CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter is to present the researcher's finding during the research at second year student of State Senior High School (SMAN 9) Padang. The analysis of the collected data was carried out to answer the research problem that identifies the effect of Socio drama Technique toward students' speaking skill at The Tenth Grade at State Senior High School (SMAN 9) Padang. The study was started on November 05th 2017 and ended January 10th 2017. The research was started by giving treatment for experimental class by using Socio drama Technique for class X MIA_1 and without treatment for control class X MIA_2 but they still have the same material. Then, posttest was given at the end of the research. Based on the data it can be seen whether students' speaking skill improves or not.

A. **Research Finding**

1. "**To find out whether or not there is significant difference effect of students' achievement in their speaking skill before and after using Socio drama technique?**

   The number of the students who were involved in the post test was 47 students. Those students were divided into two classes, 23 students for experimental group and 24 students for control group. The data of this research were students' score in post test. The speaking taught by using

Socio drama Technique in the experimental class and using Conventional Technique in the control class for six meetings. At the end of the meeting, the researcher gave post-test to both samples. The speaking test was similar, Speaking result was also evaluated by considering five components based on ESL criteria (Hughes, 2003:131) they are accent, grammar, vocabulary, fluency, and Comprehension. The post test score of student in experimental class and control class in term of accent, grammar, vocabulary, fluency, and Comprehension.

All of the data were analyzed to find out the maximum and minimum scores, mean score (X) and Standard Deviation (SD) of post test of experimental class and control class.

Table 4.1

The Score of speaking Test of Experimental Group and Control Group

Class	N	Highest Score	Lowest Score	Mean (X)	Total score	Standard Deviation
Experimental	23	89	65	77.26	1777	**6.864**
Control	24	80	46	68.38	1641	**9.230**

The total score of speaking test of both groups was significantly different. The total score of experimental group was 1777, the highest score was 89, the lowest score was 65, and standard deviation was 6.864 On the contrary, the total score of control group was 1641, the highest score was 80, the lowest score was 46, and standard deviation was 9.230

a. **Experiment Class**

Table 4.2

Calculation process of Mean and Standard Deviation of Speaking Test in Experiment Class

Xi	Fi	xi²	xi*fi	fi*xi²
65	1	4225	65	4225
68	1	4624	68	4624
69	2	4761	138	9522
72	1	5184	72	5184
73	2	5329	146	10658
74	2	5476	148	10952
75	2	5625	150	11250
77	2	5929	154	11858
78	2	6084	156	12168
80	1	6400	80	6400
82	1	6724	82	6724
83	1	6889	83	6889
84	2	7056	168	14112
89	3	7921	267	23763
Σ	23	82227	1777	138329

$$\overline{X_1} = \frac{\sum F_1 X_1}{\sum F_1} = \quad \frac{1777}{23} \quad = 77.26$$

$$(\Sigma F_1 X_1)^2 = (1777)^2 = 3157729$$

$$S_1^2 = \frac{n_1 \sum F_1 x_1^2 \ (\sum F_1 X_1)^2}{n_1 (n_1 - 1)}$$

$$= \frac{23*138329 - 3157729}{23(23-1)} =$$

$$= \frac{23838}{506}$$

$$S_1^2 = 47.11$$

$$S_1 = \sqrt{47.11}$$

$$S_1 = 6.864$$

b. **Control Class**

Table 4.3.

Calculation process of Mean and Standard Deviation of Speaking Test in Control Class

xi	Fi	xi²	xi*fi	fi*xi²
46	1	2116	46	2116
52	2	2704	104	5408
60	1	3600	60	3600
63	2	3969	126	7938
65	2	4225	130	8450
66	1	4356	66	4356
67	1	4489	67	4489
68	2	4624	136	9248

69	1	4761	69	4761
70	1	4900	70	4900
72	1	5184	72	5184
74	2	5476	148	10952
76	2	5776	152	11552
78	2	6084	156	12168
79	1	6241	79	6241
80	2	6400	160	12800
Σ	24	74905	1641	114163

$$\overline{X2} = \frac{\sum F_1 X_1}{\sum F_1} = \frac{1641}{24} = 68.38$$

$$(\Sigma F_2 X_2)^2 = (1641)^2 = 2692881$$

$$S_2^2 = \frac{n_1 \sum F_1 x_1^2 \ (\sum F_1 X_1)^2}{n_1 \ (n_1 - 1)}$$

$$= \frac{24 * 114163 - 2692881}{24(24 - 1)} =$$

$$= \frac{47031}{552}$$

$$S_2^2 = 85.20$$

$$S_2 = \sqrt{85.20}$$

$$S_2 = 9.230$$

2. **"What Component of Student's speaking is Mostly Effected after Using of Socio drama Technique in Teaching Speaking Skill at Class X of State Senior High School (SMAN 9) Padang?"**

