

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

This chapter will describe the findings and discussion of this research. Score data resulting from the use of essay spoken test assessment tools. Data was obtained from research instruments in the form of question items on speaking skills with grammar. In short, this test consists of 30 questions with 72 students being tested in classes VIII C and VIII D.

Class VIII C is an experimental class with a total of 36 students consisting of 17 men and 19 women with four meetings, then class VIII D is a control class with a number of 36 students consisting of 15 men and 21 women with four meetings. so that the meetings were given to both the control class and the experimental class with one pretest at the beginning and one posttest at the end.

The details of the activities can be seen in the following table:

Table. 4.1 Details of Meeting Activities

No	Class	Meeting	Pretest	Posttest
1	Experiment Class	- Wednesday, August 14 2024 - Thursday, August 15 2024 - Wednesday, August 21 2024 - Thursday, August 22 2024	Monday, 12 August 2024	Wednesday, August 28 2024
2	Control Class	- Tuesday, 13 August 2024 - Wednesday, August 14, 2024	Monday, August 12, 2024	Wednesday, 28 August 2024

		- Tuesday, August 20, 2024 - Wednesday, August 21, 2024		
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The researcher conducted three stages, namely pre-test, then treatment in four meetings and then post-test. In the four meetings, the ice breaking used by the researcher in the experimental class was as follows:

1. First Meeting

Opening Activity : Simon Says

This ice breaking is done to increase student focus so that students pay attention during the learning process. This ice breaking is done during the opening activity. How to play this ice breaking is the researcher as the teacher plays the role of “Simon”, and stands facing the crowd. Simon explains the rules: “I am Simon. I will give you instructions to do various actions, and you must imitate my actions. I will instruct you to do various things by saying ‘Simon says, do something’, where something is an action like touching your head, waving your hand, and so on. If you do something without me saying ‘Simon says’, then you are eliminated for that round.” Simon (the game facilitator) then proceeds to say various commands (while demonstrating the action), sometimes beginning them with ‘Simon says’, and other times not.

Core Activity : Flashcard

In this activity, after the teacher gives the material studied, namely tenses. Then students are asked to answer questions from the teacher. The teacher does vocabulary verb exercises on students using a flashcard game. So, the teacher divides students into several groups. Then the teacher shows a flashcard containing verb1 which the groups must answer in a scramble. The group that raises their hands first must mention the verb2 and verb3 words from the verb1 form shown by the teacher. For example, the teacher shows a flashcard containing the word "Eat", then the group that raises

their hands first must answer the verb2 and verb3 forms of the word "Eat" namely "Ate" and "Eaten". During the game, students are allowed to open a dictionary, this is intended to enrich students' vocabulary knowledge. With this, students become more aware of the verb2 and verb3 forms which will be very useful in using tenses. Therefore, this ice breaker is related to the aspect of grammar where the verb1, verb2, and verb3 forms are the core things in the sentence structure of all verbal tenses.

2. Second Meeting

Opening Activity : Morning, Noon, Night Claps

In the opening of the second learning activity, the researcher used a clapping ice breaker called morning, noon, night clap (*tepuk pagi, siang, malam*). Of course, all ice breaking used in the opening activity aims to increase student focus before learning begins. How to play this ice breaking is the teacher becomes the leader or instructor by mentioning the types of clapping. If morning clapping is mentioned, then students must clap their hands once. If noon clapping is mentioned, then students must clap twice. However, if night clapping is mentioned, then students must not clap. In the night clapping section, it will be known which students are still not focused on learning. For students who are correct and focused, they are invited to sit down and for students who are still wrong, they continue the game. This ice breaking is carried out until all students are focused and learning can continue.

Core Activity : Ball Toss

In this activity, the ice breaking that teacher does is called Ball Toss. The teacher gives students questions about the grammar they have learned. However, students must answer the questions by playing a ball toss game. Students stand in a circle and throw a ball made of paper to each other. Every time someone catches the ball, they must say their name and the answer to the question the teacher has asked. After answering, the teacher

throws a new question, then the student who got the ball has the right to throw the ball to another. This game helps students think quickly and measures students' understanding of the grammar lessons they have learned. The requirement of this game is that they must not avoid the ball, if they avoid the ball and no one catches the ball, the teacher will randomly appoint which student must answer. With this competitive spirit, students become more enthusiastic in paying attention to learning.

