

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter shows the result of the research. It consists of data result and findings the researcher got in every meeting within one cycle. The data is not only described qualitatively, but also shows the data result of the test quantitatively.

#### **4.1 Finding**

This research was conducted during the second semester in the academic year of 2015/2016 to the seventh year students of SMPN 1 Singosari. The researcher took class VII-I as the subject and implemented guessing game as the action for several meetings. For the exact time, it was conducted for about three weeks, began on February 1<sup>st</sup> 2016 (the preliminary study) until February 25<sup>th</sup> 2016. The findings are divided into some points include findings during the implementation of the action, and the data results of students' test on post-implementation.

#### **4.2 Finding on the Implementation of the Action**

This research was done in one cycle with total four meetings for implementing the action and one meeting for conducting the test after the implementation. As this study is a classroom action research, the researcher also acted as the teacher in the classroom who gave the teaching material to the students and practiced to be a good teacher who solved students' problem and brought the improvement toward the teaching and learning process. Hence, in the

following explanation which described the activities in the classroom, the researcher used the term “teacher” to mention the role of the researcher. The researcher, acted as the teacher in this research, used field notes to record findings that happened in every meeting. Besides, the researcher took a class observation during the teaching and learning process. Both field notes and observation were taken and accomplished by the researcher’s partner as the observer of this study.

In observing the learning process and students’ attitude, the observer used an observation checklist prepared by the researcher. Those records from both field notes and observation checklist will be elaborated in the next sub-chapters below.

#### **4.2.1 Meeting 1**

The first meeting was held on Monday, February 4<sup>th</sup> 2016. The teacher gave explanation about the material to the students. The purpose of this meeting was to build students’ background knowledge about descriptive text and how to describe something. Further activities are revealed below.

The teacher did pre-teaching activities, such as greeting, praying, and checking the attendance list. The teacher also told the students about the objectives of the learning activities on that day. Then, the teacher stimulated the students with the explanation of what descriptive is.

After the teacher explained what descriptive is and what it is for, the teacher gave three videos as the examples of how the expressions of describing things are.

Students observed the videos and learnt about describing things, especially the expression of how to describe something (people, animals and things around).

They also learnt some vocabularies and adjectives related to characteristics of



people and animals. As an exercise, the teacher gave them a handout which consisted of some vocabularies related to the characteristics of animals and its part of body. As expected, their vocabulary mastery was quite fair. They were able to mention the meaning of some adjectives such as clever, wild, dangerous etc. This following dialogue happened between the teacher and the students.

Teacher: Ok, let's discuss this together. Who knows, what is the meaning of horn?

Students: *Tanduk.*

Teacher: Yes, that's right. And what animals that has a horn?

Students: *Kerbau.*

Teacher: In English, please.

Student 1: Hmm.. buffalo *ya* miss?

Teacher: Good. Buffalo has a horn. What else?

Students: Deer.

Teacher: Yes, good job. Now, let's continue. What is wing?

Students: *Sayap.*

Etc.

Though their vocabulary mastery was quite good, they still had difficulties in pronouncing the words correctly. They often made mistakes in pronouncing some words such as wild, fur, feather, etc. Besides, they seem hesitate in expressing their thought and reluctant to speak when the teacher asked to them.

There were only few students, (for about seven to ten) who involved and gave response towards teachers' questions. Therefore, the teacher often asked and

stimulated them in order to train them to speak confidently. Few of them, who were active students, could engage well. But most of them still had no interest to involve. It was quite difficult to make them engaged and focus on the lesson.

Indeed, the teacher needed an interesting way to make them engaged and actively involved in learning process.

The teacher planned to build students' excitement by implementing guessing game. In this moment, the teacher told to the students about the game and gave a modeling of how to do the game. The teacher described an object with some sentences as the clues, and asked students to guess what the object might be.

The students understood and made a guess. As the next step, the teacher gave explanation about the rules of the game. After hearing about it, the students seemed interested and curious to try the game. It was a good start to know that students got excited.

As the post-teaching activities, the teacher gave a conclusion of the lesson on that day. Besides, the teacher reminded the students to learn again the material at home and practice to speak up. The lesson was ended by saying greet and prayed together.

#### **4.2.2 Meeting 2**

In this meeting, the researcher began to do the action. It was done on Monday, February 15<sup>th</sup> 2016. Teacher implemented guessing game to the students. The topic of the lesson on that day was about describing people.

