Chapter IV
Research Findings and Discussions

This chapter is going to present the data description of research that consists of pre-test data, post-test data, analyzing the data and discussion of research finding. Those description are used to answer the research question that I stated before, namely “Can Bamboo Dancing Method improve students’ ability in comprehending recount text?”

Research Finding

This part is going to discuss about the data description of pre-test and post-test whether both of them will be significantly or not in the result of research findings.

The Data Description of Pre-Test.

Before the treatment is applied. I gave the pre-test for the students. The description of pre-test data as follows (see appendix 12).

1. The students highest score is 15
2. The students lowest score is 5
3. The mean of score is 11
4. The standard deviation of score is 2,5
5. The range of interval class is 10
6. The amount of interval class is 5,5
7. The wide of interval class is 2
To make clear about the data finding above, it is provided the interval relative frequency and the polygon graphic which explain the data finding in the pre-test and it showed as the table below:

**Table 1.** The interval Relative frequency of the students’ reading recount text in pre-test data

<table>
<thead>
<tr>
<th>Class interval</th>
<th>F. absolute</th>
<th>F. relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6</td>
<td>1</td>
<td>4.35 %</td>
</tr>
<tr>
<td>7-8</td>
<td>5</td>
<td>21.74 %</td>
</tr>
<tr>
<td>9-10</td>
<td>3</td>
<td>13.04 %</td>
</tr>
<tr>
<td>11-12</td>
<td>8</td>
<td>34.78 %</td>
</tr>
<tr>
<td>13-14</td>
<td>5</td>
<td>21.74 %</td>
</tr>
<tr>
<td>15-16</td>
<td>1</td>
<td>4.35 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

Based on the table above, it showed that the students’ score in pre-test could be distributed in six interval classes, namely score 5-6 is 1 or 4.35%, score 7-8 is 5 or 21.74%, score 9-10 is 3 or 13.04%, score 11-12 is 8 or 34.78%, score 13-14 is 5 or 21.74% and 15-16 is 1 or 4.35%.

Based on the interval, it can be concluded that the most of students’ score in pre-test are score between 11-12 with frequency 8 students or 34.78%. To make clear about the data, it going to be explained in polygon graphic of pre-test below:
Figure 1. Poligon graphic of Pre-test

The figure showed the students’ score in pre-test is divided into six interval classes and interval score 11-12 present the highest frequency by the number of students is 8 students. The frequency of the interval class of pre-test 7 – 8 and 13 – 14 are indicate on the first middle frequency with the frequency absolute is 5. Then, the second middle frequency of the interval class of pre-test above is 9 -10 with the number of students is 3 students and the lowest frequency is interval between 5-6 and 15-16 with the number of students is 1 student.

The Data Description of Post-Test.

Post test data was given after giving treatment. The description of the post-test data will be analyzed after I found some score analyzing the data as follows (see appendix 16).

1. The students’ highest score is 20
2. The students' lowest score is 10
3. The mean of score is 17
4. The standard deviation of score is 3
5. The range of interval class is 10
6. The amount of interval class is 5.5
7. The width of interval class is 2

The result of the students in post-test can be seen in the following table:

**Table 2.** The interval Relative frequency of the students' reading recount text in post-test data

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>F. absolute</th>
<th>F. relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-11</td>
<td>2</td>
<td>8.70%</td>
</tr>
<tr>
<td>12-13</td>
<td>1</td>
<td>4.35%</td>
</tr>
<tr>
<td>14-15</td>
<td>3</td>
<td>13.04%</td>
</tr>
<tr>
<td>16-17</td>
<td>2</td>
<td>8.70%</td>
</tr>
<tr>
<td>18-19</td>
<td>12</td>
<td>52.17%</td>
</tr>
<tr>
<td>20-21</td>
<td>3</td>
<td>13.04%</td>
</tr>
</tbody>
</table>

| Total          | 23          | 100%        |

Based on the table above, it can be described that the students' score in post-test can be distributed in six interval class, namely score 1-11 is 2 or 8.70%, score 12-13 is 1 or
4.35%, score 14-15 is 3 or 13.04%, score 15-16 is 2 or 8.70%, score 18-19 is 12 or 52.17% and score 20-21 is 3 or 13.04%.

