the control group was taught by using conventional teaching. The treatment was given in three meetings for each group. In the last meeting, the students were given posttest after they got the treatment. It was conducted to measure the effectiveness of Bamboo Dancing Technique after getting the treatment. To scoring, the researcher used scoring rubric from the transcript of their test (transcripts of test can be seen in appendix 5).

The result of the students' speaking score could be seen from pretest and posttest from each group (see in appendix 6). The mean score of experimental group was 65.71 and mean score of control group was 60.00. On the other word, the experimental group is getting higher score than control group.

The experimental group is getting higher score, because it can be seen when the treatment was conducted, for the first the researcher introduced

about Bamboo Dancing Technique to students and explains of the recount text lesson. Although they have not known about Bamboo Dancing Technique before, when the researcher explained Bamboo Dancing Technique and its steps, they understood quickly. The second, the researcher divided the class into 4 groups, this called the small group. They discussed about the topic given by the researcher. Then, after finished the discuss, the researcher divided again into 2 groups. This is called the large group. In this activity, the students were more active because in this large group, the students discuss with standing position or face to face. So they could alternate tell their stories with their partner freely. They looked so enjoy and confident in this activity (can be seen in appendix 7). For the last, the researcher asked to the one of member groups to retell their stories in front of the class and other groups gave the response of this. They really looked enjoy, active, and confident with this technique. So that's why in teaching speaking, technique is necessary.

From the explanation above, it can be said that bamboo dancing technique could become the appropriate technique for teaching speaking Senior High School. According to Oktavian (2015), working in groups as in bamboo dancing technique can help students to improve speaking ability, so his research can be concluded that bamboo dancing technique was effective. Second research was conducted by Wahyuni (2015), based on her research, bamboo dancing technique was effective to teaching speaking because it can help the students improve their speaking skill in interpersonal conversation.

From the results of research that is conducted by Oktavian and Wahyuni. The researcher concluded that bamboo dancing technique is effective in teaching speaking.

According to Brown (1994:98), speaking is definitely the main way people communicate. They use it to express their feelings and ideas and also to convey their message to each other. Based on that theory, the researcher implemented the use of cooperative learning Bamboo Dancing Technique in teaching on recount speaking, especially to retelling about their past event or their experience. Afterward, Bamboo Dancing Technique discussed of each groups in the classroom. According to Suprijono (2009:98), this technique is the modification from inside outside circle technique. Bamboo Dancing technique is a kind of technique that can motivate students to be brave in giving opinion or say something. By this technique based on the explanation above, the students can understand the topic, they feel enjoy, more active, and confident to speak up. Beside all of those implementation, the teachers improved their ideas by displaying their works (Nurhayati, 2014).

Finally, the conclusion of this discussion is the students' of experimental group have better score than control group. So it can be say that the Bamboo Dancing Technique is effective in teaching speaking of the tenth grade at SMAN 1 Ngunut.