As usual, the teacher began the activity by greeting and checking the attendance list. Then, the teacher did a simple preparation before the game such



as: asking students to gather with their group and re-explaining about the rules of the game.

The game was begun in whilst teaching. The teacher provided some pictures to be described by students in a group. Group six was the first group who came forward and described the object as a duty. As one group consisted of 3 people, each student had to take turn to describe the object one by one. Each student gave one different descriptive-sentence as the clues for the other group. Therefore, the students who came forward had similar opportunity to speak and it was impossible to have students absent in describing. These sentences below were some examples of their description.

(The picture was a photo of a public figure, Al Ghazali, taken from his instagram).

Student 1: "He is a artist."

Student 2: "He have two brother and one sister."

Student 3: "He is the first children."

While giving the clues, they still made some mistakes in grammar and pronunciation. Therefore, the teacher should give correction and positive feedback by repeating what students have said in an appropriate form and pronunciation after they finished their description.

Student 1: He is a artist.

Teacher: Ok, everybody listen to your friend. She said he is an artist, remember that. Ok, what's next?

Student 2: "He have two brother and one sister."

Teacher: "He has two brothers and one sister. *Ayo coba diulangi.*"

Student 2: "He has two brothers and one sister."

Teacher: Ok, very good. Next please.

Student 3: "He is first children."

Teacher: Oh, "he is the first son in the family?"

Student 3: "Yes."

Teacher: "Ok, say it again."

Student 3: "He is the first son in the family."

Etc.

From the dialogue above, it can be assumed that the students still had difficulties in constructing sentences based on the correct form. Even though they already had ideas to describe the object, they took quite long time to express it into spoken language spontaneously. Therefore, after they spoke their own sentences, the teacher gave direct feedback to the students by repeating their sentences with the correct form and asking all of the students to repeat what the teacher said. It would be beneficial for them to realize their mistakes and memorize the correct form without feeling shameful as they repeated the words together with their friends.

After they all finished their sentences, the other group tried to guess the object. When the other group guessed it right, the game was continued with different object and player. On the contrary, if there was no one could guess the object correctly, the group who gave the clues had to describe it again with different clues. The group who succeeded and guessed correctly got the extra point, and took turn to describe the next object. In this meeting almost all students



seemed enthusiastic while playing the game. They were struggling to guess and answer who the object might be. The group who described the object was also having fun. They tried hard to make clues. They discussed and built team work very well.

As the post teaching, the teacher gave correction and feedback to the students. The teacher corrected some mispronunciations and asked the students to repeat and practice the appropriate one. After it was considered enough, the teacher and students closed the lesson by praying and greeting as usual.

#### 4.2.3 Meeting 3

The third meeting was used for the continuation of the action before. It was done on Thursday, February 18<sup>th</sup> 2016. The topic at this time was describing animals. The whole activities are described as follows.

The teacher began the activity as usual. Greet the students and discussed about what they have had learnt in the previous meeting. The teacher re-called up some adjectives-vocabulary that was used to describe the animals. The teacher also asked the students to use vocabulary relates to characteristic of animals while playing the game.

The students played guessing game again to describe the characteristics of animals. They came forward as a team and described the objects (in this time are animals) better than the previous one. As the positive effect of the game played in the previous meeting, students were more enjoyable in learning process and spoke courageously. They described the object by using appropriate adjectives-vocabulary for animals. They spoke with less hesitancy than before. Moreover,

the participation of the students had improved. They competed to come in front of the class and described the object in order to get the extra point. They were really enthusiasm in playing the game.

Though their motivation and fluency considered improved, their accuracy and pronunciation still have to be trained more. They still made mistakes in pronouncing and producing the correct form. As the beginner level, they were not aware yet about grammar or accuracy things. Therefore, the teacher should know the appropriate moment and time to give them exposure about their accuracy. The teacher gave the corrective feedback whenever they did wrong pronunciation and made error in grammar. The teacher did it unconsciously, so the students did not feel ashamed after making mistake. Fortunately, the students accepted it well and learnt from their mistakes. The feedbacks were covered in the dialogue below.

(The picture was an animal, rabbit).

Student 1: It is cute animal.

Teacher: Great. It is a cute animal. What else?

Student 2: It have long ear.

Teacher: Oh... You mean it has long ear? How many ears does it have?

