CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter consist of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collection through a test can be discussed in the section below.

A. Findings

The finding of this research is finding out the answer of the research question in the previous chapter. The researcher applied a test that given twice namely pre-test and post-test. A pre-test was given before the researcher gave the treatment while the post-test was given after the researcher apply the treatment and the result of this pre-test and post-test can answer the questions that aims to find out the students skill in interpreting especially in consecutive interpreting through implemented the consecutive interpreting strategies for the second grade at MA DDI Kanang. It can be shown through the result of pre-test and post-test as follow.

The data collected from the students at XI.IPA 2 class before and after teaching the students about the consecutive interpreting strategies at the second grade MA DDI Kanang that was XI IPA 2.

1. The Students Interpreting Skill

The students interpreting skill was from the second grade at MA DDI Kanang and took from the students score from the researcher when doing the research. At MA DDI Kanang especially the class of XI. IPA 2, based on the researcher see that in the students interpreting process still low and still not good because several students still have problems such as shy to speak, unclear sentences, difficult to understand the topic or the speaker said, difficult to catch the point from the speaker, still not focus when listening to the speaker because the other friends disturb them, lack of vocabularies, lack of practice in interpreting, still scared of the students make some mistake in interpreting process. Those problems faced by the students above made the students hard in doing interpreting and made the bad interpreting performance.

The researcher gave the test of interpreting to the students and here the score from the students interpreting skill as follow:

Table 4.1 Students Score in Interpreting Skill

No.	Name of Respondents	Score
1.	MAA	50
2.	MA	60
3.	MF	60
4.	MS	78
5.	NRD	53
6.	WH	57
7.	NA	60
8.	NS	50
9.	NA	75
10.	NF	60
11.	PDP	64
12.	PTR	64
13.	RSK	67
14.	SH	64
15.	SN	60
16.	SLS	64
17.	ZFT	53

From the table above shows that there were 3 students got 50 score from pre-test, there were 2 students got 53 score, there was 1 student got 57 score, there were 5 students got 60 score, there were 4 students got 64 score, there were 1 student got 67 score, then the last there were 1 student got 78 score.

2. **The Improvement of Students Interpreting through Consecutive Interpreting Strategies**

In this part, the researcher shows the improvement of students interpreting through consecutive interpreting strategies.

Table 4.2 The Students Score of Pre-test from Rubric Interpreting:

Name	Enthusiasm	Speak clearly	Posture and eyes contact	Readiness	Content	Use of complete sentence	Focus to the topic	Total score
MAA	1	2	2	2	2	2	3	14
MA	2	2	2	3	2	3	3	17
MF	2	2	2	3	2	3	3	17
MS	3	3	3	3	3	4	3	22
NRD	2	2	2	3	2	2	2	15
WH	2	2	2	3	2	3	2	16
NA	3	4	2	3	3	3	3	21
NS	3	2	2	1	2	2	2	14
NA	2	2	3	3	2	3	2	17
NF	2	2	2	3	2	3	3	17
PDP	2	2	3	3	3	3	2	18
PTR	2	2	2	3	3	3	3	18
RSK	2	3	2	3	3	3	3	19
SH	2	3	2	3	2	3	3	18
SN	2	3	2	3	2	3	3	17
SLS	3	2	2	3	3	3	2	18
ZFT	1	2	2	2	2	3	3	15

From the table above show that there 4 students got 3 score in enthusiasm, there are 11 students got 3 score in enthusiasm and 2 students got 1 score in enthusiasm. Next for the category speak clearly, there are 1 students got 4 score, 4 students got 3 score and 10 students got 2 score. Then, for the posture and eyes contact category, there are 3 students got 3 score while 14 students got 2 score. For the readiness category show that there are 14 students got 3 score, 2 students got 2 score and 1 students got 1 score. For the content category, there are 6 students got 3 score and 11 students got 2 score. For the use of complete sentence category show that there are 1 students got 4 score, 13 students got 3 score and 3 students got 2 score. Last is for the focus to the topic category show that there are 11 students got 3 score and 6 students got 2 score.

