CHAPTER IV

FINDING AND DISCUSSION

In this subchapter content of Finding and Discussion which has been collected during the research process.

A. Research Finding

Research finding are described by providing table, chart, and graph. In this research, the researcher wants to measure the effectivenesss of using Board Game Technique in teaching speaking of the eleventh grade. Sothe researcher has done to conducting this research. To know this effectiveness of this technique, it can be seen from the students' score who are taught by using board game in sepeaking than those who are taught without using board game. This research use quasi experimental designed which consists of of two subject experimental and control group. One class is XI social 1 that consist of 20 students as the sample in experimental group. From such class, the researcher got XI social 2 that consist of 20 students as the sample in control group.Unfortunatelly, some students' was absent in day of pre test or post test and the researcher decides to cut their name on the table of score. The researcher use soring rubric to give score the students' speaking. The component on the scoring which are used in this test are grammar, vocabulary, comprehension, fluency,, and pronounciation (see in appendix 1 on page 71).

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

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

   There were 19 students as the sample of the research. The test was conducted by the reseacher before and after taugh by using Board Game in teaching speaking. The test focused on expository speaking, especially to retell their experience about using social media.

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

Table 4.1

Frequency of Pretest and Posttest Experimental Score

Pretest_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	3	15,8	15,8	15,8
	28	1	5,3	5,3	21,1
	32	2	10,5	10,5	31,6

	44	5	26,3	26,3	57,9
	48	3	15,8	15,8	73,7
	52	3	15,8	15,8	89,5
	56	1	5,3	5,3	94,7
	72	1	5,3	5,3	100,0
	Total	19	100,0	100,0	

Posttest_experimental

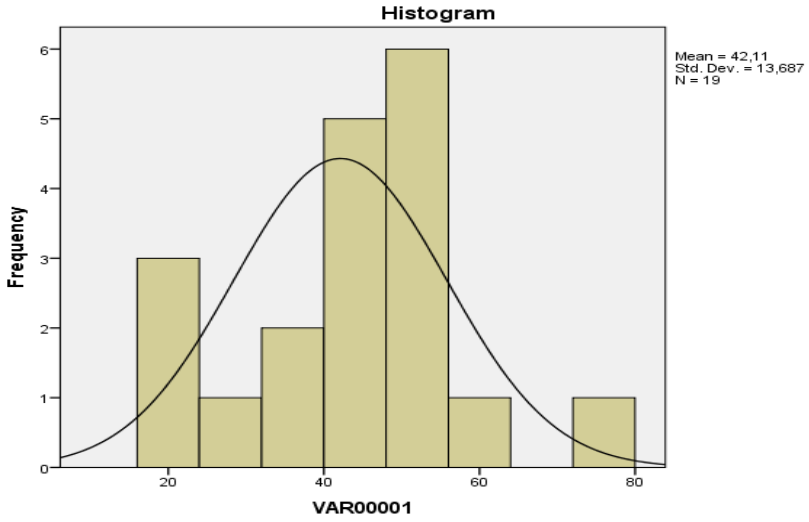
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	5,3	5,3	5,3
	44	3	15,8	15,8	21,1
	48	1	5,3	5,3	26,3
	60	6	31,6	31,6	57,9
	64	5	26,3	26,3	84,2
	80	2	10,5	10,5	94,7
	96	1	5,3	5,3	100,0
	Total	19	100,0	100,0	