Student 2: Two, miss.

Teacher: Ok, so it has two long ears, right?

Student 2: Yes. It has two long ears.

Teacher: Great. What is the next clue?

Student 3: It has fur (the student mispronounced the word 'fur').



Teacher: Ok, it has fur (the teacher corrected the pronunciation). Ok everyone, did you note the clues? What are the clues?"

Students: (mentioned and repeated the clues with the guidance from teacher).

Etc.

The post-teaching was done just like the previous meeting. The teacher discussed some mistakes that usually produced by the students and corrective feedback was given. The correction was particularly about their pronunciation.

#### 4.2.4 Meeting 4

The next action was done on Monday, February 22<sup>nd</sup> 2016. This action was the last action in this cycle. In the two previous meetings, the teacher had already got positive effect from the implementation of the game. Therefore, this action was done just to give students more exposure and opportunity to speak up. It also became the last meeting of action using guessing game to make the students to be accustomed with the topic, that is descriptive and how to describe things correctly and confidently. The topic at this time was about describing things around.

During the pre-teaching, the teacher gave motivation to all the students to practice more in expressing their idea. It was purpose to motivate a few students who were not really active in the previous meeting.

In this time, the teacher focused on few students who were not really active in the two previous meetings. The teacher gave a picture to the group who did not have opportunity to describe in the game before. They were asked to describe things around them (in this case was an object chosen in the picture) to their friends. Just like the previous meeting, the game was done by group four and

twelve who never described/gave the clues before. They did it pretty well. They might be still reluctant, but they tried hard to speak confidently. They really learnt something, so they were able to describe the object pretty well. Hence, the teacher decided to give an oral test in the next meeting.

Before the lesson ended, the teacher announced to the students about the test that would be held in the next meeting. Students had an oral presentation to describe about an animal individually. Teacher explained about it briefly, and gave a modeling of how the presentation should be. The students paid attention well and gave positive respond toward it.

#### 4.2.5 Meeting 5

The fifth meeting was done for conducting a test after the implementation. It was aimed to know and measure students' improvement after they got the treatment given. The teacher conducted a test to the students on Thursday, February 25<sup>th</sup> 2016. All the students should describe about an animal that had been chosen before. This time, they did not work in a team, but they had to do it individually. Each student had two minutes to describe the animal in front of the class while the teacher and the rater assessed them. These were the whole activities happened in the fifth meeting.

The teacher gave motivation to the students to give their best in their performance. All students seem so serious in practicing their speaking before being called to perform.

In this section, the teacher called the students one by one to perform their description of animal. They came forward and described about an animal they



have been chosen before. Most of them did it very well. They chose appropriate vocabulary to be used in their spoken text. Their comprehension and fluency were also good. Their pronunciation had improved, proven by just a little error produced by a few students. Their performance might not be 100% perfect, but they showed great improvement than before.

In assessing students' works, the researcher was helped by a rater that was the English teacher from the school. Both the raters used a scoring rubric that prepared by the researcher to assess the components of speaking. Just like in the previous test, the scoring rubric included some aspects of speaking assessment such as: pronunciation, grammar, vocabulary, fluency, and comprehension. The points were also based on speaking assessment from curriculum 2013. It range from one to five, indicating how well students' performance.

The result of this test showed great improvement. Students did the test very well. They spoke confidently and did just a little mistake of pronunciation.

Though they could not reach the highest points of each aspect, they really succeeded in expressing their thought and idea about the description of animal.

Both the raters, as the assessors in this test, deal to give them good score as the appreciation. Furthermore, the scores from both of the rater added and counted to get the average score of each student later on.

After they all had already finished their works, the teacher did a feedback session as the post-teaching. The teacher complemented students' performance which is satisfactory. The teacher also gave correction feedback towards students' error and then continued to gratitude them for their well done performance.

### 4.3 Result on Post-Implementation of the Action

The researcher decided to do the action in four meetings, with one meeting for the preparation and three meetings for the implementation of the game. It was aimed to make the students to be accustomed with the language aspects such as pronunciation and grammar. Besides, it was also for the problem solving of students' difficulties related with the psychological factors such as low of motivation and afraid of making mistakes. By involving students into a fun activity, the students would have more opportunity to speak up and communicate.

As the result, they would also have time to learn about language aspect longer, as they used and practiced the target language while playing the game. Therefore, the teacher-researcher planned to implement the guessing game in three meetings within one cycle.

