

CHAPTER IV

FINDING AND DISCUSSION

A. Setting of Research

Description of The Research Location

1. Brief History of Madrasah Aliyah Darul Imad Banjar Regency

Education has an important role in the progress of a nation because education is a tool to educate the people. According to administration staff, document and based of Madrasah Aliyah Darul Imad which is located on Qubah Sari street RT. 03 No.31 Tatah makmur Subdistrict Banjar Regency. Madrasah Aliyah Darul Imad was established on 8 June 1893. Based on the Letter of decree of Minister Education Affair Number 244 with Statistic Number 1312. 6303. 0009.

Teaching and learning at Madrasah Aliyah Darul Imad Banjar Regency goes on as follows:

- a. Monday-Thursday, from 07.30 am - 14.00 pm.
- b. Friday, from 07.30 am - 11.00 am.
- c. Saturday, from 07.30 am - 14.00 pm.

Meanwhile, there are extracurricular activities, which are done at Madrasah Aliyah Darul Imad Banjar Regency as follows:

- a. Speech (Muhadharah)
- b. Maulid Habsyi
- c. Rebana

- d. Scout
- e. Sport and art

2. School Facilities of MA Darul Imad Banjar Regency

Madrasah Aliyah Darul Imad Banjar Regency has facilities for supporting teaching and learning process as white board, LCD, library, and etc, but the head master of Madrasah Aliyah Darul Imad Banjar Regency, Drs. Jamhuri, S.Pd always tries to get good facilities of Madrasah Aliyah Darul Imad can be seen in appendix 2.

3. Description about Teachers, Administration, Staff and Students Population of Madrasah Aliyah Darul Imad Banjar Regency academic year 2014/2015.

a. Teachers

Madrasah Aliyah Darul Imad Banjar regency has 22 teachers from different education background. Almost of them are University Graduated. To more details about the description of the teachers at Madrasah Aliyah Darul Imad Banjar Regency can be seen in appendix 3.

Based on the documentary of administration staff of Madrasah Aliyah Darul Imad Banjar Regency, it can be known that there are 3 English teachers at Madrasah Aliyah Darul Imad Banjar Regency. More information can be seen in appendix 4.

b. Administration staff

The administration Staff of Madrasah Aliyah Darul Imad Banjar Regency are 3 people, for more information about them can be seen in appendix 5.

c. Students

The number of students at Madrasah Aliyah Darul Imad Banjar Regency in Academic year 2014/2015 are 293 students. They are divided into 12 classes, tenth class consists of 4 classes, eleventh class consists of 4 classes, and twelfth class consists of 4 classes. The number of ninth grade students are 99 students, eleventh consist of 113 students and twelfth class includes 90 students. For more information about them, it can be seen in appendix 5.

B. Finding

1. The pre-test result about the students' speaking ability in retelling the story of Narrative text for experiment class and control class at MA. Darul Imad Banjar Regency

To know the students' speaking skill in retelling the story of narrative text before the researcher applies her research, the writer gives speaking test as pre test for the students in control class (class XI A) and experiment class (class XI C) in retelling the story of Narrative text with the same test. For the pre- test the writer need one week to do, for the control class on Monday, May 11th 2015, and for the experiment class on Tuesday, May 12th 2015 at Madrasah Aliyah Darul Imad Banjar Regency, the test was done for 90 minutes for each class.

Table 4.1*The students' pre test result of speaking test in experiment class*

Subject	Criteria Assessment					Score
	Accuracy	Vocab	Pronunciation	Expression	Comprehension	
1	12	15	15	12	11	65
2	10	12	10	10	14	56
3	10	12	10	10	12	54
4	12	11	12	12	15	62
5	12	13	10	10	10	55
6	10	12	12	10	10	54
7	15	15	12	13	15	70
8	15	15	13	13	15	71
9	10	13	10	10	12	55
10	10	13	10	10	13	56
11	10	12	10	10	12	54
12	12	15	12	10	15	64
13	13	15	12	10	15	63
14	10	12	10	10	10	52
15	12	12	10	10	12	56
16	12	10	15	10	13	60
17	10	12	10	10	10	52

18	10	10	10	10	10	50
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Table 4.1 continue