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

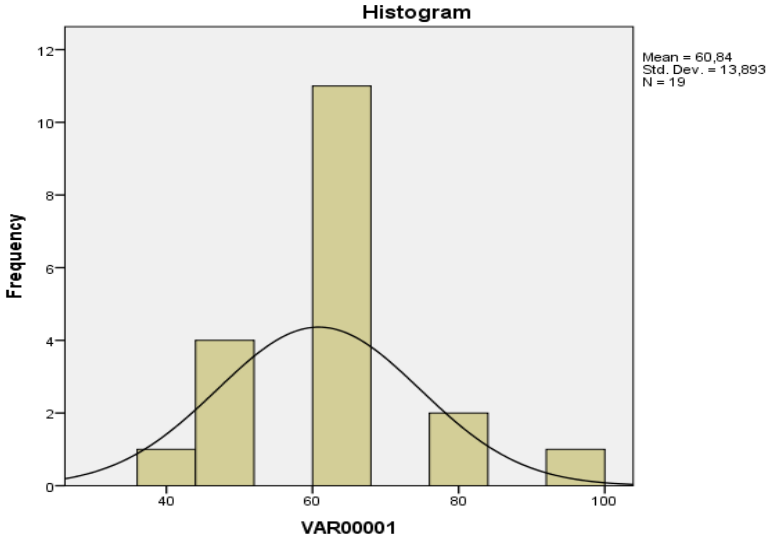
Figure 4.1

Histogram of Pretest and Posttest Experimental Score

Pretest_Experimental



Posttest_experimental



The table and histograms above showed that pretest score minimum was 20 and score maximum was 72. Score 20 had 3frequency (15,8%), score 28 had 1 frequency (5.3%), 32 had 2 frequency (10.5%), 44 had 5 frequency (26.3%), 48

had 3 frequency (15.8%), 52 had 3 frequency (15.8%), 56 had 1 frequency (5.3%), and score 72 had 1 frequency (5.3%). Than in posttest, it showed that posttest score minimum was 40 and score maximum was 96. Score 40 had 1 frequency (5.3%), score 44 had 3 frequency (15.8%), score 48 had 1 frequency (5.3%), score 60 had 6 frequency (31.6%), score 64 had 5 frequency (26.3%), score 80 had 2 frequency (10.5%), and score 96 had 1 frequency (5.3%).

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

Table 4.2
Statistic Data of Students' Pretest and Posttest score in Experimental Group

Statistics

		Pretest	posttest
N	Valid	19	19
	Missing	0	0
Mean		42,11	60,84
Std. Error of Mean		3,140	3,187
Median		44,00	60,00
Mode		44	60
Std. Deviation		13,687	13,893
Variance		187,322	193,029
Range		52	56
Minimum		20	40
Maximum		72	96
Sum		800	1156

from the table 4.3, it can be seen that in pretest, the maximum score of the data was 72 and the minimum score was 20. The range was 52. The mean was 42.11. the mode was 44. The standard deviation was 13.687. while in posttest, the maximum score of the data was 96 and the minimum score was 40. The range was 56. The mean was 60.84. the median was 60.00. the mode was 60. The standard deviation was 13.893.

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

Table 4.3
Categorization of Students' Score
Pretest

Intervals	Frequency	Categorization	Precentage
90-100	**0**	**Excelent**	**0**
80-89	**0**	**Good**	**0**
70-79	**1**	**Fair**	**5.3%**
60-69	**0**	**Poor**	**0**
≤59	**18**	**Very Poor**	**94.7%**

Based on the table of the categorization of experimental group the interval 90-100 and 80-89 was none, student in the categorization of fair was 1 student the interval was 70-79, students' in the categorization of poor was none students' the interval was 60-69 and students' in the categorization of very poor was 18 students' the interval was less than 59. In conclusion, the biggest categorization was very poor.

Posttest

Intervals	Frequency	Categorization	Precentage
90-100	**1**	**Excelent**	**5.2%**
80-89	**2**	**Good**	**10.5%**
70-79	**0**	**Fair**	**0**
60-69	**11**	**Poor**	**57.9%**
≤59	**5**	**Very Poor**	**26.3%**

Based on the table of the categorization of experimental group in post test the interval 90-100 was 1 student, student in the categorization good was 2 thge interval was 80-89, student in the categorization of fair was none students' the interval was 70-79, student in the categorization of poor was 11 student the interval was 60-69. and students' in the categorization of very poor was 5 students' the interval was less than 59. In conclusion, the biggest categorization was poor.