After implementing the action and conducting a test for reflection, the researcher analyzed students' score on test to know whether or not the guessing game can improve students' achievement in speaking. The assessment was not only limited for their fluency, but also the other aspects of speaking. That assessment came from the total score of several aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension (see Appendix 7).

Each student was assessed based on the scoring criteria. The researcher counted the total score from both raters and then divided it to find out students' score average. The result of the test was satisfying with 27 out of 34 students passed the minimum grade completeness. The rest 7 students could not reach the criteria minimum completeness, but their score was also improved compared with



the score on preliminary study. To be detailed, the whole students' achievement was shown in the appendix (see Appendix 6).

After getting students' score on post-implementation test, the researcher calculated their achievement into percentage to know how many percent the students' improvement after having the treatment. The researcher counted the total number of students who got the score above the minimum criteria completeness (KKM) and divided it with the total number of students who took the test. Then, it was multiplied by 100%.

The percentage of the success was calculated as follows.

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{27}{34} \times 100\% \\ &= 79\% \end{aligned}$$

Explanation:

P: percentage of the success

F: number of students who passed the KKM

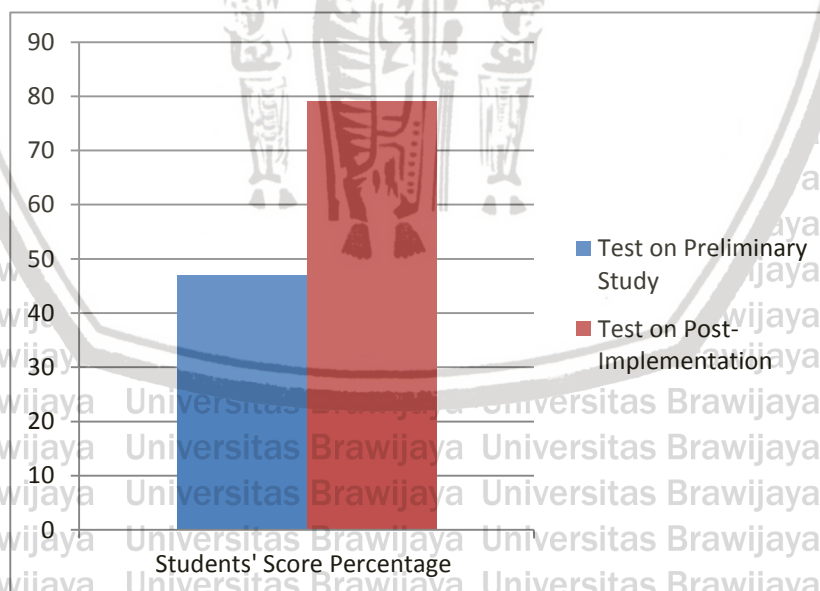
N: number of students who took the test

After organizing the findings from qualitative data and counted the quantitative data from the test, the researcher came to the last step of analyzing data that is drawing conclusion. In this step, the researcher tried to find out whether or not the result of the action research already met the criteria of success.

The first standard that determines the success of this research is the improvement of students' score in the test. After conducting a test in the last

meeting, the researcher got a satisfactory result. Students' score from both raters' assessment in the table (see Appendix 6) showed that students' speaking skill had improved. There were 27 students with score above the KKM and the rest still have lower achievement than KKM. It means 79% of the students succeeded on the test.

As the criterion of success set by the researcher is 75% of the students reached the minimum score, it can be concluded that the action successfully bring the improvement towards students' achievement in speaking skill. Besides, the percentage of students' success on the preliminary study was only 47%. As the percentage of students' achievement on the previous test was not really good, this 79% was really satisfying. The improvement of students' achievement on both tests could be seen in the following figure below.



**Figure 4.1 Students' Score Percentage per Test**



The second criteria which indicates the action research successful is the improvement of students' motivation in speaking by looking at their active participation and involvement in speaking during the lesson. If the total percentage of students' involvement within one cycle reach more than 80%, then the action research is considered succeed. Therefore, the researcher who was helped by the observer noted the students' involvement during the game, both as the guesser and as the team who described the object. The participation had been observed in three meetings while the guessing game was played.

