

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with finding and discussion of classroom action research.

The finding described the result of the action in each meeting, the result of the observation checklist, and the field note. On the discussion explained the technique, observation checklist, field note and test.

4.1. Finding

The classroom action research was conducted by the researcher in eighth grades of SMP N 3 Batu. The researcher took the 8.C class which consists of twenty eight students. Here the researcher played role as the teacher and the real teacher as the collaborator. So, the researcher had two collaborators to help the researcher in implementing the research. First collaborator was the real teacher.

The second collaborator was the researchers' partner. The researcher used sequences of picture for story telling technique in speaking class. It was conducted in one cycle that was done on 17th, 23rd, 24th, and 30th April 2015. The action was done on the first, second and third meeting and the topics are Mousedeer and Crocodile, Grasshopper and Ants, Lion and Mouse. The test was conducted on the last meeting and the topic is Turtle and Rabbit.

4.1.1 Meeting I

The first meeting was about narrative text. The topic was fable “Mousedeer and Crocodile”. The class was started from 09.20 until 10.45. All students’ attended in the first meeting. There are three steps in this meeting. Those are pre-activity, main-activity, and post-activity.

The first is pre-teaching-activity. In this step, the teacher opened the class by saying greeting and asking students’ condition, checking the students’ attendance, and also asked the students’ readiness to learn. The second is main activity. This activity consists of five steps. Those are observing, questioning, experimenting, associating and communicating.

Firstly, the teacher divided the students into seven groups and each group consisted of four students. In determining the groups, the researcher collaborated with the real teacher. Then, the teacher distributed the hand out to each groups.

The teacher asked the groups to observe the picture then mentioned the fable that related with the pictures.

After that, the groups observed the story about “Mousedeer and Crocodile” to find out the social function of the text, generic structure of the text and the moral value of the story. Here, the students were helped by the teacher to find the meaning of vocabulary that they did not know. Then, to make it clear, all students got feedback about social function, generic structure and the message of the story from the teacher.

After that, the teacher introduced story-telling technique to the students by using the topic that had been determined before “Mousedeer and Crocodile”. Then

the students made a story of "Mousedeer and Crocodile". Finally, the teacher asked the students to retell the story with their group. To make sure that all students were doing the task, the teacher tightly controlled each group.

Finally the time was up. Before closing the class by saying salam, the teacher asked the students what they had studied in the first meeting, the difficulties during the teaching and learning process, and gave some advices to the students to motivate them to always practice their English.

Based on the result of observation checklist was taken by the collaborators, this first meeting showed that 33% of students or majority of the students paid attention during the teaching and learning process. Otherwise, the teacher found that none of the students were active in the class and 8% of students or only few of the students participated in the group working. So, it was the teacher's job to make all the students' active in the class on the next meeting. Result of observation checklist (See appendix 6). The result of field note showed that some students still felt awkward and did not understand well about the technique. They were still shy to act with their group. The students were still qualified poor at the ability in speaking. The researcher and collaborators found that the students had not mastered the tense as well. The students also had difficulties in using the conjunctions. Result of field note (See appendix 7).

4.1.2 Meeting II

In the second meeting, the teacher used different fable, that is "Grasshopper and Ants". The class was started from 08.20 until 09.45. All the students attended the class.

As usual, the teacher started the class by saying salam and asking the students condition. To stimulate the students' motivation to learn, the teacher gave a brainstorming (ask about material in previous meeting) and prepare their readiness in joining the class.

Here, the students also worked in groups as the first meeting. They sat with their own group. Then the teacher distributed hand out to each group. Firstly, the students observed the picture and guess what fable related with the picture. Then, they arranged the sequences of picture into Grasshopper and Ants story. The story consisted of eight jumble picture. So, each student had two pictures to be described.

After that, they discussed with their group to make the same perception about the story of "Grasshopper and Ants". So, the students made outline of the story. To ensure that all the students participated with their group, the teacher went to each group.