Table 4.3 The Students Score of Post-test from Rubric Interpreting:

Name	Enthusiasm	Speak clearly	Posture and eyes contact	Readiness	Content	Use of complete sentence	Focus to the topic	Total score
MAA	2	2	2	3	3	3	3	18
MA	3	2	2	3	3	3	4	20
MF	3	2	2	3	4	3	4	21
MS	4	4	2	4	4	4	3	25
NRD	2	2	2	3	3	3	3	18
WH	3	2	2	3	3	3	4	20
NA	4	2	3	4	4	4	3	24
NS	2	2	3	3	3	3	3	19
NA	4	4	3	4	3	3	4	25
NF	4	2	3	3	4	3	4	23
PDP	4	2	4	4	3	4	4	25
PTR	3	2	2	3	4	3	4	21

RSK	4	3	4	3	4	4	4	26
SH	3	2	3	4	4	3	4	23
SN	3	2	3	3	3	4	3	21
SLS	4	3	4	4	4	4	4	27
ZFT	3	2	3	4	3	3	4	22

From the table above show that there 7 students got 4 score in enthusiasm, there are 7 students got 3 score in enthusiasm and 3 students got 2 score in enthusiasm. Next for the category speak clearly, there are 2 students got 4 score, 2 students got 3 score and 13 students got 2 score. Then, for the posture and eyes contact category, there are 3 students got 4 score while 7 students got 3 score and 7 students got 2 score. For the readiness category show that there are 7 students got 4 score, 10 students got 3 score. For the content category, there are 8 students got 4 score and 9 students got 3 score. For the use of complete sentence category show that there are 6 students got 4 score, 11 students got 3 score. Last is for the focus to the topic category show that there are 11 students got 4 score and 6 students got 3 score.

For the final grades obtained by students will be shown in the following way:

Score: $\dfrac{\text{Students score}}{\text{the high score}} \times 100$

The result of the pre-test and post-test can be describes as following:

a. The Students' Score in Pre-test of Consecutive Interpreting

The researcher showed a video to the students as the pre-test to know the students' interpreting skill especially in consecutive interpreting. Every student got the score and did the interpreting. Table 4.4 to find out the students' of the pre-test can be calculated based on the content of the following table:

Table 4.4 Students' Score of Pre-test

No.	Name of Respondents	Pre-Test	
		X1	**X1^2**
1.	MAA	50	2500
2.	MA	60	3600
3.	MF	60	3600
4.	MS	78	6084
5.	NRD	53	2809
6.	WH	57	3249
7.	NA	60	3600
8.	NS	50	2500
9.	NA	75	5625
10.	NF	60	3600
11.	PDP	64	4095
12.	PTR	64	4095
13.	RSK	67	4489
14.	SH	64	4095
15.	SN	60	3600
16.	SLS	64	4095
17.	ZFT	53	2809
		$\sum XX=1039$	$\sum XX^2=64445$

Score : the students score of pre-test class XI.IPA 2 MA DDI Kanang

From the table above shows that there were 3 students got 50 score from pre-test, there were 2 students got 53 score, there was 1 student got 57 score, there were 5 students got 60 score, there were 4 students got 64 score, there were 1 student got 67 score, then the last there were 1 student got 78 score.

b. The Students' Score of Post-test of Consecutive Interpreting

The researcher gave a video to the students as the post-test to know the students interpreting skill after giving the treatment. Every student got score and did the interpreting. Table 4.4: to find out the students' of post-test can be calculated based on the content of the following table:

Table 4.5 Students' Score of Post-test

No.	Name of Respondents	Post-Test	
		$X2$	$X2^2$
1.	MAA	64	4096
2.	MA	71	5041
3.	MF	75	5625
4.	MS	89	7921
5.	NRD	64	4096
6.	WH	71	5041
7.	NA	85	7225
8.	NS	67	4489
9.	NA	89	7921
10.	NF	82	6724
11.	PDP	89	7921
12.	PTR	75	5625
13.	RSK	92	8464
14.	SH	82	6724
15.	SN	75	5625
16.	SLS	96	9216
17.	ZFT	78	6084
		$\sum Xy=1344$	$\sum Xy^2=107838$

Score: the students score of post-test class XI.IPA 2 MA DDI Kanang

Based on the table above, the researcher found some data after applied pre-test and post-test. The respondents were seventeen, name of respondents was the name of students and each columns of pre-test and post-test divided two there were X_1, X_2, and X_2^2. The data of X_1 and X_2 were scoring the students pre-test and post-test. Then data of X_1^2 and X_2^2 were scoring the students in pre-test and post-test had been quadrate. So, there was no problem in applied pre-test and post-test.