Subject	Criteria Assessment					Score
	accuracy	Vocab	Pronunciation	Expression	Comprehension	
19	12	10	15	10	13	60
20	10	10	10	10	10	50
21	10	10	10	10	10	50
22	10	12	10	10	12	54
23	12	10	15	10	13	60
24	10	12	10	10	12	54
25	10	12	10	10	10	52
26	10	10	10	10	10	50
Total						1479

To know the students' speaking ability of retelling story of narrative text for Experiment class before the writer apply her research at the eleventh grade students of Madrasah Aliyah Darul Imad Banjar regency, to calculate the mean score of experiment class speaking test for pre test, the writer uses the accounting of mean score as follows:

$$M_{x_1} = \frac{\Sigma}{n}$$

$$M_{x_1} = \frac{1479}{26}$$

$$M_{x_1} = 56,88$$

Based on the calculation above, it can be seen that the students' speaking ability of retelling story of narrative text for Experiment Class at the eleventh grade students of Madrasah Aliyah Darul Imad is concluded in less effective category.

Table 4.2

The students' pre test result of speaking test in control class

Subject	Criteria Assessment					Score
	Accuracy	Vocab	Pronunciation	Expression	Comprehension	
1	12	10	15	10	13	60
2	10	10	10	10	10	50
3	12	10	15	10	13	60
4	12	10	15	10	13	60
5	12	10	15	10	13	60
6	12	10	15	10	13	60
7	10	10	10	10	10	50
8	10	10	10	10	10	50
9	14	15	13	13	15	70
10	12	10	15	10	13	60
11	14	15	13	13	15	70
12	14	15	13	13	15	70

13	10	10	10	10	10	50
14	10	10	10	10	10	50
15	12	10	15	10	13	60

Table 4.2 continue

Subject	Criteria Assessment					Score
	Accuracy	Vocab	Pronunciation	Expression	Comprehension	
16	12	10	15	10	13	60
17	12	10	15	10	13	60
18	12	10	15	10	13	60
19	12	10	15	10	13	60
20	12	10	15	10	13	60
21	12	10	15	10	13	60
22	10	10	10	10	10	50
23	12	10	15	10	13	60
24	12	10	15	10	13	60
25	10	10	10	10	10	50
26	10	10	10	10	10	50
Total						1510

To know the students' speaking ability of retelling story of narrative text for control class before the writer apply her research at the eleventh grade students of Madrasah Aliyah Darul Imad Banjar regency, to calculate the mean score of control

class speaking test for pre test, the writer uses the accounting of mean score as follows:

$$M_{x_1} = \frac{\Sigma}{n}$$

$$M_{x_1} = \frac{1510}{26}$$

$$M_{x_1} = 58,07$$

Based on the calculation above, it can be seen that the students' speaking ability of retelling story of narrative text for Control Class at the eleventh grade students of Madrasah Aliyah Darul Imad is concluded in less effective category.

2. Description of the Students' Pre test in Control Class and Experiment Class

The pre-test is carried on in the first meeting of each class. After the results are calculated, it is found that both classes are in bad category in retelling narrative text.

Then, the description of students' pre test result can be seen on the table below:

Table 4.3

Description of the Students' Pre Test

No	Category	Experiment Class	Control Class
1	Highest Score	71	70

2	Lowest Score	50	50
3	Mean	56,88	58,07
4	Standard Deviation	5,97	6,33

The table above shows that the mean value of experiment class and control class is not too different.

3. The post-test result about the students' speaking ability in retelling the story of Narrative text for experiment class and control class at Madrasah Aliyah Darul Imad Banjar Regency

Before the writer knows the students' ability in narrative text by using Total Physical Response Storytelling method, the writer asks the teacher to teach narrative text by using Total Physical Response Storytelling in experiment class and for control class the teacher teaches them without Total Physical Response Storytelling. For this research the writer need 3 weeks to do, for the first time on Thursday 14th May 2015 – Friday 15th May 2015 and on Thursday 21st May 2015 – Friday 22nd May 2015. And for the speaking test as post test was done on Monday, 25th May 2015, the test was done for 90 minutes.

a. Observation of teacher's activity

The detail of observation process at eleventh grade students in Madrasah Aliyah Darul Imad Banjar Regency is described as follows :

1) Pre Activity

In pre activity, the teacher opened the class by greeting to the students. She asked the students condition and checked their attendance by calling their names one by one and everyone will raise their hand if they have present, then the teacher prepared material for the teaching and tell the aim of the lesson. Before starting to teach, the teacher did brainstorming to the students related with the topic about Narrative text and showed the pictures. Teacher gave some question about what is story that they like.

