#### **CHAPTER IV**

#### RESEARCH FINDINGS AND DISCUSSIONS

Concerning with the statement of the problems, in this chapter the researcher would like to describe and analyze the findings during the research process conducted at MA Assa'diyah Bangil. It intends to answer the problems of the study. In findings, the researcher describes the process of calculating and presenting result of the data. Furthermore, in the discussion the researcher deduces from the research findings.

## A. Research Findings

The researcher had done the research and had gotten the complete data from the research instrument included test. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data then analyzed in order to make conclusion about the objective of the study. The purpose of findings is to answer research question in chapter one.

## 1. Students Pre-test Score

No.	Name	Score	
1	Aulia	80	
2	Choirul Nisak	20	
3	Ikfi Masrurina	60	
4	Linda Rodiatul Azizah	20	
5	Masrikhan	60	
6	M. Ilham Nur F.	20	
7	M. Vanani	40	
8	Nur Hidayati	60	
9	Nurul Hidayati	40	
10	Ririn Nadya	40	
11	Roudlotul Baridah	40	
12	Sri Wahyuni	40	
13	Utiya Laras Wati	60	
14	Wakhid	40	

**Table 4.1** 

From the table 4.1, there are 14 students; 10 girls and 4 boys. The score of the students around 20 until 80; 3 students got score 20, 6 students got 40,

score 60 for 4 students, and only a student got score 80. Those score are gotten from the students before they got treatment about the material. In the table, lots of students got score 40. In rating scale (see Appendix 2), score 40 is POOR level. Just one student who included GOOD level, that is a student who got score 80. There are no students who got EXCELLENT level (score100).



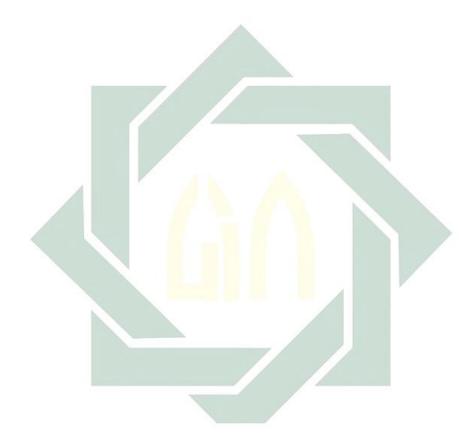
## 2. Students Post-test Score

No.	Name	Post-test
1	Aulia	100
2	Choirul Nisak	60
3	Ikfi Masrurina	80
4	Linda Rodiatul Azizah	60
5	Masrikhan	80
6	M. Ilham Nur F.	60
7	M. Vanani	60
8	Nur Hidayati	100
9	Nurul Hidayati	60
10	Ririn Nadya	80
11	Roudlotul Baridah	60
12	Sri Wahyuni	60
13	Utiya Laras Wati	80
14	Wakhid	60

**Table 4.2** 

The table above presents the score after the researcher treat the material to the students about role play activity. After they got treatment, tehere are

no students who got score 20 (VERY POOR level) and 40 (POOR level). More than half of students got score 60 (AVERAGE level). There are also students who got EXCELLENT score, although only two students.



## 3. Students Score Improvement

No.	Name	Pre-test	Post-test	Improvement	
				Yes	No
1	Aulia	80	100	1	
2	Choirul Nisak	20	60	V	
3	Ikfi Masrurina	60	80	1	
4	Linda Rodiatul Azizah	20	60	V	
5	Masrikhan	60	80	1	
6	M. Ilham Nur F.	20	60	1	
7	M. Vanani	40	60	V	
8	Nur Hidayati	60	100	1	
9	Nurul Hidayati	40	60	1	
10	Ririn Nadya	40	80	V	
11	Roudlotul Baridah	40	60	1	
12	Sri Wahyuni	40	60	1	
13	Utiya Laras Wati	60	80	1	
14	Wakhid	40	60	V	

**Table 4.3** 

The table shows about the improvement of the students' score in pre-test and post-test. All of the students can improve their score from pre-test to

post-test. There are students' score that can improve until two level; three students that got score from 20 'VERY POOR' to 60 'AVERAGE' (student 2, student 4, and student 6), a students that got score from 60 'AVERAGE' to 100 'EXCELLENT' (student 8), and a student got score 40 'POOR' to 80 'GOOD' (student 10). Others, they can improve their score only one level.

## 4. Ratio (Comparison) Students Score Percentages

Score	Percentages	Percentages
Score	Pre-test	Post-test
20	21%	0%
40	43%	0%
60	29%	57%
80	7%	29%
100	0%	14%

**Table 4.4** 

As seen in the table 4.4, there are differences in students score percentages. In pre-test, 21% students got score 20 and there are no students that got score 20 in post-test. In pre-test, 43% students got score 40, and there are also no students who got that score. Score 60, there are 29% students in pre-test, and 57% in post-test. Score 80, there is only 7%

students who got it in pre-test, and 29% in post-test. For the excellent score, there are no students who got score 100, and there are 14% students in post-test.

