

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

In this chapter, the researcher describes the result and discussion. The data obtained is used to answer the research problem mentioned in the first chapter.

To answer the research problem, the researcher gives some oral tests to students. Students learn to speak in the group with group members. This is where the researcher uses a bamboo dance technique. In the group, students try to communicate with group members in English. The researcher gives the score based on the scoring rubric.

#### **A. Explanation of Objective Study**

##### **1. Profile of MTs Babussalam Tambar Jogoroto Jombang**

MTs Babussalam Tambar is part of the Babussalam Islamic Education Foundation in Tambar. Babussalam Islamic Education Foundation founded in 1947, on October 10, 1947. In the beginning, the foundation has only elementary school , this school hade name MI (Madrasah Ibtidaiyah) Babussalam Tambar. In 1971, the kindergarten was built and named RA (Raudhatul Adhfal) Babussalam Tambar. Then, on 10 July 1973 the junior high school was built with name MTs Babussalam Tambar.

Babussalam foundation is addressed in the Masjid Al-Mukhlisin street of Tambar Jogoroto Jombang 49, 61485. This school is accredited with B status. This foundation is the only Islamic school in Tambar village. Moreover, Tambar village only has one elementary school. Therefore, MTs Babussalam is one of favorite school there.

MTs Babussalam Tambar always strives to be better than the previous year. Besides, the improvement of school facilities were also improved. Students learn to start at 07:00 to 12:30. Effective day in this school was from Saturday to Thursday. On Friday is a holiday for the students of this school. Students are taught several skills such as tailoring and computer skills. In addition, the school also provides additional hours of Math, English, and Japanese.

Among the existing school facilities are:

No	Facilities	Amount	Status
1.	Science Laboratory	1	Good
2.	Library	1	Good
3.	Classroom	6	Good
4.	Audio visual lab	1	Good
5.	Principal's room	1	Good

6.	Teacher's room	1	Good
7.	Extracurricular space	1	Good
8.	Health space (UKS)	1	Good
9.	Cooperation	1	Good
10.	Mosque	1	Good

Table: 1

In the classroom, there are some facilities such as:

No	Facilities	Amount	Status
1.	Student desk	23	Good
2.	Student seat	23	Good
3.	Teacher desk	1	Good
4.	Teacher seat	1	Good
5.	First aid box	1	Not complete

6.	White board	1	Good
7.	Board marker	2	Good
8.	Board marker eraser	1	Good
9.	Sweep	1	Good
10.	Bins	1	Good
11.	Clock	1	Good

Table: 2

## 2. Vision and mission of MTs Babussalam Tambar Jogoroto Jombang

### Vision:

Realization of the generation of quality based on Faith, Science, and Amal as well as having full human resources.

### Mission:

- Increase the faith, devotion, and mastery of the science of religion comes to the Al-Qur'an, Al-Hadist, Ijma ', and Qiyas.
- Establish good behavior by religious values, togetherness, and responsibility.
- Increase student achievement in accordance with the demands of society and the development of technology and skills.

Aims:

- a. Students are expected to be able to:
  - Occupying three major accomplishments as District
  - Read the yellow book
  - Having a group of reliable drum band
  - Operate the computer program Microsoft Word and Excel.
  - Having a sewing skills (shirt, pants, Meksi, etc..)
- b. Expected at least 80% of teachers educated S1

## **B. The Finding of The Study**

### **1. The Result of Teaching and Learning Process**

In this first step, the researcher collects the first data. The researcher does the pre-test. The pre-test uses to know the ability of the students before the treatment. The pre-test do on Thursday January 12, 2012. The researcher teaches in the class using other technique. The researcher formulates the lesson with the students. After that the researcher gives instruction to the students to practice in front of class. Then, the researcher gives the score based on the scoring rubric.

In this study, the researcher uses several cycles in learning process in the class. In every cycle, there is a planning, acting, observing, and reflecting.

## **First Cycle**

### **A. Planning:**

Implementation of the study began on Thursday January 19, 2012. The researcher provides the material to the students about the Hobby. In the A class, the number of student are 21 students.

A class is divided into 5 groups. Each group consists of four students and one group consists of five students. B class is divided into 5 groups. Female students are divided into 2 groups of 5 students and male students are divided into 3 groups. Each group consists of four students and one group consists of five students.