After finishing their task, the teacher and the students together equate their perceptions about "Grasshopper and Ants" story. As the result of the first meeting, the students were still confused about the technique and did not mastered the tense well on the first meeting, so the teacher gave the example of story-telling technique by telling "Mousedeer and Crocodile" story and explained the simple past tense as well.

Finally, the students had to make a story of Grasshopper and Ants. They discussed with their group what they might say about "Grasshopper and Ants"

story. The teacher helped the students by providing vocabulary that the students used.

Next, the teacher let them all try out the story-telling privately with their group.

If there was time left, the teacher called on one or two groups to act out in front of the class. Before closing the class, the teacher asked the students what they had studied in the second meeting, the difficulties during the teaching and learning process, and gave some advices to the students to motivate them to always practice their English. Then, the teacher closed the class by saying greeting and salaams.

The result of observation checklist showed that students' confidence a little bit improved in the second meeting. They knew how to act well because the teacher helped them by giving example how to act well before they practice. Therefore, this second meeting showed that 33% of the students or majority of students paid attention to the teaching and learning process, 17% of students or half of the students participated with their group to arrange the picture. They seemed competing each other to make a correct arrangement. When the teacher asked the students to tell the result of their discussion, 17% or half of the students were enthusiastic to tell the result of their discussion. Result of observation checklist (See appendix 8). This was their second chance practicing the technique and they were not confused again. They understood about the rules or the procedures in story-telling by using sequences of pictures. They were enthusiastic in teaching learning process by using this technique, although they had not mastered the use of simple past tense yet. This result showed that the students had improvement

from the first meeting especially in speaking. Another problem that students faced was about how to pronounce the words. Result of field note (See appendix 9).

4.1.3 Meeting III

The procedure in third meeting was the same with the second meeting. The difference was only on the topic. The topic in the third meeting was fable about "Lion and Mouse". The story consists of ten jumble pictures and the teacher asked the students to arrange and tell story. The class was started from 09.20 until 10.45 which all the students attended the class. The teacher gave ten jumble pictures to each group. So, each student had two or three pictures to be described. The teacher helped them by providing the vocabulary which related with the picture. It was because the teacher found that the students had problems in pronouncing the words and simple past tense in the previous meeting. Thus, in this meeting the teacher taught pronunciation and explained simple past tense before asking the students practice in their group.

The result of observation checklist showed that the students were not confused again about the rules or the procedures in story-telling for sequences of pictures. The majority of the students (33% of students) were enthusiastic during teaching learning process. Many of the students (25% of students) were active in teaching learning process. The majority of the students (33% of students) participated in group working. Result of observation checklist (See appendix 10).

Most of students understood the use of simple past. In this meeting, the students had found the way to make good sentences. They made a story in Indonesian language first, then translated it to English and consulted it to the researcher. They

could arrange the pictures easily and make them into a good story. The students improved in speaking skill as well. It was because they often practice telling a story. In this meeting, the researcher found that some students increased their skill in pronunciation. Result of the field note (See appendix 11).

4.1.4 The test

After using sequences of picture for story-telling activity in three meetings, the researcher conducted the test. It was conducted on 30th April 2015. The topic in test was “Turtle and Rabbit” and it was started from 08.20 until 09.45. The students were divided into four groups and each group consisted of seven students. Then, the teacher distributed the fourteen jumble pictures of “Turtle and Rabbit” story. So, each student had two pictures to be told. The teacher gave time limitation in performing the story. The longest time for presenting the story is seven minutes for each group. So, one student had opportunity to tell two pictures in around one minute. For making easy the researcher in taking the score, the researcher recorded the students’ voice while telling story.

Based on the field note that had been taken by the collaborator, the researcher performance in teaching English has implemented the technique, did not speak too fast while explaining the material. The classroom situation could be handled as well. The result of field note (See appendix 13). Majority of the students (33% of students) paid attention to the teaching and learning process.