c.   The Rate Percentage of Students' Pre-test and Post-test

Table 4.6 Classification of Students' Score

No	Classification	Score	Pre-Test		Post-Test	
			F	Percentage (%)	F	Percentage (%)
1	Very Good	80-100	0	0	8	47.06
2	Good	66-79	3	17.65	7	41.17
3	Fair	56-65	10	58.82	2	11.77
4	Poor	40-55	4	23.52	0	0
5	Very Poor	<39	0	0	0	0
	TOTAL		**17**	**99.99**	**17**	**100**

Score: the percentage of students' pre-test and post-test class XI.IPA 2
MA DDI Kanang

The table above show about percentage of students. How many score gotten explain also about frequency about how many students get score in pre-test and post-test and compare it to criterion of the level of improvement, conclude that in pre-test, there were students got good, fair and poor. While the post-test, there are students got very good, good and fair. If we see the table accurately, we can assume that there was development or enhancement. It can be seen when compare between the pre-test and post-test.

Based on the result above, in the pre-test there were 4 students got poor category, it mean the students had lack knowledge about interpreting. Then, in post-test there were 8 students got very good category.

The researcher found that there was enhancement of students based on post-test. There was 8 students got very good, 7 students got good, 2 students got fair, there was no students got poor and very poor. It means the students had understood about interpreting after the researcher taught about the strategy in consecutive interpreting. It can be conclude that the rate percentage in post-test was higher than the rate percentage in pre-test in interpreting. In this data, we could also conclude that the students got improvement in interpreting especially in consecutive interpreting after giving and taught about the strategy in consecutive interpreting.

d. Mean Score of Pre-test and Post-test

   1) Pre-test

$$M = \frac{\sum Xi}{N}$$

$$M = \frac{1039}{17}$$

$$M = 61.11$$

So, the mean score (Xx) of pre-test is 61.11

Secondly, the researcher calculated the standard deviation of pre-test:

$$SD = \sqrt{\frac{\sum Xx^2 - \frac{(\sum Xx)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{64445 - \frac{(1039)^2}{17}}{17-1}}$$

$$SD = \sqrt{\frac{64445 - \frac{1079521}{17}}{16}}$$

$$SD = \sqrt{64445 - 63501{,}23}$$

$$SD = \sqrt{\frac{943,77}{16}}$$

$$SD = \sqrt{58,98}$$

$$SD = 7.67$$

So, the result of the standard deviation of the pre-test is 7.67

   2) Post-test

$$M = \frac{\sum Xi}{N}$$

$$M = \frac{1344}{17}$$

$$M = 79.05$$

So, the mean score (Xx) of post-test is 79.05

Secondly, the researcher calculated the standard deviation of the post-test:

$$SD = \sqrt{\frac{\sum Xy^2 - \frac{(\sum Xy)^2}{N}}{N\text{-}1}}$$

$$SD = \sqrt{\frac{107838 - \frac{(1344)^2}{17}}{17\text{-}1}}$$

$$SD = \sqrt{\frac{107838 - \frac{1806336}{17}}{16}}$$

$$SD = \sqrt{\frac{107838 - 106,25}{16}}$$

$$SD = \sqrt{\frac{107731,75}{16}}$$

$$SD = \sqrt{6.73}$$

$$SD = 2.59$$

So, the result of the standard deviation of the post-test is 2.59

e. The result of the pre-test and post-test

The result of the pre-test and post-test showing in the following table:

Table 4.7 Mean score and Standard Deviation on pre-test and post-test

No.	Test	Mean Score	Standard Deviation
1	Pre-test	61.11	7.76
2	Post-test	79.05	2.59

The data above shows that there was an improvement while doing pre-test up to post-test, the mean score in pre-test is 61.11 and the post-test mean score 79.05. It means the score was increased. Besides that, the standard deviation was 7.79 while the standard deviation of post-test was 2.59

As the result at this item was the mean score of post-test was greater that the result of mean score in pre-test. It can be concluded that the students consecutive interpreting had improvement after doing the learning process that used strategies in consecutive interpreting. Although there is no students got very poor category and the other students showed their improvement in consecutive interpreting after doing the treatment with used the strategies in consecutive interpreting.

f. T-test Value

The following is the table to find out the differences of the mean score between pre-test and post-test.

Table 4.8 the worksheet of the calculation the score in pre-test and post-test of the students consecutive interpreting. In the order to see the students score, the following is T-test was statistically applied.

