

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter describes and discusses the data collected from the research. Research findings, findings from questionnaire, the difference score between pre-test, cycle I and cycle II, discussion.

#### **A. Research Findings**

Before conducting the research, the researcher held classroom observation and interviewed the English teacher and the students to gather the information of the speaking teaching and learning process of grade XI at Thampityakhan School. The interview with the teacher was carried out on January 09<sup>th</sup> 2019. While the classroom observation was done on January 11<sup>th</sup> 2019 in XI class and was continued by conducting interviews with the students after class. To support the result of classroom observation and interviews, a pre-test was also conducted to gain the students speaking scores on each aspects of speaking, such as fluency, pronunciation, and vocabulary, and to get a clearer description of the students' speaking skills.

##### **1. Identification of the problem**

Before the researcher implemented the research, she had conducted pre research. In conducting the pre research, she interviewed the English teacher to know the condition of the students, distributed the questionnaire to the students, observe the teaching learning process in the classroom, and gave

pre-test. Based on the result of pre-observation, the writer found some problems as follows:

- 1) students had low vocabulary mastery. It is proved by: first, the students found it difficult to pronounce the words correctly. Second, they have difficulty to remember the meaning of words. Third, the students found it difficult to use vocabulary words.
- 2) The classroom situation was not alive. It is proved by: They felt bored and became inactive in the teaching learning process; second, the student's attention and motivation was low; third, the students were noisy in English class.

From the preliminary study, the researcher also knew that the students in XI class at Thampityakhan School in the academic year 2019/2020 had problem in speaking, in this case speaking skills. Many students got lower score than criteria of success (KKM), the criteria of success of English in Thampityakhan School is get score 75 minimums and the target of the criteria of success were 75% among the whole member of XI class who, 11 students as the sample of this research. Due to the students were less motivation to follow the process of teaching and learning speaking, and they had poor ability to conversation in daily activity. The researcher also gave pre-test before implemented cross talk as the method in teaching and learning speaking.

The data of the students speaking test score in preliminary study was shown, students passed 5 students and they were failed 6 students. The table and figure shown the data of pre-test:

**Table 1**  
**SCORES OF THE STUDENTS· PRE TEST**

No	Name	Score	Note
1	ND	80	PASSED
2	AD	40	FAILED
3	RW	40	FAILED
4	SA	75	PASSED
5	RK	75	PASSED
6	MM	80	PASSED
7	TN	50	FAILED
8	RS	75	PASSED
9	NE	30	FAILED
10	NW	35	FAILED
11	WH	45	FAILED
<b>Total</b>		<b>625</b>	
<b>Mean</b>		<b>56.81%</b>	
<b>Percentage Of The Success</b>		<b>45.45%</b>	

From the analysis table score above, the researcher analyzes the data as below:

$$P = \frac{\text{Total student who get score 75 minimum}}{\text{Total student in the class}} \times 100\%$$

$$P = \frac{5}{11} \times 100\%$$

P= 45.45%

The data of the students speaking test score which they were got in the preliminary study indicated that speaking score of 6 students was below criteria of success. There were only 5 students got good score, it was higher than criteria of success, and there were 6 students got the poor score. So, the students got success was 45.45 %. From data above showed that students achievement in speaking still poor.

## 2. Implementing the Action Research

### a) Findings from Cycle 1

#### 1. Planning

Before doing the action in first cycle in this research, the researcher designed the planning. Moreover, all of stages in this planning were discussed to the English teacher on January 09, 2019. It should be made in order to help the teacher to know the students need in speaking and to motivate the students to follow lesson in the class. The lesson plan was arranged and developed based on the second semester program. Besides, the researcher needed to prepare instruments of speaking skill and get information of criteria of success from the English teacher. There were 11 students joined in the class. The students decided into 2 group, every group did the same speaking task, and

given the same text and same title of text by the researcher, and then the students read the text in a group.

### 1.1 Preparing the Lesson Plan

For designing the lesson plan, the researcher and the collaborator teacher discussed about the strategy, the materials, teaching media and research instrument that used in implementation, the researcher also determined standard competence, basic competence and indicator aim of teaching and learning process, and assignment. In implementation, the researcher used time in two periods, there were about 40 minutes in every meeting.

### 1.2 Preparing Instructional Materials

For preparing the materials, the researcher used instructional materials daily conversation text from the text book which given by the collaborator teacher. The researcher also taken the materials from internet to add the materials.

### 1.3 Preparing Teaching Media

The media which used by the researcher here was whiteboard media. The researcher created the daily conversation text in whiteboard. used for making students interest in speaking.

#### 1.4 Designing Post-test

Post-test was a means to assess students' achievement after they had sufficient opportunities for learning. The result of the post-test was for assessing the success of the students and making adjustment in the lesson plan for the next cycle.