Based on these intervals, I conclude that the most of students’ score in post-test data are score between 18-19 with frequency absolute is 12 or 53.17% if the score applied into polygon graphic, it can be shown in the figure below:

![Figure 2. The polygon graphic of Post-test data](image)

The figure showed the students’ score of post-test. The frequency of interval class can be divided into six classes. It shown that the highest score is 18-19 and the lowest score is 12-13. In the figure also shown that there are 12 students who get score 18-19 or 52.17%. 3 students who get score 14-15 and 3 students also who get score 14-15 or 13.04%, 2 students who get score 16-7 and 2 students also who get score 10-11 or 8.70 and only one student who gets score 12-13 or 4.35%.
Furthermore, by comparing the result of the students’ score in pre-test and post-test, there is significance of result. In this case, the students’ score in post-test is higher than the students’ score in pre-test.

**The analysis of the data**

In analyzing the normality of the data, I used liliefors method. In this part, I analyzed the normality of pre-test data and normality of post-test data. The calculation of analysis can be seen below:

**Normality analysis of pre-test.**

In analyzing the normality of the pre-test data, I use liliefors method. Based on the calculation of the result in normality analysis of the pre-test data (see appendix 14). I found that the normality analysis of pre-test data is follows:

The criteria of value in liliefors testing is the data was normal distribution if if \( L_o \leq L_{list} \) (0,146 \( \leq \) 0,190). After I analyzed the data, I found that \( L_o \) was 0,146. It is obtained by taking the high score in \( F(Z_i) - S(Z_i) \) (see appendix 14). The critical value of liliefors testing in the level significant \( \alpha = 0,05 \) with the sample (N) was 23.

Furthermore, the \( L_{list} = 0,190 \) (see appendix 14). So, \( L_o \) was from this explanation can be concluded that the data of pre-test was normal distributed.

**Normality analysis of post-test.**
Based on the calculation in normality analysis of the post-test (see appendix 18), I found that the result of post-test data as follows:

Based on the criteria of value in liliefors testing is the data was normal if \( L_o < L_{list} \) \((0.159 < 0.190)\). After I analyzed the data, I found that \( L_o \) was 0.159. It is obtained by taking the high score in \( F(Z_i) - S(Z_i) \) (see appendix 18). The critical value of liliefors testing in the level significant \( \alpha = 0.05 \) with the sample \((N)\) was 23.

Furthermore, the \( L_{list} = 0.190 \) (see appendix 18). So, \( L_o \) was from this explanation can be concluded that the data of post-test was normal distributed.

**Hypothesis verification.**

In testing hypothesis, I used formula as suggested by Arikunto (2010, p. 349):

\[
t = \frac{Md}{\sqrt{\frac{\sum x^2}{n(n-1)}}}
\]

The hypothesis verification of this research are the students’ reading ability significantly can be improved by using Bamboo Dancing Method. Based on appendix 20 found the value as follows:

1. \( X_1 = 17 \)  \hspace{1cm} 4. \( S_2 = 2.3 \)
2. \( X_2 = 11 \)  \hspace{1cm} 5. \( n_1 = 23 \)
3. $S_1 = 2.5$

Those values above are applied formula. Before applying those values in t-testing formula, it must be calculated the standard deviation in both pre-test and post-test data. The calculation produced a result of standard deviation that is 2.8 (see appendix 19).

The criteria used in analyzing the hypothesis are:

\[ H_0 = \mu_1 > \mu_2 \]

Note: Accepted Ho if \( t_{count} < t_{list} \)

\[ H_1 = \mu_1 > \mu_2 \]

Reject \( H_0 \) if \( t_{count} > t_{list} \)

\( \mu_1 = Pre-test \)

\( \mu_2 = Post-test \)

After found the result of standard deviation, and then the result is presented in the table below:

The result of t-testing calculation

<table>
<thead>
<tr>
<th>N</th>
<th>Df ((n_1 + n_2 - 2))</th>
<th>t-count</th>
<th>t-list</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>44</td>
<td>19.96</td>
<td>2.02</td>
</tr>
</tbody>
</table>

Note:

\( N \) = the number of sample

\( Df \) = the degree of freedom

\( t_{count} \) = The value obtained from computation result of t-test analysis
The value obtained by looking at the table of t-distribution in the level of significance \( \alpha = 0.05 \) is \( t_{list} = 19.96 \) (see appendix 20) with degree freedom \( (n_1 + n_2 - 2) = 44 \) and the level significance \( \alpha = 0.05 \). It also found the value of \( t_{list} = 2.02 \). The criteria of hypothesis verification is \( H_1 \) will be received if \( t(1 - \frac{1}{2}\alpha) > t > t \left(1 - \frac{1}{2}\alpha \right) \). It means the hypothesis is accepted, because \( t_{count} \) is larger than \( t_{list} \) that is \( 19.96 > 2.02 \). It can be concluded that Bamboo dancing method can improve the students’ ability in reading recount text.