2. The Computation Result of Pretest an Posttest in Control Group

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 4.4
Frequency of Pretest and Posttest Control Score

Pretest_control

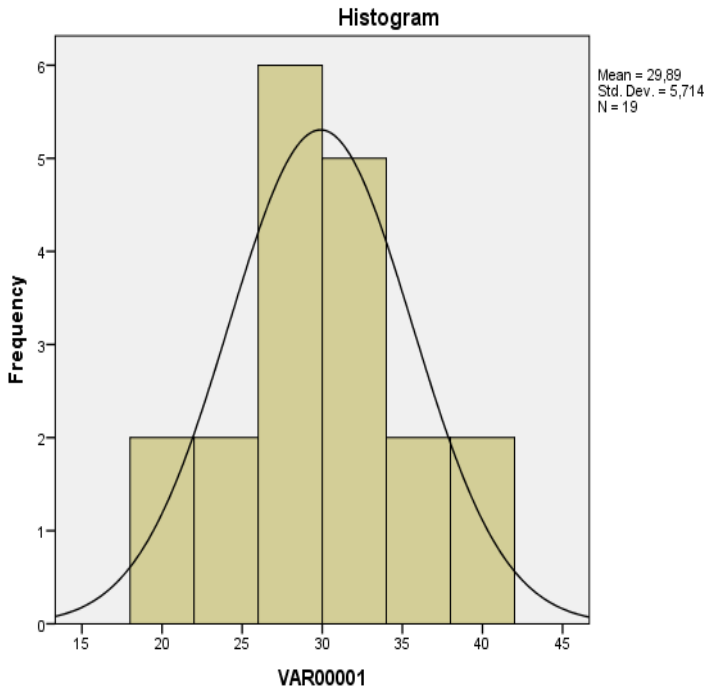
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	10,5	10,5	10,5
	24	2	10,5	10,5	21,1
	28	6	31,6	31,6	52,6
	32	5	26,3	26,3	78,9
	36	2	10,5	10,5	89,5
	40	2	10,5	10,5	100,0
	Total	19	100,0	100,0	

Posttest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	1	5,3	5,3	5,3
	32	4	21,1	21,1	26,3
	36	1	5,3	5,3	31,6
	40	2	10,5	10,5	42,1
	44	2	10,5	10,5	52,6
	48	3	15,8	15,8	68,4
	52	3	15,8	15,8	84,2
	56	2	10,5	10,5	94,7
	68	1	5,3	5,3	100,0
	Total	19	100,0	100,0	

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

Figure 4.2
Histogram of Pretest and Posttest Score Frequency in Control Group
Pretes



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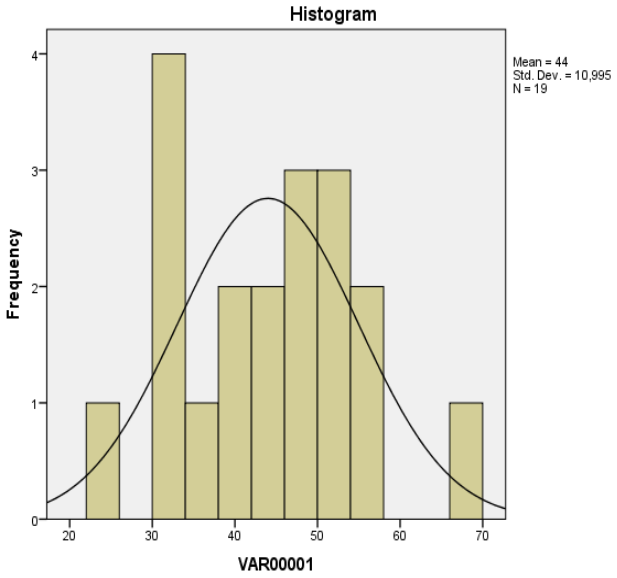