Majority of the students (33% of students) also participated with their group to arrange the picture into good story. When, the teacher asked students to tell the story, majority of the students (25% of students) looked more enthusiastic with

their friends' performance. The students looked brave and confidence to speak English. They competed to be volunteers when the researcher asked them to perform in front of the class. Result of observation checklist (See appendix 12)

After conducting the classroom action research, the researcher and the teacher felt satisfied to the action research result. It is because the implementation of the story-telling for sequences of picture in teaching English especially teaching speaking showed the students' improvement. The test result showed that twenty one students or 75% of the students passed the minimal mastery level criterion (KKM) (see appendix 15).

The different result indicated that after getting treatment the students got better improvement in speaking. The result showed that most of the students increased their pronunciation, fluency and grammar after the implementation of story-telling with sequences of picture.

4.1.5 Finding of observation checklist

The aim of the observation checklist is to know whether or not speaking through the use of story-telling for sequences of picture as medium in the eighth graders of SMP N 3 Batu is successful. Therefore, the researcher analyzed the observation checklist result from the first meeting until the last meeting as shown in table below:

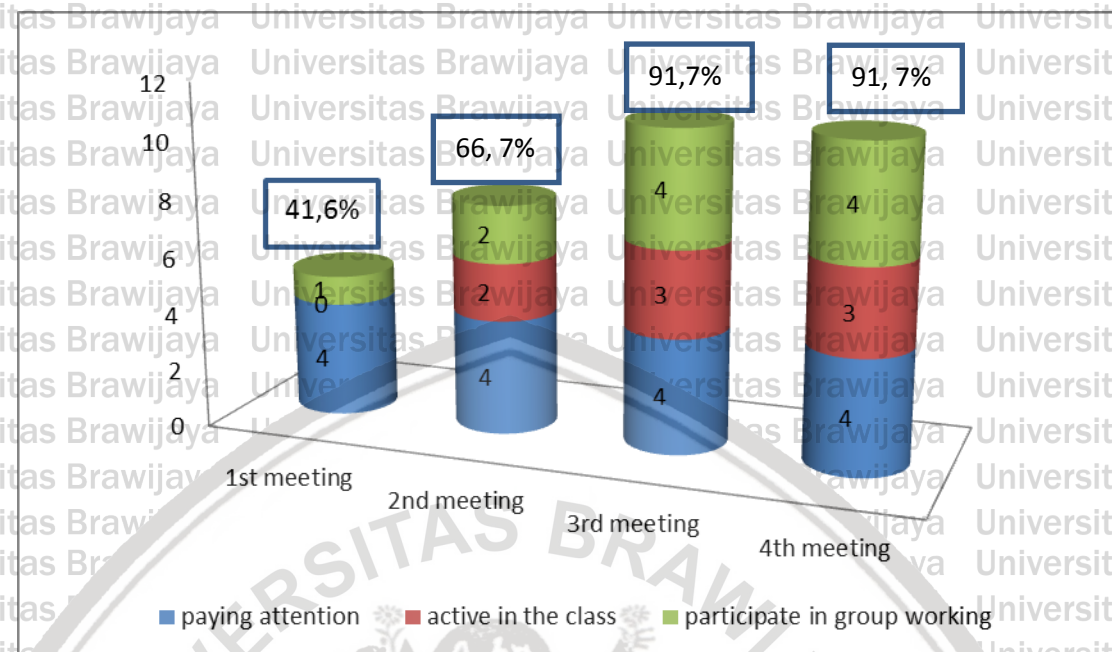


Figure 4.1 Students' Participation in Learning Process

4.1.6 The Finding of Test Result

The aim of the test is to know the students' achievement in speaking through the use of story-telling for sequences of picture as medium in the eighth graders of SMPN 3 Batu. In assessing students' speaking ability of post-test, this study used two raters. The first rater was the researcher while the second was the collaborator to avoid subjectivity and unreliability that may occur during the scoring process.