The researcher who was helped by an observer, observed the students' attitude and active participation during the teaching and learning process with the implementation of guessing game. The researcher asked the observer to note students' participation by counting and noting the groups who came forward to describe the object and the groups who were active in guessing the object. As the researcher would appreciate students' involvement and give them rewards in the end of the game, it was important to note their participation. Besides, the main functions of taking note was to measure students' participation and get the data whether or not students' motivation in speaking already improved. The observer only noted the participation in team, but it can be seen how many students were involved as the number of each team was constant.

Based on the field notes taken by the observer, students were enthusiastic when they did the game and get involved both as the team who gave description and as the guesser. In the second meeting, when the students played the game for the first time, there were five teams got chance to describe the object. It means

that there were around 15 students participated on the main role. And the rest of the teams just get enthusiasm in guessing the objects.

In the second time of the game, the participation was increased. There were seven teams involved in describing the objects through guessing game. Thus, the amount of students' participation was added into 21 students. The participation of the other teams who played role as the guesser was high as well. There were enjoyed the game and tried their best to guessed the object.

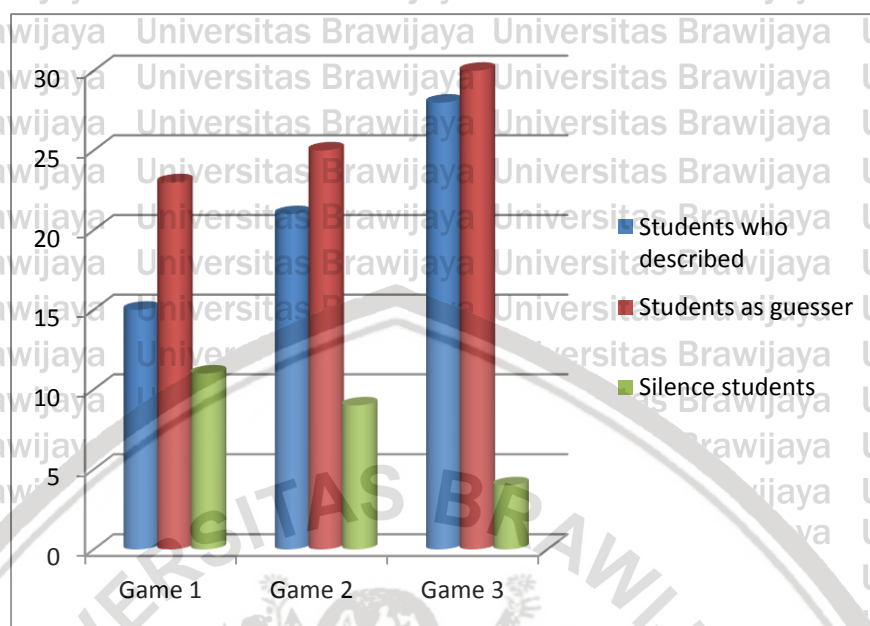
And for the last game, the participation reached into nine teams. It means from the total 34 students, there were around 28 students gave their description.

The researcher calculated the percentage of students' participation as follows.

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{28}{34} \times 100\% \\
 &= 82\%
 \end{aligned}$$

From the calculation above, it can be assumed that students' motivation in speaking improved as their participation during the lesson was high. Moreover, their active participation frequently increases in every meeting of the action. It showed that the implementation of guessing game could make the students enjoy and pleased in expressing their idea. To be detailed and get a better view, the researcher presented the students' improvement of active participation in the following figure below.





**Figure 4.2 Students' Active Participation during the Game**

#### 4.4 Reflection of the Cycle

After implementing the guessing game for several meetings and conducting a test, the reflection was done. In this phase, the researcher reviewed and analyzed the action within one cycle and infers that the implementation of guessing game gave a satisfying result to students' speaking ability and their active participation.

The positive impact was seen both in the teaching learning process and in the result. As the observer noted, the students spoke up more and communicated well during the game because the atmosphere was good enough to practice their language skill. They were more confident to express their idea, as they had to compete with their friends. Then, their speaking skill was improved day by day because the teacher gave fully attention to their performance during the game. As the result, they got much exposure and their mistakes were decreased. It affected

students' performance during the test on the post-implementation. Students' performance was well, and both the raters agreed to gave them good marks. As the result of those improvements, the implementation of guessing game was already met the criteria of success, both from the final result of students' test and the result from the process (students' active participation). Therefore, the researcher deals to stop the action into one cycle only and this action research was successfully accomplished.