2) While Activity

The process of teaching and learning on while activities were:

The teacher distributed the example of the story of narrative text to make students easier to understand when the teacher used Total Physical response storytelling. The teacher taught the material about narrative text. Then, the story is told using a student actor, who uses both the new gestures of the day and those previously learned. The teacher asked questions as the story progresses, but these will start with easier yes/no questions and then move up to more open ended questions. After the story has been told with the actor and then retold by the teacher that the students are asked to produce the new words. At this point they are asked to retell the story as best they can. And then, students are asked to retell the story from a different point of view or in a different tense.

3) Post activity

In post activity, the teacher asked students about what they have learned that day in the purpose of review. After that, the teacher gave students homework related

to the lesson that day.

The teachers' activity in teaching narrative text by using Total Physical response storytelling, it can be seen in the table of next page:

Table 4.4*Observation sheet for teacher's activity*

No	Teacher participation	Meeting I		Meeting II		Meeting III		Meeting IV	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Make lesson plan	√		√		√		√	
2	Check the student's attendance	√		√		√		√	
3	Tell the aim of study	√		√		√			√
4	Write the topic on the white board	√		√		√		√	
5	Brainstorming, apperception, and motivation	√		√		√		√	
6	Teacher gives clear instruction	√			√	√		√	
7	Teacher gives example of Total Physical Response Storytelling	√		√		√		√	
8	Teacher can build interaction between students	√		√		√		√	
9	Teacher can involve all students in teaching and learning activity	√		√		√		√	

Table 4.4 continue

No	Teacher participation	Meeting I		Meeting II		Meeting III		Meeting IV	
		Yes	No	Yes	No	Yes	No	Yes	No
10	Teacher uses the media to support her teaching	√		√			√	√	
11	Teacher uses the appropriate media when she teach	√		√			√	√	
12	Teacher does evaluation and reflection in teaching and learning	√		√		√			√

Note :

Obtained score / max x 100 = Score

Percentage Category :

80% -< 100% = Very High category

60% -< 80% = High category

40% -< 60% = Fair category

20% -< 40% = Low category

0% -< 20% = Very low category

The writer uses the accounting of percentage score as follows:

$$\text{Obtained score} / \text{max} \times 100 = 43 / 48 \times 100 = 89,59\%$$

Based on the calculation above, it can be seen that the teacher's activity in every meeting is in very high category. The data of the table shows that the teaching and learning process is in effective and the goal of the learning can be achieved.

b. Observation for students' activity

The students' activity in learning narrative text by using Total Physical response storytelling, it can be seen in the table below:

Table 4.5

Observation Sheet for students' activity

NO	Student Participation	Meeting I		Meeting II		Meeting III		Meeting IV	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Students pay attention to the lesson that use Total Physical Response Storytelling	√		√		√		√	
2	Students ask about lesson using Total Physical Response Storytelling	√		√		√		√	
3	Students interested about the lesson	√		√		√		√	

Table 4.5 continue

NO	Student Participation	Meeting I		Meeting II		Meeting III		Meeting IV	
		Yes	No	Yes	No	Yes	No	Yes	No
4	Students can respond to the teacher instruction	√		√		√		√	
5	Students actively participate in learning	√		√		√		√	
6	All students can involve in teaching learning activity	√			√		√	√	
7	Students can answer the question about the lesson	√		√		√		√	
8	Students can give conclusion about the lesson in last activity	√		√		√		√	

Note :

Obtained score / max x 100 = Score

Percentage Category :

80% -< 100% = Very High category

60% -< 80% = High category

40% -< 60% = Fair category

20% -< 40% = Low category

0% -< 20% = Very low category

The writer uses the accounting of percentage score as follows:

$$\text{Obtained score} / \text{max} \times 100 = 30 / 32 \times 100 = 93,75\%$$

Based on the calculation above, it can be seen that the students' activity in every meeting is in very high category. The data of the table shows that the students very active in teaching and learning process.