The calculation was using 'Pearson Product Moment' formula to find out the correlation between two raters and to calculate the inter-rater reliability. The calculation result post-test are presented as in the table follows:

Table 4.2 Inter-rater Reliability of Post Test

Correlations

	Rater 1	Rater 2
Rater1 Pearson Correlation	1	,859**
Rater1 Sig. (2-tailed)		,000
Rater1 N	28	28
Rater2 Pearson Correlation	,859**	1
Rater2 Sig. (2-tailed)	,000	
Rater2 N	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

From tables above, the calculation result showed that the reliability of the scores from two raters in post-test was 0.00 at 0.01 level of significant. The highly correlated, meaning that it was considered highly reliable.

In addition, the percentage of the students' achievement in Cycle one between two raters is illustrated in Figure 4.2 below:

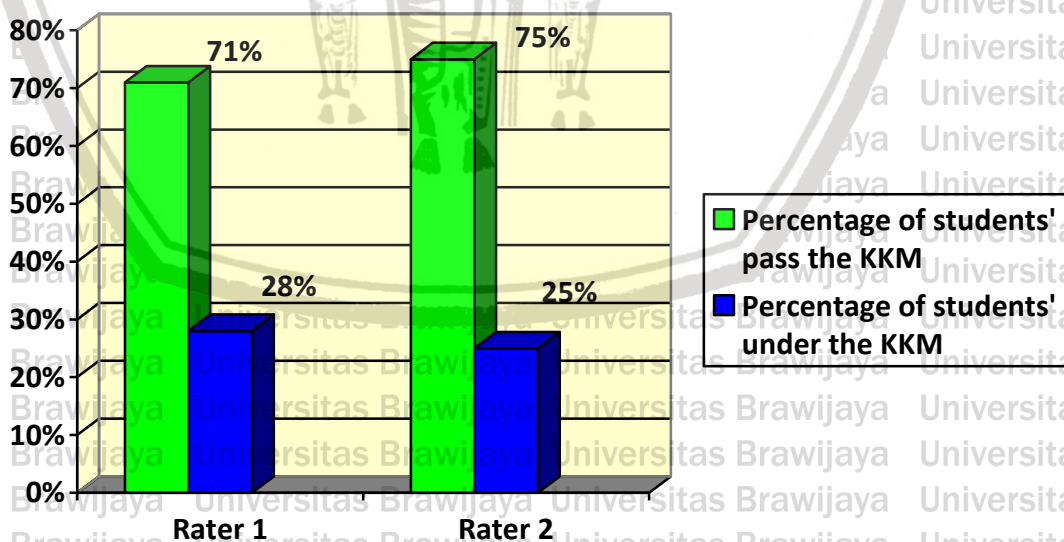


Figure 4.2 The Improvement of the Students' Achievement in Cycle one between Two Raters.

After presenting the students' score between two raters, the researcher categorized the students' score into very poor, poor, average, good or excellent from preliminary study and posttest. The result of preliminary study showed that thirteen or 46.40 % students were average in speaking ability and fifteen or 53.60% students were poor in speaking ability. Otherwise, the posttest result showed the students' improvement in speaking ability. It was proved by two or 7.10 % students were excellent in speaking ability, twelve or 42,8 % students were good in speaking ability, and fourteen or 50 % students were average in speaking ability.