3. Third Meeting

Opening Activity : Buzz Counting

In this opening activity, the researcher used Buzz Counting ice breaker. This game is very fun and will train students' concentration. Each student is asked to stand up and then count, but when the number reaches a multiple, the student must say "Buzz". For example, the teacher asks students to count with multiples of 4. So it's like this: one, two, three, buzz, five, six, seven, buzz, nine, ten, eleven, buzz, and continues. The game stops if a participant mentions a multiple of 4. This game is played until all students are focused so that learning can continue.

Core Activity : Flashcard

The flashcard here is the same as in the first meeting. For some groups that lose, they are pitted against each other again. With the same game rules but different ways of answering. If in the first meeting, each group that raised their hands first would answer and state the answer. So in this meeting, the group that answers is the group that first goes forward to take the marker on the teacher's desk. Then fill in the table column on the board where the verb1 column will be attached with a flashcard containing the verb1 vocabulary and the verb2 and verb3 columns whose answers must be written by the group that goes forward.

4. Fourth Meeting

Opening Activity: Please, Remember! (*Ingat Kata*)

The opening activity at the last meeting was greeted with ice breaking "Please, Remember!". This ice breaking trains students' memory and concentration in remembering words. This game will feel increasingly difficult because the words that need to be remembered will increase. For example, the first person says the word "I", then the second person says the word "I buy", the third person continues, "I buy shoes" and continues until a participant fails to remember the word that was previously mentioned.

Core Activity: Bingo

In this last meeting, the material presented is a review of the overall tenses studied previously. So the teacher gives practice questions using the Bingo game. The teacher provides bingo cards containing the types of tenses studied randomly, namely Simple Present & Past Tense, Present Perfect Tense, Present Continuous Tense, and Present Perfect Continuous Tense. Then the teacher gives a sentence that students must guess, students must guess what form the sentence mentioned by the teacher. Is it perfect tense, or others. If correct, students can cross out the bingo box according to the type of tense they guessed. The first person to get bingo (five boxes in a row) is declared the winner. This game is played until the end of the lesson.

From the description of the ice breaking treatment above, it can be seen that in the opening activity the researcher used ice breaking that focused on students' concentration so that students were ready to receive learning. Then in the core activity, the researcher used ice breaking games as a way to practice or answer questions related to grammar aspects. By using ice breaking in assessing student practice, with the spirit of competition, students become more attractive to learning and capture the material better.

The researcher initially prepared 30 questions to test the validity of the questions which were tested in classes comparable to classes VIII C and VIII D, namely class VIII B. The researchers tested these questions on 34 students on August 10, 2024. After testing 30 questions, only 20 questions are valid and 10 questions are invalid. This is proven by the invalid SPSS calculations as in Table 4.2 below:

Table. 4.2 Analysis of Invalid Question Items

No	R Table	R Count	Information	No	R table	R count	Information
1	0.838	0.329	Valid	16	0.558	0.329	Valid
2	0.026	0.329	Invalid	17	0.159	0.329	Invalid
3	0.436	0.329	Valid	18	0.838	0.329	Valid
4	0.064	0.329	Invalid	19	0.549	0.329	Valid
5	0.558	0.329	Valid	20	0.838	0.329	Valid
6	0.159	0.329	Invalid	21	0.094	0.329	Invalid
7	0.838	0.329	Valid	22	0.838	0.329	Valid
8	0.549	0.329	Valid	23	0.714	0.329	Valid
9	0.838	0.329	Valid	24	0.186	0.329	Invalid
10	0.838	0.329	Valid	25	0.609	0.329	Valid
11	0.094	0.329	Invalid	26	0.783	0.329	Valid
12	0.186	0.329	Invalid	27	0.526	0.329	Valid
13	0.714	0.329	Valid	28	0.460	0.329	Valid
14	0.609	0.329	Valid	29	0.038	0.329	Invalid
15	0.783	0.329	Valid	30	0.026	0.329	Invalid