After the group is formed, the researcher describes the course of the learning process and what students should do. After that, the students carry out what the the researcher tell. It runs about 10 minutes. Then, the students try to present it in front of the group members.

On Tuesday January 24, 2012, the researcher asks the students to join againt with their group members. Then, the researcher remembers the lesson. After that, the researcher asks the students to present the information in front of class.

### **B. Acting:**

Entering the classroom, the researcher gives the greeting and then checks the attendance of students. In the first cycle the students

distinguish between male and female to be their group members. This is because students do not want them if the group consists of boys and girls. So, the group members based on students wish. After that, the researcher describes the learning process to be carry out and explains what students should do. Than, the students carry out the instructions of the researcher to search the information related to the hobby. After obtained the required information, the students triy to present it to the group members in their group.

After all the students try to present information that has been obtained, the researcher gives a correction on learning outcomes. The researcher explains how the spoken word, the use of vocabulary, and grammar are correct.

### **C. Observing:**

During the students search the information about hobby, the researcher observes the students' activities. The researcher looks at what is being done by students. There are some group who will playfully but there are also groups that serious in implemented it. Each group follows the researcher instructions. Sometimes students use Java language to find the information needed. Some students have forgotten how to ask about hobby. Some students have been excited by the activity. This is

shown by the presence of laughter among the students. Apparently, they are laughing because of the wrong pronunciation.

#### **D. Reflecting:**

In this cycle, the reflection of the findings from the first cycle are presented bellow:

1. Students' confidence to speak in from of the class is low.
2. Some students feel confuse to ask the group members.
3. There are students who dominate the discussion.
4. Some students do not focus in the lesson. So they day dreaming and keep silent in the class activity.

Based on the reflection above, it can be concluded that passive students and low confidence students must be motivated to improve their engagement in the class.

### **Second Cycle**

#### **A. Planning:**

In this stage, lesson plan is designed based on the reflection of first cycle. Warmer in the lesson plan is change to improve the students' engagement. Grouping method is changed based on the order. It is done because in the first cycle, the grouping methods is not effectively used.



Students feel uncomfortable with the grouping method. The researcher prepares the material. The material talks about Hobby too but the material is combined with expression of like and dislikes. The students discuss about the expression of like and dislikes to ask other about their Hobby.

**B. Acting:**

The first on the second cycle is given on Thursday January 26, 2012. The researcher gives greeting and checks the attendance of student. Then, the researcher gives material about the Hobby again but the material talks about the expression of likes and dislikes.

On Tuesday January 31, 2012, the researcher applies the bamboo dance techniques in learning process in class. The researcher gives greeting and checks the attendance of student. Then, the researcher gives a warming. After that, the researcher gives students a better motivation for the activity. The researcher asks the students to be more active than the previous activity, especially for students who previously passive to more active to speak.

After that, the researcher divides students into several groups. The researcher try to randomize the group of students by combining the boys and girls. However, female students still do not want to join the male students because they feel embarrass and hard to speak whit the male

students and vice versa. Finally, the researcher uses the technique as before to make a group, but the members are different and then, the students are able to communicate with other members.

The activity last for 15 minutes. After each student find the information, the students try to present the information has been obtained in front of class. After all group members finish to present the information in front of class, the researcher gives the correction of vocabulary, pronunciation, and intonation.

#### **C. Observing:**

At the second activity, the students make some progress. The students who previously less active to speak become more active. The students want to ask questions and able to present the information although some students still forgot the information. The students want to use English in the activity. According to the data taken from the observation, it shows the improvement of students' speaking score. The students also feel enjoy the activities and do not feel awkward to speak in front of the class.

#### **D. Reflecting:**

During the activity, the student have many progresses especially in the use of English in the classroom to speak with their friends. The

students become more active than the previous cycle. More students use English to speak with group members though some of them still use Javanese. The students look more confident than before.

## 2. The Result of questionnaire

To know the students' responses during learning process, the researcher gives the students 10 questionnaire items and analyzes it. The result of questionnaire given to the students on Thursday February 2, 2012 is analyzed through the following pattern:

$$\frac{\text{How many students choose yes / no}}{\text{The number of students}} \times 100 \%$$

The description of the questions are presented bellow:

1. The question number 1-3 talk the students responses about English and their teacher in the class.
2. The question number 4-5 talk about the students feeling in speaking English.
3. The question number 6-10 talk about the students responses during learning process in using Bamboo dance technique.