From all the analyzing above, the researcher interpreted that the result after the implementation of the action research in one cycle. It was seen from the result of preliminary study and posttest. In the following diagram the researcher describes the result of posttest:

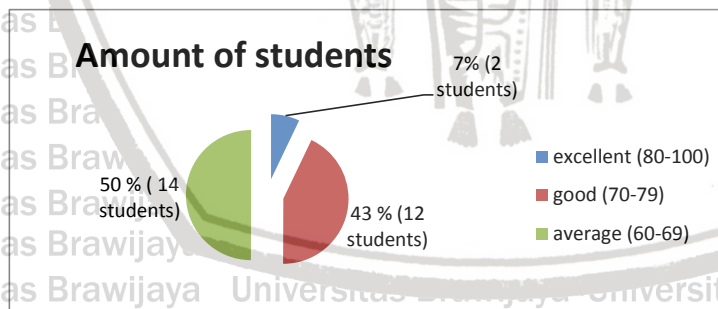


Figure 4.3 Classification of Students' Speaking Achievement

After serving diagram of the students score category, the researcher computed the number of students who passed the KKM in preliminary study and posttest. Based on the result of preliminary study, it showed that only twelve students or 42.8% who passed the minimal mastery level criterion (KKM). It was shown in appendix 14. However, the post test result showed that twenty one students or 75% passed the minimal mastery level criterion (KKM). From all the calculation above, the researcher concluded that the result after the implementation of the action research in one cycle was successful. Figure 4.2 showed the different result of each students score in preliminary study and posttest

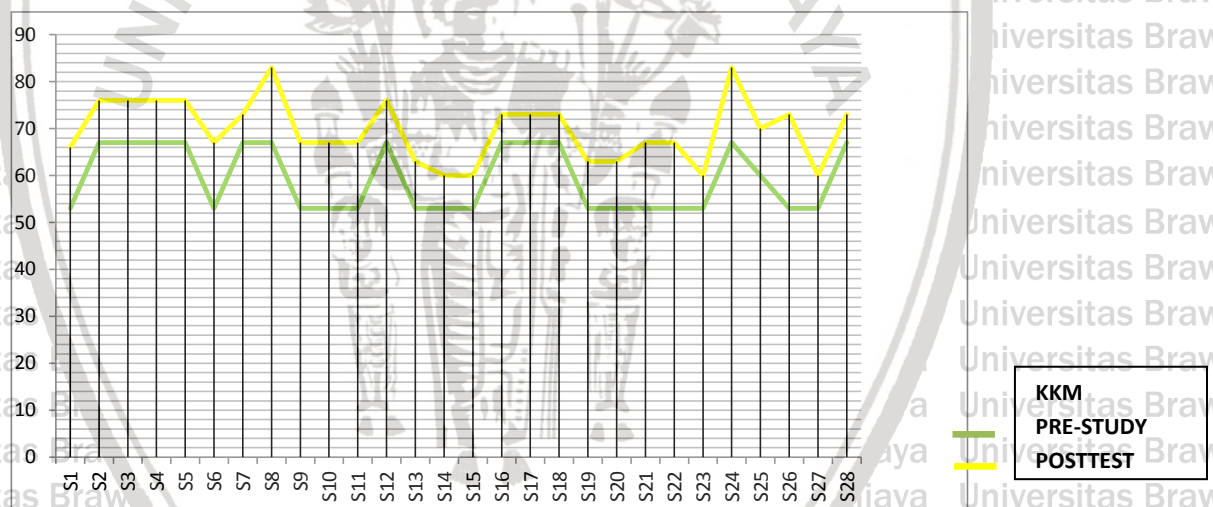


Figure 4.4 Students' Score in Pre-study and Posttest

Figure 4.4 showed the different result of students score in preliminary study and posttest:

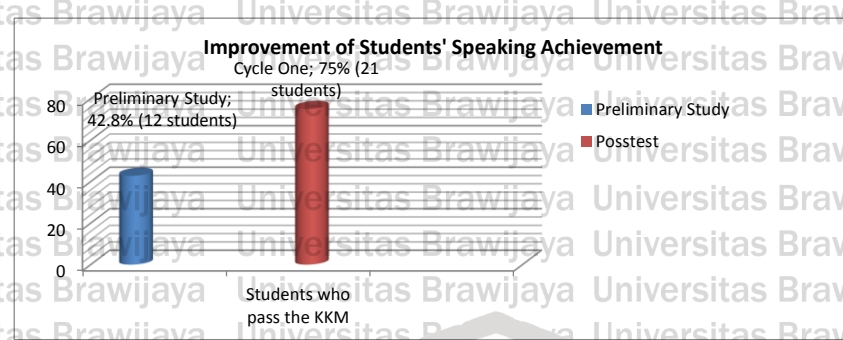


Figure 4.5 Improvement of Students' Speaking Achievement

4.2 Discussion

This part covers the discussion of the result finding from the students' participation and the students' achievement in one cycle after the use of story-telling with sequences of picture.