### 2. Action

#### 1. Meeting 1

Meeting I was administered according to the schedule, that was on Wednesday, January 09, 2019. The teacher opened the class by greeting to the students, checking the student's attendance, and also motivating the students to follow the teaching and learning process seriously. The teacher started the lesson by giving questions about the material in order to stimulate the students. The teacher asked the students about what they know related to speaking skills. From the students answers the teacher knew that some of them had understood about the speaking skills, but they could not mention the function, the linguistic features, and rhetorical steps of speaking skills. Then, the teacher explained about the speaking skills to them.

After that, the teacher showed a conversation as the example, in this case the teacher took a conversation about expressions of thanking, that is fable. Then the teachers asked them to read a loudly two students for in front

of class. In meeting I of the first cycle, the teacher still gave the students speak with partner.

Before closing the class, the teacher asked the students difficulties during teaching and learning process, the students could ask their difficulties to the teacher. The reinforcement by giving the conclusion about the material also was done by the teacher to the students. Then, she closed the class by praying and saying goodbye to the students.

The field note was one of the observation data before implementing actions in class XI. Based on the data in the observations, there were some existing problems in the English teaching and learning process faced by the students of Thailand grade XI. Those identified problems are presented below.

**Table 2**

**Lists of Existing Problems in the Field**

No	The Field Problems
1.	The students were not ready to learn English.
2.	Most of the students were not paying attention to the teacher.
3.	Some of the students were busy with their own activities.
4.	The students were afraid when the teacher asked some questions, especially in English.
5.	The students were afraid of speaking in English.
6.	It was difficult for the students to answer simple questions orally.

7.	The students talked to each other when the English teaching and learning process was still going on.
8.	The students could not understand what the teacher talked about and explained in English.
9.	Students are not overly interested in English subject learning.
10.	Some students face difficulties in saying a few words.
11.	The students are only silent to answer the teacher's questions especially in English.
12.	Students cannot carry out simple dialogs smoothly.
13.	Most students lack motivation to learn English.
14.	Students face difficulties in choosing appropriate expressions under certain conditions.
15.	Students only have worksheets or worksheets for their reference.
16.	Schools have multimedia classes but are rarely used.
17.	Passive student
18.	Students always want to rest and go home early.

The second step, after conducting observations, was holding interviews with the students. From the interviews, the students mentioned that speaking was the most difficult skill to master than others. They also said that English was not their mother tongue. They preferred speaking in Melayu or Thai to English.

They thought English was a difficult subject so they lacked confidence to speak English. Most of them said that they were shy to speak English because they faced difficulties in pronouncing some words. They were not



interested and sometimes felt bored with the teaching and learning of English in the class.

## 2. Meeting 2

Then, the administration of meeting II was on Sunday January 09, 2019:07.00 a.m Meeting II was administrated to teach speaking skills by using activity based English learning. The teacher opened the class by greeting to the students, checking the student's attendance, and motivating the students to follow the teaching and learning process seriously. The teacher asked some questions to the students to review the materials in previous meeting. For example, "What is Speaking Skills?" and "Can you explain about speaking skills?". It was to know whether the students still remember the previous lesson or not.

## 3. Meeting 3

The third meeting was conducted on Wednesday, January 16, 2019: 10.00 a.m. The researcher started the lesson by greeting the students and checking the students' attendance. Then she reviewed the lesson of the latest meeting. The researcher asked the students a few questions that are taught in the previous lesson to find out how well they remembered the lesson.

The last meeting conducted on Wednesday, 2019. In meeting IV, teacher gave post-test of speaking. At the end of meeting IV, the teacher asked the students difficulties during teaching and learning process, especially the teacher gave opportunity to the students into get difficulties.

The data of the students speaking test score in cycle 1 was shown. That there were 11 students passed. The table 4.2 and Figure shown the data of post-test 1:

**Table 3. SCORES OF THE STUDENTS' POST TEST (CYCLE 1)**

No	Initial	Score	Note
1	ND	75	PASSED
2	AD	75	PASSED
3	RW	80	PASSED
4	SA	60	FAILED
5	RK	80	PASSED
6	MM	70	FAILED
7	TN	85	PASSED
8	RS	80	PASSED
9	NE	65	FAILED
10	NW	55	FAILED
11	WH	85	PASSED
<b>Total</b>		<b>810</b>	
<b>Mean</b>		<b>73.63%</b>	
<b>Percentage Of The Success</b>		<b>63.63%</b>	

From the analysis table score above, the researcher analyzes the data as below:

$$P = \frac{\text{Total student who get score 75 minimum}}{\text{Total student in the class}} \times 100\%$$

$$P = \frac{7}{11} \times 100\%$$

$$P = 63.63 \%$$

From the reflection of the observation result, the writer concluded that the implementation of teaching English using activity based English learning was able to enhance the students' speaking skills. The teacher however still found several problems about pronunciation in the first cycle, so he needed to conduct the second cycle. The problems in cycle one should be solved. It seemed necessary for her to use the same method but in different way.