Information :

If $H_a = r \text{ count} > r \text{ table}$ (valid question item)

If $H_o = r \text{ count} < r \text{ table}$ (question item is invalid)

The validity test carried out using SPSS 25 above shows that of the 30 essay questions consisting of 20 pretest-posttest questions. It turned out that there were several questions that were invalid because the calculated r value was lower than the r table (r calculated $<$ t table). So from 30 questions there were 10 invalid questions and 20 valid questions. So researcher decided to use 20 questions that would be distributed later for the pre-post test, each question gets 5 points so that if they are correct they all get a score of 100.

After the questions have been tested for their level of validity, the questions can be distributed to the experimental class and control class by providing pre-post test questions.

1. Pre-Test and Post-Test Students' Speaking Skills in Grammar Aspects

Results of Control Class and Experiment Class

The pre-test and post-test were carried out to determine students' speaking proficiency in grammatical aspects in both the control group and the experimental class. The distribution of the number of students who took the test in the control group was 36 people and in the experimental group there were also 36 people. The following are the results of the pretest assessment of the two classes. The following are the assessment results from the pretest and posttest for two classes, namely the experimental class and the control class, as follows:

Table. 4. 3 Results of students' speaking skills in the grammatical aspect at MTsN
3 Tanah Bumbu

No	Experimental class		Control class	
	Pretest	Posttest	Pretest	Posttest
1	2	4	2	3
2	2	5	1	3
3	2	4	1	3
4	2	4	3	4
5	1	4	2	3
6	2	5	2	3
7	1	3	2	2
8	2	4	1	2
9	2	3	2	3
10	2	4	2	3
11	1	3	1	3
12	2	4	1	2
13	2	4	3	4
14	2	3	1	2
15	2	5	1	2
16	1	4	2	3
17	2	3	2	3
18	2	5	1	2
19	2	4	2	3
20	2	5	3	4
21	1	4	1	3
22	2	4	2	4
23	1	3	1	3
24	2	3	2	3
25	2	4	2	3
26	1	4	1	3
27	2	5	3	4
28	2	4	2	3
29	2	4	2	3
30	2	4	2	3
31	2	4	2	2
32	2	4	1	3
33	2	4	2	4
34	2	4	2	3
35	2	4	2	4
36	2	5	1	3
Total	65	144	63	108
Average	1.8	4	1.7	3

Based on this table, it is known that the average score in the experimental class and the control class has a significant difference, especially in the post-test results where the control class only got 3 with a fair good category, while the experimental class got an average score of 4 with a good category. This proves that the results between the experimental group and the control group are different.

2. Comparison of Significant Different between Control Class and Experimental Class

a. Normality Test

The normality test is carried out to find out whether the data to be tested is normally distributed, that is, significant >0.05 , then test a t-test can be carried out, whereas if the opposite is true then the data must be modified first so that the data is normally distributed. A good t-test model has a normal or close to normal distribution. Using SPSS 25, normality results were obtained as follows.

1) Normality of pretest and posttest scores for experimental class

Table 4. 4 Data on Results of Normality Test for Pretest and Posttest in Experimental Class

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro Wilk		
experimental group		Statistics	df	Sig.	Statistics	df	Sig.
students' speaking skills in grammar aspects	pretest	.209	20	.013	.921	36	.081
	posttest	.165	20	.122	.869	36	.007

a. Lilliefors Significance Correction

From the results of the table above it can be seen that the significance of the pretest value in the *Kolmogorov-Smornov test* is 0.13 and in the *Shapiro-Wilk test* is 0.81, one of these values is greater than 0.05 so it can be concluded that the pretest value data is normally distributed. Meanwhile, the *posttest* value in the *Kolmogorov-Smornov test* is 0.122 and in the *Shapiro-Wilk test* is 0.007, one of these values is greater than 0.05, so it can be concluded that the posttest value data is normally distributed.