Table 4.8 The Worksheet of the Calculation of the Score on Pre-test and post-test

No.	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	50	64	2500	4096	14	196
2	60	71	3600	5041	11	121
3	60	75	3600	5625	15	225
4	78	89	6084	7921	11	121
5	53	64	2809	4096	11	121
6	57	71	3249	5041	14	196
7	60	85	3600	7225	25	625
8	50	67	2500	4489	17	289
9	75	89	5625	7921	14	196
10	60	82	3600	6724	22	484
11	64	89	4095	7921	25	625
12	64	75	4095	5625	11	121
13	67	92	4489	8464	25	625
14	64	82	4095	6724	18	324
15	60	75	3600	5625	15	225
16	64	96	4095	9216	32	1024
17	53	78	2809	6084	25	625
Total	1039	1344	64445	107838	305	6170

$$D= \frac{\sum D}{N} = \frac{305}{17} = 17.94$$

The calculating of the t-test value as follow:

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

$$t = \frac{17.94}{\sqrt{\dfrac{6170 - \dfrac{(305)^2}{17}}{17\,(17-1)}}}$$

$$t = \frac{17.94}{\sqrt{\dfrac{6170 - \dfrac{93025}{17}}{17\,(17-1)}}}$$

$$t = \frac{17.94}{\sqrt{\dfrac{6170 - 5472.05}{17\,(16)}}}$$

$$t = \frac{17.94}{\sqrt{\dfrac{697.95}{272}}}$$

$$t = \frac{17.94}{\sqrt{2.56}}$$

$$t = \frac{17.94}{1.6}$$

$$t = 11.21$$

Thus, the t-test value is 11.21

Table 4.9 The Test of Significance

Variable	T-test	T-table value
Pre-test and Post-test	11.21	2.120

The data above shows that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the results of students' pre-test and post-test.

g.   Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

Df = N-1

= 17-1

=16

For the level, significant (p) 5% and df = 16. And the value of the table was 2,120. While the value from the t-test was 11.21. It can be conclude that the t-test value was greater than t-table (11.21≥2.120). Thus, it means that the students consecutive interpreting was significantly better after getting the treatment. So, the null hypothesis (H0) was refused and alternative hypothesis (Hi) was accepted. It has been found that there was an improvement of implementing the consecutive interpreting strategies for the second grade MA DDI Kanang.

B. Discussion

Specifically this part of discussion describes the implementation of the research finding of the previous evaluation result. It had given us illustrated that the implementation of consecutive interpreting strategies at the second grade MA DDI Kanang was improve in interpreting skill. The students already had their skill in interpreting that which enables them to use the strategies that has been learned.

It's drawn up by taking the students progress with interpreting. The respondents who got poor classification is pre-test proved that the students were totally did not have good in interpreting. It was shown in the previous finding at this chapter, especially in table 4.5. That the students score percentage in the pre-test still low and most of them poor and fair classification. Based on the description of the data showed

that the researcher' observation indicated that the students' interpreting skill still low before giving treatment.

The low of the students interpreting skill caused of some factors were the faced, they were:

1. The student difficulties to understand the source language that given by the researcher.

2. The students lack of vocabularies. The reason why the students still difficult to understand the source language because they still lack of vocabularies.

3. The students lack of practice. Therefore some of the students knew about English but they lack practice. They need vocabulary everyday to build their interpreting skill.

4. The students felt scared in interpreting because they still shy with their friends.

Those problems faced by the students had been overcome by teaching the strategies in consecutive interpreting in treatment segment. It provides by the percentage of the students result score of post-test was higher that the students result score in post-test. The treatment was taught in experimental class. That's why the student's result of experimental class was higher score.

In experimental class the researcher treated the students by implementation the consecutive interpreting strategies. The implementation of consecutive interpreting strategies used to treat the students to speak up and interpreted. And the treatment was conducted five meetings with different material. The researcher gave different material about the strategies in consecutive interpreting. The researcher introduced and explained the material about the consecutive interpreting strategies. After that the researcher gave the time for the students to asking something that they did not know. The treatment that was given by the researcher proved that the implementation of consecutive interpreting strategies was effectiveness in applying in classroom to improve their interpreting skill.

In the treatment, the students were taught about the consecutive interpreting strategies in everyday. One strategy was taught in a day. The researcher gave the

students a chance to practice the strategies that had been taught by the researcher in that day. The students were asking to practice those strategies at home.

In the treatment, the researcher pointed one by one the students to re-explain the strategies that taught at that day. Many students still make mistakes in pronunciation, vocabulary.

At the first meeting until the fourth meeting, the researcher explained the strategies based on the order of consecutive interpreting strategies. The researcher only explained the strategies until the students can understand it well while in the last meeting, the researcher showed video that can be watched by the students and practice to use the strategies that had been taught. The researcher saw the students that several the students still can not to understand the strategies that had been taught so that why the researcher always try to explain until the students really understand it well.