the tables and histograms above showed that pretest score minimum was 20 and score maximum was 40. Score 20 had 2 frequency (10.5%), 24 had 2 frequency (10.5%), 28 had 6 frequency (31.6%), 32 had 5 frequency (26.3%), 36 had 2 frequency (10.5%), and score 40 had 2 frequency (10.5%). Then in posttest, it showed that posttest score minimum was 24 and score maximum was 68. Score 24 had 1 frequency (5.3%), 32 had 4 frequency (21.1%), 36 had 1 frequency (5.3%), 40 had 2 frequency (10.5%), 44 had 2 frequency (10.5%), 48 had 3 frequency (15.8%), 52 had 3 frequency (15.8%), 56 had 2 frequency (10.5%), and score 68 had 1 frequency (5.3%).

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

Table 4.5
Statistic Data of Students' Pretest and Posttest Score in Control Group

Statistics

		Pretest	Posttest
N	Valid	19	19
	Missing	0	0
Mean		29,89	44,00
Std. Error of Mean		1,311	2,522
Median		28,00	44,00
Mode		28	32
Std. Deviation		5,714	10,995
Variance		32,655	120,889
Range		20	44
Minimum		20	24
Maximum		40	68
Sum		568	836

From the table 4.7, it can be seen that in pretest, the maximum score of the data was 40 and the minimum score was 20. The range was 20. The mean was 28.89. the median was 28.00. the mode was 28. The standard deviation was 5.714. while in posttest, the maximum score of the data was 68 and the minimum score was 24. The range was 44. The mean was 44.00. the median was 44.00. the mode was 32. The standard deviation was 10.995.

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

Table 4.6
Categorization of Students' Score
Pretest Score

Intervals	Frequency	Categorization	Precentage
90-100	**0**	**Excelent**	**0**
80-89	**0**	**Good**	**0**
70-79	**0**	**Fair**	**0**
60-69	**0**	**Poor**	**0**
≤59	**19**	**Very Poor**	**100%**

Based on the table of the categorization of experimental group the interval 90-100 and 80-89 was none, the interval 70-79 and 60-69 was none, students' in the categorization of very poor was 19 or 100% students' the interval was less than 59. In conclusion, the biggest categorization was very poor.

Postest

Intervals	Frequency	Categorization	Precentage
90-100	**0**	**Excelent**	**0**
80-89	**0**	**Good**	**0**
70-79	**0**	**Fair**	**0**
60-69	**1**	**Poor**	**5.3%**
≤59	**18**	**Very Poor**	**94.7%**

Based on the table of the categorization of experimental group the interval 90-100 and 80-89 was none, the interval 70-79 was none, students' in the categorization of poor was 1 or 5.3% students' the interval was 60-69 and students' in the categorization of very poor was 18 or 94.7% students' the interval was less than 59. In conclusion, the biggest categorization was very poor but the

differences from the post test was the ‘very poor’ categorization in pretest was decreased.

3. Hypothesis Testing

There was two hypothesis here that was F and T hypothesis. Before discussing the t-test, the researcher necessary to test the F-test. F-test is used to know the equality of variance of the two group. And, the T-test is used to test the two means(experimental and control group). Although, the f-test was automatically serve in the SPSS table of t-test, the researcher write down the F hypothesis as the requirement in quasy experiment (experimental and control group). The hypothesis of this research are as follow;

1. Hypothesis testing of F-test
   a. $H_{O_{1\,2}} : \sigma^2 = \sigma^2$, it means if there is an equal variance between experimental and control group.
   b. $Ha_{1\,2} : \sigma^2 \neq \sigma^2$, it means if there is no equal variance between experimental and control group.