Discussion

In teaching reading, the teacher must use a suitable method or technique to enable the students in receiving that will be taught especially in teaching reading.

One method that can be used is Bamboo dancing Method. The use of Bamboo Dancing method in teaching English especially in reading because this method has significance effects to the students’ reading. It is believed that the use of this method will improve the students’ ability to understand and comprehend the content of the reading text, because this method taught them in sharing idea and can help the other who still difficult to understand the reading text. It is suitable with the expert’s opinion about Bamboo dancing method.

Suwarno (2010) argued that learning with bamboo dancing is very good method used to teach related information early in order to study the matter further. By using
bamboo dancing expected distribution of information or topics that are known by students. Bamboo dancing method is very useful for learning in the classroom be more varied and not boring. This method is useful to built students’ togetherness. This method can be used for sharing information to learn the others subject, In this method doesn’t take place in the competition, in this method the students will share information and the discussion occurs to students in pairs when presentation topics during the lessons. This method is very useful to make students will be more active in the class.

However, The effect of bamboo dancing method toward students’ ability in reading explained where in pre-test and post-test has a different result, after I calculated the students’ score, I found that the students’ ability in reading is higher than before. In pre-test the students who can answer the questions of reading recount text and get the highest score about 11-12 score are 8 students or 34,78%, and students who can answer the questions of reading recount text and get the lowest score about 5-6 score is 1 students or 4,35%. In Post-test, students who can answer the questions of reading recount text and get the highest score about 18-19 score are 12 students or 52,17%, and students who can answer the questions of reading text and get the lowest score about 12-13 score is 1 student or 4,35%.

The description of conducting a research can be discussed as follows:

**Discussion in the Pre-test.**

Before applying Bamboo dancing Method, the first step is to measure students’ achievement before treatment. But, I found that the students’ score are various. In pre-test
there are three aspects to be affirmed, they are: Main idea, Vocabulary content, and explicit and implicit meaning.

In the pre-test, the students who can answer the questions of reading recount text and get the highest score about 11-12 score are 8 students or 34.78%, and students who can answer the questions of reading recount text and get the lowest score about 5-6 score is 1 students or 4.35%.

**Discussion in Treatment.**

The treatment is conducted in six meetings, in the first meeting, I explained the material about recount text and I tried to get students’ feedback. Every meeting has different topics of recount text. The topics consist of “Go camping, my terrible week, my holiday in Bali, Lateness, My unfortunates, My unlucky day”.

In teaching process the first meeting (03-06-13) I gave them the reading recount text about “Go camping”. After that I discussed with students about recount text. I ask them about their experience. The aim of the questions is to stimulate their opinion about recount text. After discussing, I decide them into 2 big groups then I explained the instruction of Bamboo dancing procedures. After that I distributed the reading text to each pairs, the students come in front of the class to make the position of bamboo dancing method where the students will stand face to face and spinning while stop to find the other pairs. After that I explained the material related to the text. In bamboo dancing method the students have to share their idea, opinion related to the questions of reading text to every pairs until they
back to their first pairs. Lastly I asked to every group make a conclusion about their discussion in each pairs. In the first meeting, students difficult to answer questions related to the reading recount text, example questions in text 1 (*what did they do in their camping, what is the purpose of the text? What did they do in the last camping?*).

The second meeting (04-06-13) I gave them a title topic is “*my terrible week*”, I discuss with students about recount text, and than I explain about the generic structure of recount text. After discussing, I decide them into 2 big groups then I explained the instruction of Bamboo dancing procedures. After that I distributed the reading text to each pairs, the students come in front of the class to make the position of bamboo dancing method where the students will stand face to face and spinning while stop to find the other pairs. After that I explained the material related to the text. In bamboo dancing method the students have to share their idea, opinion related to the questions of reading text to every pairs until they back to their first pairs, Lastly I asked to every group make an conclusion about their discussion in each pairs. In this meeting they still difficult to answer the questions (what, where, why and how).