# 5. Output Data

### **NPar Tests**

/WILCOXON=VAR00001 WITH VAR00002 (PAIRED)

/MISSING ANALYSIS.

[DataSet0]

## Wilcoxon Signed Ranks Test

### **Ranks**

	-	N	Mean Rank	Sum of Ranks
VAR00002 -	Negative Ranks	$0^{a}$	.00	.00
VAR00001	Positive Ranks	14 <sup>b</sup>	7.50	105.00
	Ties	$0_{\rm c}$	1	
	Total	14		

- a. VAR00002 < VAR00001
- b. VAR00002 > VAR00001
- c. VAR00002 = VAR00001

**Table 4.5** 

Output Ranks above present the comparison of the students' score in pretest and post-test. As seen in the table, there are Negative Ranks, Positive Ranks, and Ties. Negative Ranks show that there are no students' score after treatment lower than before treatment. Positive Ranks show that all of the students' score after treatment higher than before treatment. Ties show that there are no students' score after and before treatment are same.

Test Statistics<sup>b</sup>

	VAR00002 -
	VAR00001
Z	-3.416 <sup>a</sup>
Asymp. Sig. (2-tailed)	.001

- a. Based on negative ranks.
- b. Wilcoxon Signed Ranks Test

**Table 4.6** 

Test Statistics show the result of Wilcoxon test, from the test got the significance value 0,001 (p<0,05). So the conclusion is "There is significant difference of students' score before treatment and after treatment."

### **B. DISCUSSIONS**

In this part, this research addressed some discussion toward two areas; reflecting on the research problems, interpreting findings, and integrating findings with theoretical framework. For more detail about the discussion, it can be seen in the next explanation.

### 1. Reflecting on the Research Problem

Reflecting on the research problems contained of result to answer research problem have been discussed in Chapter I. The question namely:

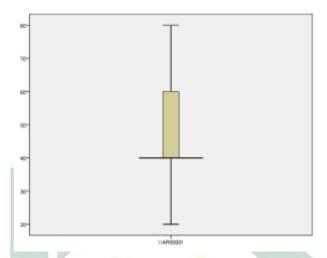
Is there any significant improvement of speaking skills after the implementation of role play technique?

From the Table 4.3, seen that all of the students' score are improves. By using Role play activity. They can improve their speaking skill, especially in pronunciation. From the Table 4.4, the rating scales of the students before treatment are start from VERY POOR until GOOD. However, after treatment in post-test their rating scales are improved from AVERAGE until EXCELLENT.

### 2. Interpreting Findings

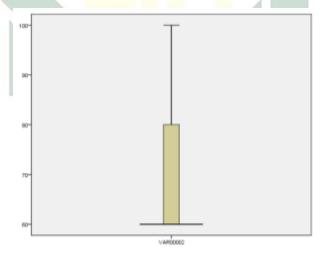
In comparison students score percentages (Table 4.4), there is any significant improvement. Score 20 in pre-test is 21% and there are no students that got it in post-test. It's mean that there are no students that in VERY POOR level. Score 40 in pre-test is 43% and there are no students in POOR level after treatment. Score 60 in pre-test is 29% and improved become 57%. More half of students are in AVERAGE level after they got treatment. Score 80 (GOOD level), in pre-test only 7% or a student who can got that score, however in posttest can improve become 29%. The last score is 100. Before treatment, there are no students that got it. After treatment there is 14% (two students) can get EXCELLENT score. It can be concluded that before treatment of students' score around 20 until 80. But the mean of students' score are 40 (POOR) and 60 (AVERAGE). After treatment, their scores are improved become 60 until 100 (AVERAGE until EXCELLENT level). However, the mean of students' score are 60 (AVERAGE) and 80 (GOOD). To more clearly, it can be seen in the chart picture below:

## a. Mean of Pre-test Score Chart



Picture 4.1

# b. Mean of Post-test Score Chart



Picture 4.2

### 3. Integrating Findings with Theoretical Framework.

In Table 4.5, Positive Rank show that the score of 14 students in post-test are higher than pre-test, it means that 100% students can improve their score. Exactly they can improve the aspect of speaking assessment as pronunciation (see Appendix 2). However, beside their pronunciations are improved, after the treatment using role play, it can create an active learning environment. It can encourage students to empathize with the position and feelings of others. Role-play is also fun and motivating for them. It provides the chance for quieter students to express themselves in a more forthright way and the world of the classroom is broadened to include the outside world, thus offering a much wider range of language opportunities.

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<sup>&</sup>lt;sup>35</sup> Lori Jarvis, et.al, "Role-Playing as a Teaching Strategy". *Staff Development and Presentation*, 2002, pp. 4.

<sup>&</sup>lt;sup>36</sup> M. Aliakbari, – B. Jamalvandi, "The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability; a Task-Based Approach". *Journal of Pan-Pacific Association of Applied Linguistics*, 2010, pp.20.