2) *pretest* and *posttest* scores of control class

Table 4.5 Data on Results of Normality Test for the Pretest and Posttest in Control Class

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro Wilk		
control group		Statistics	df	Sig.	Statistics	df	Sig.
students'	pretest	.193	20	.033	.912	36	.051
speaking skills in grammar aspects	posttest	.281	20	.005	.883	36	.114

a. Lilliefors Significance Correction

From the results of the table above it can be seen that the significance of the pretest value in the *Kolmogorov-Smornov test* is 0.33 and in the *Shapiro-Wilk test* is 0.51, one of these values is greater than 0.05 so it can be concluded that the pretest value data is normally distributed. Meanwhile, the posttest value in the *Kolmogorov-Smornov test* is 0.005 and in the *Shapiro-Wilk test* is 0.114, one of which is greater than 0.05, so it can be

concluded that the *posttest value data* is also normally distributed.

b. Homogeneity Test

Homogeneity tests are carried out to determine the similarity or dissimilarity of variants from several populations. The basis for decision making in the homogeneity test is that if the significance value is smaller than 0.05, it is concluded that the variants of several data population groups are not the same. However, if the significance value is greater than 0.05, it can be concluded that the variants of several data population groups are the same. The homogeneity test in this study used *Analysis of Variance (ANOVA)*.

1) Experimental Class Homogeneity Test

Table 4.6 Data Homogeneity Test Results of Experimental Class

Test of Homogeneity of Variances			
students' speaking skills in grammatical aspects			
Levene Statistics	df1	df2	Sig.
,085	1	36	,772

Based on the table above, it is known that the significance value of the *posttest variable (Y)* based on the *pretest variable (X)* is 0.772 which is greater than 0.05 so it can be concluded that the data for variable Y based on variable X has the same or homogeneous variance.

2) Control Class Homogeneity Test

Table 4. 7 Data Homogeneity Test Results of Control Class

Test of Homogeneity of Variances			
students' speaking skills in grammatical aspects			
Levene Statistics	df1	df2	Sig.
1,649	1	36	,206

Based on the table above, it is known that the significance value of the *posttest variable* (Y) based on the *pretest variable* (X) is 0.206 which is greater than 0.05 so it can be concluded that the data for variable Y based on variable X has the same or homogeneous variance.

By looking at the results of the normality and homogeneity tests above, it can be seen that the t-test with unrelated (*independent t*) and relevant samples was carried out to find out whether ice breaking can improve students' speaking skills in the grammatical aspect at MTsN 3 Tanah Bumbu. Next, to find out of this influence, researchers used the *Paired Sample T-test* (t test) .

c. **Paired Sample T-test**

Paired Sample T-test (t test) is a procedure used to compare the averages of two variables in one group. This means that this analysis is useful for testing two related samples or two paired samples (Jaya, 2020). The criteria results are as follows:

If $t_{count} < t_{table}$, H_0 is accepted.

If $t_{\text{count}} > t_{\text{table}}$, H_0 is rejected

The following are the steps for testing *the Paired Sample T-test*

using the SPSS version 25 program: a) Open SPSS software , then click the View variable, b) Type the attributes in the name, decimals and label columns, c) Click View data then enter the *Pretest data* and *Posttest* , d) Click Analyze-Compare Means- Paired Sample T Test, e) Enter *Pretest* and *Posttest* into the Paired Variable column , f) Click OK (Ahmad, et al, 2020).

Using *the Paired Sample T-test* via SPSS 25. If the significant value is >0.05 then H_0 is accepted and H_a is rejected, conversely if the significant value is <0.05 then H_0 is rejected and H_a is accepted, as shown in the following table:

Table 4.8 *Paired Sample T-test* results

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST POST TEST	-2.19444	.62425	.10404	1.98323	2.40566	21,092	35	.000

Based on the *Paired Sample T-test*, the Sig. (2-tailed) value is 0.000 <0.05 . Thus, H_0 is rejected and H_a is accepted,

which means that after the use of ice breaking, it can improve students' speaking skills in the aspect of grammar at MTsN 3 Tanah Bumbu.