Story-telling with sequences of picture is one of the strategy that can be implemented in teaching speaking. According Bruner (1986) story-telling is empowering the students to be able to express their thoughts and feeling through oral language and new vocabulary can be introduced and easily comprehended within a story context. Supported by Wright (1990) stated that pictures is one of medium which can be employed in teaching structure, vocabulary, functions, situations and all four skills. The use of picture in teaching and learning process give motivation and draw learners' attention. Moreover, it can help them in learning the language. When story-telling with sequences of picture is implemented in teaching speaking, it can improve the students' fluency, grammar, and pronunciation. It is supported by the research result of the test. It showed that

the students' scores of each element improved. Below is the evidence that the story-telling with sequences of picture can improve students' speaking ability from the preliminary study and post-test. (See appendix 14 & 15)

a. The students' grammar improved. It is proven by the increasing score of grammar from preliminary study and posttest. Story-telling with sequences of picture helped them in making good sentence.

b. Story-telling with sequences of picture enriched the students' vocabulary. Story-telling with sequences of picture enabled the students to use the appropriate vocabulary. The students were also able to make sentence in various words or not monotonous words.

c. The students' pronunciation improved. It is proven by the increasing score of pronunciation from preliminary study and posttest.

d. The students' fluency improved. It is proven by the increasing score of fluency from preliminary test and posttest. Because the students were free in express their idea so they can tell the story fluently.

Furthermore, the data obtained from field note showed that the students were excited with the use of sequences of picture as medium in learning speaking. So, they followed the teaching and learning process enthusiastically from the first meeting until the last meeting. Moreover, the students also looked brave and confident to speak English in front of the class. It is line with Latuheru (1988), who states that pictures are an effective means to arouse students' interest as well as to attract and increase students' attention in learning language. Moreover, the implementation of the pictures helped the students to understand the story and to

get the meaning of a certain words. Thus, the picture would not be really difficult for the students to generate their idea into a story. It also helped them in understanding of simple past tense, enriches their vocabulary, and generated their ideas into a story.

Sequences of picture for story-telling makes students' attitudes towards speaking activities improved. After the implementation of the action, the result showed that the use of sequences of picture can improve the students' attitude in terms of their active participation during teaching and learning process particularly teaching speaking. This is in line with Royanti (2006), who states that the use of this technique can develop students' achievement in speaking English and also increase students' interest and motivation in learning English. It is an enjoyable technique for practicing both listening and speaking skills. It provides the students' opportunities to have an experience with real language if communication which given entertainment and amusement. This is also in line with Wright (1990), whostates that pictures contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus.

This implies that this medium is able to trigger students' interest and motivation to produce certain sentence through sequences of picture. Therefore, students can tell things based on what happens within the pictures.

Based on the analysis above, the researcher concluded that the use of story-telling with sequences of picture helped the 8.C students to improve their speaking ability. Moreover, the implementation of story-telling with sequences of picture improved three aspects of speaking that became the main aspect in this

research. Those are pronunciation, fluency, and grammar. In addition, the implementation of story-telling with sequences of pictures are affective to attach the students' participation during teaching and learning process. It encouraged the students to be more confidence, brave, and enthusiastic as well. It helped the students in generate their idea to make sentences through pictures, helped them in finding the vocabulary within the pictures, and helped them in understanding the use of simple past tense.