The third meeting (05-06-13) I give them a topic “*my holiday in Bali*”, I discuss with students about recount text, and than I explain about the lexico grammatical of recount text. After discussing, I decide them into 2 big groups then I explained the instruction of Bamboo dancing procedures. After that I distributed the reading text to each pairs, the students come in front of the class to make the position of bamboo dancing method where
the students will stand face to face and spinning while stop to find the other pairs. After that I explained the material related to the text. In bamboo dancing method the students have to share their idea, opinion related to the questions of reading text to every pairs until they back to their first pairs, Lastly I asked to every group make an conclusion about their discussion in each pairs. in the third meeting, the students ability began increased, they understand the meaning of questions what, who, where, when, why, how

In the fourth meeting (07-06-13) I give them a topic title “Lateness”. Discuss with students about recount text, and than I explain about the recount text. After discussing, I decide them into 2 big groups then I explained the instruction of Bamboo dancing procedures. After that I distributed the reading text to each pairs, the students come in front of the class to make the position of bamboo dancing method where the students will stand face to face and spinning while stop to find the other pairs. After that I explained the material related to the text. In bamboo dancing method the students have to share their idea, opinion related to the questions of reading text to every pairs until they back to their first pairs, Lastly I asked to every group make an conclusion about their discussion in each pairs. In this meeting the students can determine the generic structure of recount text by determine where the orientation, sequence of events and re-orientation. The students grammatical increased, they have known the change of verb 1 to verb 2.

In the fifth meeting (08-06-13) “My unfortunates”, I discuss with students about recount text, and than I explain about the generic structure of recount text. After discussing,
I decide them into 2 big groups then I explained the instruction of Bamboo dancing procedures. After that I distributed the reading text to each pairs, the students come in front of the class to make the position of bamboo dancing method where the students will stand face to face and spinning while stop to find the other pairs. After that I explained the material related to the text. In bamboo dancing method the students have to share their idea, opinion related to the questions of reading text to every pairs until they back to their first pairs, Lastly I asked to every group make an conclusion about their discussion in each pairs. The students’ ability increased.

The last meeting (10-06-13) I give them a topic “My unlucky day”, I discuss with students about recount text, and than I explain about the lexico gramatical of recount text. After discussing, I decide them into 2 big groups then I explained the instruction of Bamboo dancing procedures. After that I distributed the reading text to each pairs, the students come in front of the class to make the position of bamboo dancing method where the students will stand face to face and spinning while stop to find the other pairs. After that I explained the material related to the text. In bamboo dancing method the students have to share their idea, opinion related to the questions of reading text to every pairs until they back to their first pairs, Lastly I asked to every group make an conclusion about their discussion in each pairs. The students’ ability in reading increased.

Based on the description above and to prove the students’ ability in reading or not, I gave them last test called post-test.
Discussion in Post-test.

I gave students post-test is to know whether their ability in reading improved or not after I applied the treatment using of bamboo dancing method. I gave students a test same as with the test in pre-test is multiple choices consist of 20 items.

In post-test, students who can answer the questions of reading recount text and get the highest score about 18-19 score are 12 students or 52,17%, and students who can answer the questions of reading text and get the lowest score about 12-13 score is 1 student or 4,35%.

From the result of students’ score, it can be seen there are different between pre-test and post-test.

Calculate with the criteria examination found that t-count >t-list, where t-count = 19,96 > t-list = 2,02. So, it can be concluded that the result of post-test is significance because t-count is larger than t-list. It means that the hypothesis can be accepted or in the other words the students’ ability in reading effectively developed by using Bamboo Dancing Method.

By Bamboo Dancing Method in teaching reading, teaching, students’ active will be increased.

Based on the explanation above, it could be concluded that the treatment was given by researcher with using Bamboo Dancing Method significant and it could be develop to increase the Method of teaching English especially in teaching reading.
Limitation of conducting research

The focus of this research is recount text using Bamboo dancing method. I use this method to improve students’ ability in reading skill.

The result of this research is clarify the students’ learning progress in Reading ability in recount text in seven indicators only (vocabulary content, main idea, implicit and explicit meaning).

So, the other researcher can do the same technique by measuring the other indicator in reading skill.

The sample of this research is the second grade students of SMP Negeri 10 Gorontalo 2013/2014 academic year. There are four classes consist of 101 students. In this research I choose sample, namely class VIII 3 which consist of 23 students.