Table 4.6

The Students' Post-Test Result of Narrative text for Experiment class of the Eleventh Grade Student at Madrasah Aliyah Darul Imad Banjar regency Academic Year 2014/2015

Subject	Criteria Assessment					Score
	Accuracy	Vocab	Pronunciation	Expression	Comprehension	
1	20	15	20	15	15	85
2	12	15	12	11	15	70
3	12	10	15	10	13	65
4	16	18	15	16	15	80
5	12	15	12	11	15	70
6	12	15	12	11	15	70
7	17	20	17	20	18	92
8	18	18	18	20	18	92
9	12	15	12	11	15	70
10	12	15	12	11	15	70
11	12	10	15	10	13	65

12	12	15	12	11	15	70
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Table 4.6 continue

Subject	Criteria Assessment					Score
	Accuracy	Vocab	Pronunciation	Expression	Comprehension	
13	12	15	12	11	15	70
14	12	15	12	11	15	70
15	12	15	12	11	15	70
16	12	15	12	11	15	70
17	16	18	15	16	15	80
18	12	15	15	12	16	70
19	15	15	15	15	15	75
20	15	15	15	15	15	75
21	15	15	13	13	12	73
22	12	15	12	11	15	70
23	12	15	15	12	16	70
24	12	15	12	11	15	70
25	12	15	12	11	14	64
26	12	15	15	12	16	70
Total						1896

Based on the table above, it shows that the highest score of experiment class is 92 and the lowest score is 60. To know the mean score of experiment class, the writer uses the accounting of mean score as follow:

$$M_{x_1} = \frac{\Sigma}{n}$$

$$M_{x_1} = \frac{1896}{26}$$

$$M_{x_1} = 72,92$$

Therefore, the students' ability of Narrative text for Experiment Class at the eleventh grade at Madrasah Aliyah Darul Imad Banjar Regency can be concluded in good category and the using of total physical response storytelling in teaching narrative text is effective.

Table 4.7

The Students' Post-Test Result of Narrative text for Control class of the Eleventh Grade Student at Madrasah Aliyah Darul Imad Banjar regency Academic Year 2014/2015

Subject	Criteria Assessment					Score
	Accuracy	Vocab	Pronunciation	Expression	Comprehension	
1	12	15	12	11	15	65
2	12	10	15	10	13	60
3	12	10	15	10	13	60
4	12	10	10	10	13	55
5	12	15	12	11	15	65
6	12	10	15	10	13	60

7	12	10	15	10	13	60
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Table 4.7 continue

Subject	Criteria Assessment					Score
	Accuracy	Vocab	Pronunciation	Expression	Comprehension	
8	12	15	12	11	15	65
9	15	15	15	15	15	75
10	12	15	12	11	15	50
11	16	18	15	16	15	80
12	12	15	12	11	15	75
13	12	10	15	10	13	60
14	12	15	12	11	15	65
15	12	15	12	11	15	65
16	12	15	12	11	15	65
17	12	10	15	10	13	60
18	12	15	15	12	16	70
19	12	16	14	13	15	70
20	12	10	15	10	13	60
21	12	10	15	10	13	60
22	12	10	15	10	13	60
23	12	15	15	12	16	70
24	12	10	15	10	13	60
25	12	15	12	11	15	65
26	12	10	15	10	13	60

Total	1660
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Based on the table above, it shows that the highest score of control class is 80 and the lowest score is 50. To know the mean score of control class, the writer uses the accounting of mean score as follow:

$$M_{x_2} = \frac{\Sigma}{n}$$

$$M_{x_2} = \frac{1660}{26}$$

$$M_{x_2} = 63,84$$

Therefore, the students' ability of Narrative text for control class at the eleventh grade at Madrasah Aliyah Darul Imad Banjar Regency can be concluded in effective enough category.

To conduct the data, the researcher interviewed the teacher in the next meeting about Total physical response storytelling, the report of the data taken from writer's interview was:

- 1) The teacher knew Total physical response storytelling in University, in her opinion, Total physical response storytelling is a method to train teachers how to do repetitive, interesting comprehensible input by asking stories.
- 2) The teacher ever used Total physical response storytelling in teaching narrative for three times, because the teacher more often use traditional method.