In answering the second research questions about what component of students' speaking were mostly improved after using Socio drama Technique, it can be seen from the comparison of students' mean scores of post-test both classes in accent, grammar, vocabulary, fluency, and comprehension. The calculation of those aspects can be explained as the table below:

Table 4.4

The Comparison of Means of Post-Test of Experiment and Control Class in Term of Accent, Grammar, Vocabulary, fluency, comprehension

No	Aspects/ Components	Experiment Class $\sum \dfrac{n \times i}{N}$	Control Class $\sum \dfrac{n \times i}{N}$	Difference
1	Accent	48/23= 2.09	59/24 = 2.46	0.37
2	Grammar	502/23 = 21.83	456/24 = 19	2.83
3	Vocabulary	508/23 = 22.09	440/24 = 18.33	3.76
4	Fluency	246/23 = 10.7	274/24 = 11.42	0.72
5	Comprehension	473/23 =20.57	412/24=17.17	3.4

From the table above can be explained that:

a. **Accent**

In experimental class, the mean post test scores of the students' accent were 2. 09, while in control class the mean of post test was 2. 46 with difference 0. 37. It can be concluded that Socio Drama Technique helped the students in developing their Accent in speaking. Besides, it is to encourage their thinking and imagination about what they are going to speak and expand it.

b. **Grammar**

The mean post test score in experimental class of the students' grammar was 21. 83 while in control class, the mean scores of post test was 19 with difference 2.83. It can be concluded that Socio Drama Technique helped the students in developing their grammar clearly in speaking.

c. **Vocabulary**

The mean post test score in experimental class of the students' vocabulary was 22. 09 while in control class, the mean scores of posttest was 18.33 with difference 3.76. It can be concluded that Sociodrama Technique helped the students mastering vocabulary.

d. Fluency

The mean post test score in experimental class of the students' fluency was 10.7 while in control class, the mean scores of post test was 11. 42 with difference 0.72. It can be concluded that Socio Drama Technique helped the students in mastering the fluency.

e. Comprehension

In experimental class, the mean post test score of the students' comprehension was 20.57 while in control class, the mean scores of post test was 17.17 with difference 3.4. It can be concluded Socio Drama Technique improved the student's knowledge and speak communicatively.

Meanwhile, to see what component of students' speaking were mostly improved, it can be seen from the different all component of speaking of both class. First accent, the different of both classes in accent was 0.37. Second grammar, the different of both classes in grammar was 2.83. Third vocabulary, the different of both classes in vocabulary was 3. 76. Fourth fluency, the different of both classes in fluency was 0.72. The last Comprehension, the different of both classes in Comprehension was 3.4. so, from the explanation above, the researcher can conclude that the components of students' speaking were mostly improved is vocabulary with different 3.76 from the both classes.

In order to see the effect of Socio drama Technique gave any significant difference on students' speaking skill in these classes, the data that was observed of this research was analyzed by using T_{test}.

The calculation of T_{tes} between mean score of experiment and control class could be figured below:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\overline{X}_1 = 77.26$ $n_1 = 23$ $S_1 = 6.864$ $S_1^2 = 47.11$

$\overline{X}_2 = 68.38$ $n_2 = 24$ $S_2 = 9.230$ $S_2^2 = 85.20$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(23-1)\ 47.11 + (24-1)\ 85.20}{23+24-2}$$

$$= \frac{(22)\ 47.11 + (23)\ 85.20}{45}$$

$$= \frac{1036.42 + 1959.60}{45}$$

$$S^2 = 66.58$$

$$S = \sqrt{66.58}$$

$$S = 8.16$$

$$t = \frac{\overline{X_1} - \overline{X_2}}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$= \frac{77.26 - 68.38}{8.16\sqrt{\dfrac{1}{23} + \dfrac{1}{24}}}$$