### 3. The Students' Score

After do the treatment, the researcher gives the test to the students. Oral test is used determine the level of student speaking ability. The researcher gives score based on the following criteria:

1. Vocabulary which refers to the ability to understand and use vocabulary, words and phrases.
2. Grammar which refers to the ability to use correct tense and sentence structures.
3. Fluency which refers to the ability to speak quickly, naturally, and without many pauses.
4. Interactive Communication which refers to the ability to take an active part in the development of a conversation.
5. Pronunciation which refers to the ability to use correct stress, rhythm and intonation patterns.
6. Courage which refers to the courage to speak in front of class.

The grade of points is scored based on the following marks:

10 - 9 Excellent - Very good

8- 7 Good – Average

6 - 4 Fair to poor

3 - 1 Very poor

## **C. Discussion**

### **1. The Teaching and Learning Process**

Based on the result of learning process, Bamboo dance technique is a technique that is easy and can be used for seventh graders of in MTs Babussalam Tambar. This technique is very easy to be applied. Students feel awkward at first but after being given an explanation, they can do well. The class condition is also more relaxed and conducive. The students can speak English freely. Some students also become more active than the previous meetings. The students are not afraid to start speaking with their friend. The students answer the question in English. Therefore, the use of students' English speaking ability with their friend in the classroom can be more improved than ever before. The students are more actively use English to speak with others group members in the classroom and the students courageous to speak in front of class. In A class, 86 % of the students courage to speak in front of class with the value of 7 and B class have 74 % of students with the value of 7 ( see appendix 6 ).

Based on the observation, the advantages of Bamboo dance technique are presented below:

1. The reseacher is easier to observe active and passive student.
2. The researcher can monitor the students with freely.
3. Bamboo dance technique helps researcher to provide the error correction.
4. Bamboo dance technique helps researcher to know the students difficulties.

5. Bamboo dance technique helps the researcher to know the students' understanding and ability to speak English.
6. Bamboo dance technique helps students to speak English better than before.

The disadvantages of Bamboo dance technique are presented bellow:

1. The researcher gets difficulties to make group members of students. It is happened become students feel shy to speak with people from different gender.
2. Student are noisy because they ask questions individually in the same time.
3. Some students feel shy to speak English.

## **2. Questionnaire**

From the results of a questionnaire given to students, the researcher can pick up some conclusions about how the responses of the student during the learning process by using Bamboo dance technique. The researcher finds some facts about the students like:

- a. The students are interested to use English. Although, their speaking ability is low. So, they are motivated to study English.
- b. The students like their teacher and how the teacher teach in the class. It shows the students' attention in the class.

- c. The students like to speak English. The students interested to learn English is very big. The students like to speak English even though their English ability are not good.
- d. The students feel very happy with Bambo dance technique. The students use more English and they more understand about the lesson.
- e. The students feel their English Speaking ability are increased Bamboo dance technique.

### **3. Students' Score**

In the first cycle, the students are afraid, embarrass, and confuse to start a conversation using English. Once the researcher looks at the ability of students, the students' ability are low. After the researcher uses Bamboo dance technique, there is a slight increase in the students. The increase occurs in the students' score.

At the meeting on the second activity, the researcher finds more improvement. The improvement of student' scores is compared to the previous score, the students speak English actively. Passive students become more active to speak English. In A class, 86 % of student courage to speak English in front of class with a score 7 and in B class 74 % of student get score 7.

In accordance the explanation in the chapter II, learning method is various. Teacher can choose one of the method to teach in the class base on the students character and situation in the class. In the research, the researcher finds

some factors that influence students' speaking ability such as: limited vocabulary, limited of grammar mastery, limited pronunciation mastery, and limited students' comprehension and fluency to speak English. Besides, the students difficult to convey their idea and lack of courage to speak English.

There are some problems in learning process in this school, such as:

1. Some female students feel shy to speak English in front of male students and vice versa.
2. Some students just keep silent because they don't have any idea to say.
3. There are some students are active but some students are passive.
4. Students feel difficult to speak and they cannot show their ability clearly.

With Bamboo dance technique, students' speaking ability are increased than before. The students have become accustomed to speak English in their groups. So the students courage is increased too. Although some students still feel shy if they must speak in front of student know different gender. The students can start the conversation if they speak in their groups.