- 3) Students were always interested and paid attention if teacher told the story using Total Physical response storytelling in the class
- 4) Students were able to speak English through Total physical response storytelling, because they could express their selves to tell the story with their own words and their own expression.
- 5) Teacher said that the best method to teach narrative text in retelling text is Total physical response storytelling. And to make the students active is taught by using the appropriate method.

4. Description of the Students' Post test in Control Class and Experiment Class

a. The students' test result in Post test

The students' test result of speaking test it can be seen from the post test score which is given in the end of the meeting. The description of students' post test of control class and experiment class can be seen on the table below :

Table 4.8

Description of the Students' Post Test

No	Category	Experiment Class	Control Class
1	Highest Score	92	80
2	Lowest Score	60	55
3	Mean	72,92	63,84

4	Standard Deviation	7,25	6,52
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Table 4.9*The number of student who following Pre test*

	Experiment Class	Control Class
Last test of teaching	26	26
Total number of students	28	27

According to the table, in experiment class two students didn't follow the post test while in control class just one students didn't follow the post test.

b. Frequency Distribution of the Students' test result in post test in control class

Table. 4.10

Frequency Distribution of the Students' test result in post test in control class

No	Score	Frequency	Percentage %	Category
1.	80- 100	1	3,85%	Very Effective
2.	70- < 80	5	19,23 %	Effective
3.	60- < 70	19	73,07 %	Effective Enough
4.	50- < 60	1	3,85 %	Less Effective

5.	0 - < 50	-	-	Not Effective
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Based on the table above, it can be known that in control class there is 1 student or 3, 85% in very effective category and there are 5 students or 19,23% in effective category and there are 20 students or 73,07 % in enough and less effective category. The detail calculation can be seen in appendix 9.

c. Frequency Distribution of the Students' test result in post test in experiment class

Table. 4.11

Frequency Distribution of the Students' test result in post test in experiment class

No	Score	Frequency	Percentage %	Category
1.	80- 100	5	19,23 %	Very Effective
2.	70- < 80	18	69,23%	Effective
3.	60- < 70	3	11,54 %	Effective Enough
4.	50- < 60	-	-	Less Effective
5.	0 - < 50	-	-	Not Effective

Based on the table above, it can be known that in experiment class there are 5 student or 19,23 % in very effective category and there are 18 or

69,23%% in effective category and 3 students or 11,54 %in Effective Enough category. The detail calculation can be seen in appendix 8.

C. Data Analysis

To know the effectiveness of teaching narrative text by using Total physical response storytelling method and without using Total physical response storytelling method, the writer uses comparative study with “t-test” formula.

1. Before accounting the deviation standard of each class, the writer looks for the mean score first because it is a main component in using deviation standard formula. The calculation can be seen below:

$$M_1 = \frac{\Sigma}{n} = \frac{1896}{26} = 72,92$$

$$M_2 = \frac{\Sigma}{n} = \frac{1660}{26} = 63,84$$

M_1 = Calculating mean of experiment class

M_2 = Calculating mean of control class

Then, the writer counts standard deviation of each major by using formula:

$$SD_1 = \sqrt{\frac{\Sigma X^2}{(N-1)}} = \sqrt{\frac{1315,84}{(26-1)}} = \sqrt{52,63}$$

$$= 7,25$$

$$SD_1 = \sqrt{\frac{\sum y^2}{(N-1)}} = \sqrt{\frac{1065,38}{(26-1)}} = \sqrt{42,61}$$