1. If *p-value (*Sig) bigger than 0.05 the null hypothesis (Ho) is not rejected. As such, *equal varian*ces is used.
2. If *p-value (*Sig) less than 0.05 the null hypothesis (Ho) is rejected. As such, *equal varian*ces *not assumed* is used.

2. Hypothesis Testing of T-test

   a. Null Hypothesis (Ho)

      There is no significant difference achievement on the students in speaking ability who taugh by using board game and without using board game.

   b. Alternative Hypothesis (Ha)

      There is any significant difference on the students' speaking ability who taugh by using board game and without using board game.

1. If sig(2-tailed) is smaller than 0,05the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is not rejected.

   It means that there is no significant different score of students' achievement in speaking ability who was taught using and without using board game.

2. If sig(2-tailed)is bigger than 0,05the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

   It means that there is significant different score of students' achievement in speaking ability who was taught using and without using board game.

To know whether the sig(2-tailed)is bigger or smaller than 0,05 the researcher analyzed the data by using SPSS version 20.0. For the first the researcher test the normality of the data. If sig. >0.05, then the data was normal distribution and if sig<0.05 then the data was not normal distribution. Showed in chapter 3.

Table 4.7

Group Statistic of Two Group

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
posttest	experimental	19	60,84	13,893	3,187
	control	19	44,00	10,995	2,522

Based on the table 4.9 the data presented the performance scores of the members of two group. Board game has been used in experimental group, and conventional teaching has been used in control group.Output independent sample statistics was show that there was mean score differenc between the experimental group and the control group. The mean of experimental group was 60.84 and the mean of control group was 44.00. The standard deviation was 13.893 in experimental group and 10.995 in control group.

Table 4.8

The Result of Analyzing Independent Sample F-test and 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
Posttest	Equal variances assumed	,042	,838	4,143	36	,000	16,842	4,065	8,598	25,086
	Equal variances not assumed			4,143	34,194	,000	16,842	4,065	8,583	25,101

Based on the table, the result of F-test shows that *p-value (*sig) is 0.838, and it was bigger than 0.05. in other words, the null hypothesis (Ho) is not rejected. As such, *equal variances assumed* is used.

Considering the result of independent F-test, the equal *variance assumed* is used to interpret the t-test as stated in the table 4.10 showed that Df value was 36 and sig (2-tailed) value was 0.000. to know the significant difference score, sig (2-tailed) value necessary to be compared with the significance level 0.05. It showed that 0.000<0.05. it means that the sig (2-tailed) less than significance

level 0.05 and the difference is significant. Thus, the alternative hypothesis (Ha) is not rejected. The hypothesis testing in this research is the second grade students' at MA AL MA'ARIF TULUNGAGUNG have better score which are taugh using Board game in teaching speaking than those students who learning speaking without using Board game.

B. Discussion

This research is about the use of Board game in teaching speaking of the second grade at MA Al-Ma'arif Tulungagung. 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 Board game 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 Board game after getting the treatment.

The result of the students' speaking score could be seen from pretest and posttest from each group (seen in appendix). The mean score of experimental group was 60.84 and mean score of control group was 40.00. 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 Board Game to students and explains of the expository text lesson. When the reasearcher explained about board game and its steps, they understood quickly. Second, the researcher divided the class into 4 groups, this called the small group. They discussed about the topic that was given by the researcher. They looked so enjoy and confident in this activity. For the last, the researcher asked to the one of member groups to retell their stories in front of the class andother 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.

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. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Based on that theory, the researcher implemented the use of Board Game in teaching expository speaking, especially to telling about the event that was being discussed with many people.

According to Hornby (1995:486), the definition of game is an activity that you do to have some fun. Therefore, board game can be defined as something or

an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more enjoy in learning. The students do not feel that they are forced to learn.

Finally, The result of this research is the students' of experimental group have better score than control group. So it can be say that the Board Game is effective in teaching speaking of the second grade at MA AL-MA'ARIF TULUNGAGUNG.