The researcher explained to the students about what will be do in the post-test and remind the students to practice and use all the strategies that had been taught by the researcher. The researcher asked the students to practice at home and always keep the strategies in the next time.

Based on the result of data analysis, mean score of students after having treatment was higher than before giving treatment. Mean score of pre-test was 61.11 meanwhile mean score of post-test was 79.05. Besides, the result of t-test analysis shows that t-test value (11.21) was greater than t-table (2.120). It means that the implementation of consecutive interpreting strategies able to improve the students interpreting skill. Another reason based on the students because most students find that tutoring process is enjoyable.

In the pre-test showed that there 4 students got 3 score in enthusiasm, there are 11 students got 3 score in enthusiasm and 2 students got 1 score in enthusiasm. Next for the category speak clearly, there are 1 students got 4 score, 4 students got 3 score and 10 students got 2 score. Then, for the posture and eyes contact category, there are 3 students got 3 score while 14 students got 2 score. For the readiness category show

that there are 14 students got 3 score, 2 students got 2 score and 1 students got 1 score. For the content category, there are 6 students got 3 score and 11 students got 2 score. For the use of complete sentence category show that there are 1 students got 4 score, 13 students got 3 score and 3 students got 2 score. Last is for the focus to the topic category show that there are 11 students got 3 score and 6 students got 2 score.

In the post test showed that there 7 students got 4 score in enthusiasm, there are 7 students got 3 score in enthusiasm and 3 students got 2 score in enthusiasm. Next for the category speak clearly, there are 2 students got 4 score, 2 students got 3 score and 13 students got 2 score. Then, for the posture and eyes contact category, there are 3 students got 4 score while 7 students got 3 score and 7 students got 2 score. For the readiness category show that there are 7 students got 4 score, 10 students got 3 score. For the content category, there are 8 students got 4 score and 9 students got 3 score. For the use of complete sentence category show that there are 6 students got 4 score, 11 students got 3 score. Last is for the focus to the topic category show that there are 11 students got 4 score and 6 students got 3 score.

In the pre-test, the researcher showed there were 3 students got good category, 10 students got fair category and 4 students got poor category. While in the post-test, there were 8 students got very good category, 7 students got good category and 2 students got fair category. It can be conclude that in pre-test, there was no students got very good category while in post-test there were 8 students got very good category it means there was an improvement with implementing the strategies in consecutive interpreting. In addition, there was no students got poor category in post-test but in pre-test there were 4 students got poor category.

For the level, significant (p) 5% and df = 16. And the value of the table was 2.120 while the value from the t-test was 11.21. It can be conclude that the t-test value was greater than t-table (11.21≥2.120). Thus, it means that the students consecutive interpreting was significantly better after getting the treatment. So, the null hypothesis (H0) was refused and alternative hypothesis (Hi) was accepted.

Based on the data analyzing above, the researcher conclude that that there was an improvement of implementing the consecutive interpreting strategies for the second grade MA DDI Kanang.

After conducting the research, the researcher found that the students really looked exited and positive respond toward the implementation of the consecutive interpreting strategies as a strategy that used in consecutive interpreting. So, the students followed the teaching and learning process enthusiastically. Related with the previous chapter that consecutive interpreting is one of kind in interpreting that easy for senior high school because it can help the students to remember the content of the source language and give the chance for the students to notes the important sentences from the source language.

But the problem, several students still face difficult to understand the topic or the source language so that why the researcher sometimes play the video twice. The students still shy when the researcher invites them to come in front of the class to do interpreting and it makes the students were not ready. Although the students faced the problem, but they still try to come in front of the class to do interpreting and show their skill.

In the treatment, the researcher taught the six strategies in every day. But there were 2 strategies that taught in a day in the same time. The researcher gave the treatment to make the students interpreting can be better then in pre-test. In the treatment, the students learn enjoy and always try to ask when they don't understand the explanation from the researcher. The researcher also asked the students to practice the strategy that taught that day.

As a result, the researcher can draw the conclusion that the implementation of consecutive interpreting strategies is able to improve the students interpreting skill especially in consecutive interpreting at the second grade (XI.IPA 2) MA DDI Kanang. It is supported by statement of Bartlomiejczy in previous chapter that an

interpreting strategy is a method that is used deliberately to prevent or solve potential problems in interpreting or to enhance interpreting performance.