$$= \frac{8.88}{8.16\sqrt{\dfrac{1}{23} + \dfrac{1}{24}}}$$

$$= \frac{8.88}{8.16\sqrt{0.087}}$$

$$= \frac{8.88}{8.16(0.29)}$$

$$= \frac{8.88}{2.3664}$$

$$T_{calculate} = 3.75$$

$$df = (n_1 + n_2 - 2)$$

$$= (23 + 24 - 2) = 45$$

$$\alpha = 0.05$$

$$t\text{-}_{table} = t_{(1-\alpha)} (df)$$

$$= t_{(1-0.05)} (45)$$

$$= t_{(0.95)} (45)$$

= 1.684

T-calculate = 3.75

t- Table   = 1.684

t- Calculate > t- table

3.75 > 1.684

From the result of analyzing the data, it is found that t-calculated is 3.75 while critical value of the t- table is 1.684 at the degree of freedom are 45 and the level of significant is 0.05. In conclusion, the value of t − calculated is bigger than the value of t-table. It means that the use of Sociodrama Technique Toward Students' Speaking significantly.

Based on the explanation above showed the students' speaking competence in aspects of accent, grammar, vocabulary, fluency and Comprehension has really developed and the use of Simulation Technique for experimental group gave significance effect than the conventional one. It means that the hypothesis of this research was accepted.

B. Discussion on the Research Finding

Based on the result of the research the highest component in Hughes assessment is vocabulary. There are some components that increase in experimental class compared with the control class, vocabulary has higher than other components. The mean post test score in experimental class of the students' vocabulary was 22. 09 while in control class, the mean scores of posttest was 18. 33 with difference 3. 76. It can

be concluded that Socio Drama Technique helped the students mastering vocabulary. It happened because Simulation gave chance for students to speak, it was given motivation and roles, the student could speak and they could their opinions. Socio Drama is a technique for learning that can be applied to many different disciplines and types of learners. According to Jones (1982). In addition Harmer (1990: 175) says there are three advantages of Socio Drama as follow: 1) It can be good, fun, and thus motivating. 2) It allows hesitant student to be more forthright in their opinions and behavior than they might be when speaking for themselves, since they do not have to take the same responsibility for what they are saying.3) it allows students to use a much wider range of language than some more task-centered activities may do.

There an aspect speaking in experimental class has low score than control class. It is Fluency, The mean post test score in experimental class of the students' fluency was 10. 7 while in control class, the mean scores of posttest was 11. 42 with difference 0. 72. So control class has higher than experimental class. It happen because they memorize their last experience. Before they appear one by one in front the class they made their experience and memorize it.

The speaking aspects in experimental class that improve than control class. they are; Grammar, vocabulary, Comprehension. Grammar has 21. 83 score while in control class, the mean scores of post test was 19 with difference 2. 83. The second one is Vocabulary The mean post test

score in experimental class of the students' vocabulary was 22. 09 while in control class, the mean scores of posttest was 18. 33 with difference 3. 76. It can be concluded that Socio Drama Technique helped the students mastering vocabulary. And finally Comprehension the students have 20.57 while in control class, the mean scores of posttest was 17.17 with difference 3. 4. It can be concluded Socio drama Technique improved the student's knowledge and speak communicatively.

Related to the purpose of the research to determine whether there is significant effect on speaking skill between those who taught by using Socio drama Technique and those who taught without using Socio drama Technique or conventional technique that could be seen on findings. It is shown by the post-test result for both classes after giving the treatment by applying Socio Drama Technique.

In this research, there were five component of speaking skill that should be measured in conducting the speaking activity, they are; Accent, Grammar, Vocabulary, Fluency and Comprehension because the researcher wanted to see those all components. After being taught by using Socio Drama Technique in several meetings, the students got some increase of speaking skill that was shown by their speaking score. The experiment class increase after receiving treatment of Socio drama Technique. While the control class showed no increased after receiving treatment without of Socio drama Technique. This research proves that Socio drama Technique have an influence on students' speaking skill.

The result of this research, the mean score of experiment class is 77.26 that taught by using Simulation Technique, besides the control class is 68.38 that taught by using Conventional Technique, it means that it supports the research hypothesis that there is significant effect of Socio Drama Technique on students' speaking.

Finally, it can be concluded that in this research there was significant effect on students speaking skill between the students who are taught by using Socio drama Technique and those who are taught without using Socio drama Technique and then, this technique also can improve students' speaking skill.