$$= 6,52$$

SD_1 = Standard deviation for experiment class for valid the data

SD_1 = Standard deviation for control class for valid the data

2. The writer count standard error of mean from each major by using formula :

$$SEM_1 = \sqrt{\frac{s^2}{n}}$$

$$= \frac{7,25}{\sqrt{26-1}} = \frac{7,25}{\sqrt{25}} = \frac{7,25}{5} = 1,45$$

$$SEM_2 = \sqrt{\frac{s^2}{n}}$$

$$= \frac{6,52}{\sqrt{26-1}} = \frac{6,52}{\sqrt{25}} = \frac{6,52}{5} = 1,30$$

SEM_1 = Standard error of mean in experiment class to make the data valid

SEM_2 = Standard error of mean in control class to make the data valid

3. The writer counts standard error of both subjects by using formula :

$$SEM1 - M2 = \sqrt{SEM_1^2 + SEM_2^2}$$

$$= \sqrt{1,45^2 + 1,30^2}$$

$$= \sqrt{2,10 + 1,69}$$

$$= \sqrt{3,79}$$

$$= 1,95$$

4. The writer counts t-test

$$\begin{aligned}
 T_{\text{test}} &= \frac{M_1 - M_2}{SE_{M_1 - M_2}} \\
 &= \frac{72,92 - 63,842}{1,95} \\
 &= \frac{9,08}{1,95} \\
 &= 4,65
 \end{aligned}$$

5. After having the t-test score, the next step is interpreting it by using the t table. Before that, it is needed to look for the degree of freedom.

$$\begin{aligned}
 df &= (N_1 + N_2) - 2 \\
 &= (26 + 26) - 2 \\
 &= 52 - 2 \\
 &= 50
 \end{aligned}$$

df = Degree of freedom to know every position

After the writer finds the df (degree of freedom), which is 50, the next step is to draw the conclusion based on the t value in the table after it is compared with the obtained t-test.

6. The writer makes a conclusion.

Thus, t table (5% = 2,01) < t_{test} (4,65) > t table (1% = 2,68). It shows that t test is higher than t table 5% and 1% H_0 (Zero Hypothesis) is rejected and H_a

(Alternative Hypothesis) is accepted. By this result, the writer concludes that H_a is accepted. Therefore, the using of total physical response storytelling in teaching narrative text is effective and there is a significant difference in the Effectiveness of Teaching Narratives Texts between students in experiment class and control class by using Total Physical Response Storytelling method. And the finding of the research support the theories and give english teachers more evidence that the application of is worth considering in the teaching narrative text.

D. Discussion

The purposes of the study were To find out the effectiveness of teaching narrative text by using Total Physical Response Storytelling in eleventh grade at Madrasah Aliyah Darul Imad Banjar regency academic year 2014/2015, and to describe whether using Total Physical Response Storytelling has the effectiveness in teaching narrative text in eleventh grade at Madrasah Aliyah Darul Imad Banjar regency academic year 2014/2015.

Research Question 1 stated How is the effectiveness of teaching narrative text by using Total Physical Response Storytelling at Madrasah Aliyah Darul Imad Banjar regency academic year 2014/2015? In regard to Research Question 1 the score of post test in experiment class is 72,92 in good category and the using of total physical response storytelling in teaching narrative text is effective and the students result in control class can be concluded in effective enough category.

The results of this study were similar to the study done by Patrick and Elizabeth in 2008 which indicated that students who were taught using total physical response storytelling were superior in their performance than students taught using the traditional method. In this study, the students who were taught using total physical response storytelling appeared positive and engaged in the lesson. The students remained motivated throughout the lesson and were excited to learn. When the students were taught using the traditional style, they appeared bored and unmotivated. The students knew the routine of the lesson and were not engaged the entire lesson. (P. 16)

Research Question 2 stated Is there any significant difference in teaching Narrative text by using Total Physical Response Storytelling between control class and experiment class. The results showed a significant difference between $t_{table} (5\% = 2,01) < t_{test} (4,65) > t_{table} (1\% = 2,68)$. It shows that t test is higher than $t_{table} 5\%$ and 1% H_0 (Zero Hypothesis) is rejected and H_a (Alternative Hypothesis) is accepted. The results of this study were similar with the study conducted by Nidia R (2010) that indicated that Total physical response storytelling had greater impact on the students' speaking ability than the traditional methods.

In this study, the students who were taught using total physical response storytelling tended to remain positive and continued to remain engaged in the lesson. The students were excited to enter the classroom and volunteered new gestures for the new vocabulary words and volunteered to be a part of the stories that were acted out.

They were not afraid to fail. The students perceived learning to be fun. When they were taught using the traditional style, the students tended to not be fully engaged.

(P. 9)