Furthermore, regarding the percentage of the level of effectiveness of the use of ice breaking in improving students' speaking skills in the aspect of grammar at MTsN 3 Tanah Bumbu, we can calculate it using the following formula, namely:

$$N - \text{gain} = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}} \times 100\% \quad (\text{Doyan, 2020})$$

Information:

N-gain = gain

S_{post} = post-test score (4)

S_{pre} = pre-test score (1.8)

S_{max} = highest score (5)

Based on the score results, the next gain is categorized into 3 criteria, namely:

Table 4.9. N-Gain Earning Criteria

No	N-Gain Value	Category
1	$g > 70\%$	Tall
2	$30\% < g < 70\%$	Currently
3	$g < 30\%$	Low

$$N - \text{gain} = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}} \times 100\%$$

$$N - \text{gain} = \frac{2.2}{31.25} \times 100 \%$$

$$N - \text{gain} = 68.75\%$$

Based on the calculation above, it can be concluded that the use of ice breaking is in the moderate category with a value of 68.75%, so that the use of ice breaking can improve students' speaking skills in the aspect of grammar at MTsN 3 Tanah Bumbu by 68.75%, while the other 31.25% can be influenced by other factors such as the use of learning media, students' interests and learning abilities.

B. Discussions

Based on the research results, it is known that the use of ice breaking can improve students' speaking skills in the grammatical aspect at MTsN 3 Tanah Bumbu.

There are several reasons why the use of ice breaking can improve students' speaking skills in the grammatical aspect at MTsN 3 Tanah Bumbu, namely:

1. Create a relaxed and pleasant atmosphere

Ice breaking helps create a more relaxed learning atmosphere, reducing students' anxiety about speaking using correct grammar. According to Yeganehpour (2016), a pleasant atmosphere encourages students to participate more actively in speaking activities.

2. Increase motivation and self-confidence

Interactive ice breaking activities can increase students' motivation and confidence to speak. Research by Astuti (2019) shows that motivated students tend to be more courageous in trying to use new grammatical structures in conversation.

3. Provides a practical context for the use of grammar

Icebreakers can be designed to provide opportunities for students to practice grammar in a meaningful and enjoyable context. This is in line with the contextual learning theory proposed by Johnson (2002).

4. Encourage interaction and collaboration between students

Many ice breaker activities involve group work, which allows students to learn from each other and improve each other's use of grammar. Vygotsky (1978) emphasized the importance of social interaction in language learning.

5. Provide variety in learning

Ice breaking provides a variety of learning methods that can help maintain student interest and focus. Research by Putri (2020) shows that variations in learning methods contribute to improving students' speaking skills, including in the grammatical aspect.

Ice breakers can be specifically designed to provide practical context for grammar use. This is in line with the contextual learning theory proposed by Johnson (2002). Contextual learning emphasizes the importance of connecting studied material to real-world situations, so that students can see

the relevance and practical application of what they learn. In the context of learning grammar through ice breaking, some examples of its application could be:

1. **Role-play:** Students can be given short scenarios that require the use of certain grammatical structures. For example, if the focus of the lesson is on the use of the past tense, the scenario could be "Telling About a Past Holiday."
2. **Guess Words with Grammatical Rules:** Students are asked to guess words by giving clues using certain sentence structures. This forces them to practice active use of grammar.
3. **Chain Story:** Each student adds one sentence to the story, provided it must use the grammatical structure being studied.
4. **Interactive Quiz:** Create a short and fun quiz about the use of grammar in everyday sentence contexts.

The effectiveness of this approach is supported by several studies. For example, research by Berns and Erickson (2001) confirms that contextual learning helps students connect learned content to real-life situations, improving their understanding and knowledge application abilities.

By integrating grammar into contextual ice breaking activities, students not only learn grammar rules in the abstract, but also see how these rules are applied in everyday communication. This can improve their understanding and ability to use grammar more naturally in conversation.