### 3. Observing

The observation of the implementation process of cycle I was conducted using observation sheet to evaluate the technique applied by the teacher, to observe the teacher's activities and the student's activities in the instructional process. The result of observation in cycle I showed that the teacher followed the step completely, and the students learned enthusiastically in the class.

From the observation, the students looked interest, they were able in answer when the teacher asking in English. The students also looked active,

they always try answer the teacher's asking. Then, students looked focus in learning speaking. They tried speak up not shy.

**Table 4: Observation of Teaching and Learning Process in Cycle 1**

<b>Aspect Students activities</b>	<b>Comment</b>
1. Student gives response to the teacher's greeting	The teacher had better point a student to answer rather than let them answer all at once.
2. The activities of Teaching and Learning Process	The teacher had better point a student to answer rather than let them answer all at once. Besides, in the end of the meeting the researcher often forgot to review the lesson and let the students asks questions.
3. Student pays attention to the teacher's explanation	Teacher asks the students to map out the names or attributes of the characters, the setting, the main event and the ending of selection
4. The use of language	The researcher still very often used Thailand and Melayu language when giving instruction to the students.
5. Asking students to accessing a dictionary.	To be able to speak, the richness of vocabulary was also important. However, they still lacked vocabulary mastery and there were only few students in the classroom consulted a dictionary. Most students just relied on the teacher by asking her directly about the meaning of some English words.
6. Classroom Management	The researcher was less firm in controlling the students. He should be more firm in giving punishment to the students who made noise and did not pay attention to the lesson.
7. Student starts the game by making conversation using English with their chair mate	The researcher give some game about conversation.
8. Classroom situation	The researcher give a lot feedback to the students.

9. Giving a handout for daily materials.	The teacher always taught the students using <i>LKS</i> of which the materials were not interesting. The students simply did the exercises in the <i>LKS</i> which did not provide the students adequate speaking practices.
10. Giving feedback on students' performance.	Most students hesitated to express their ideas as they were afraid of making mistakes. The students still had difficulties in pronunciation and grammar.
11. Implementing speaking based activities.	Most students were less confident to speak because they were afraid of making mistakes. Not only having difficulties in expressing ideas, they also often mispronounced some English words.
12. Using activity based English learning in teaching and learning process of speaking.	Media were absent in the teaching and learning process. Thus, the students were easily bored, not interested and motivated during their learning.
13. The use of media	The use for media was good enough and could help reinforce the explanation of the materials. The use of media was good and can help presenting the material more easily.
14. Teacher's technique in delivering the materials	The researcher gives interesting pre-activities to attract the students' attention. The materials taught had fitted the learning objectives.
15. Teacher makes a conclusion of the previous learning process	Students pay attention.

Based on the observer's field notes, the researcher realized that he still had many weaknesses. Although the second meeting was better, there are still some weaknesses that should be fixed in the next cycle.

#### 4. Reflecting

Reflecting implemented based on the analysis of data from observation and evaluation activities. Reflections conducted to determine the extent to which media can enhance students speaking skills and to know the advantages and

disadvantages of the implementation of learning process which has been implemented to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle.

## **b. Findings from Cycle 2**

### **1. Planning**

The reflecting in the first cycle is used as a guidance to make and revise planning in the second cycle and the different design between Cycle 1 and Cycle 2 as follows: Cycle 2 was carried out through the same procedure and time allocation as the cycle 1. But, the researcher designed it with different strategy. This planning conduct on January 20, 2019 after post-test in cycle 1.

On the first cycle, the teacher asked the students to conversation with partner. Then, teacher asked the students retell one by one. The result of it the students had problem to retell the story about yourself. They did not speak up completely and just copied and pasted text words. Thus, the teacher made new strategy for the next cycle. She did same instruction for each student on cycle 2, the researcher asked students to read carefully with found the meanings of the difficult words. Therefore, the students could comprehend by understanding in every words and sentences.

And then to make it easier, the researcher gave a helping word in each detail of the speaking skills. Therefore, the students easier understood then they were able to retell in their own words.

In this stage, the researcher prepared a lesson plan which consisted of three meetings. The material for teaching speaking by using activity based English learning method was about conversation.

### 1.1 Preparing a lesson plan

The researcher prepared a lesson plan which was determined by standard competence, basic competence, and indicator of the teaching learning process.

Furthermore, the time allotment in every meetings was the same as cycle 1 that was 40 minutes.

### 1.2 Preparing Instructional Materials

In the cycle 2, the researcher used the material with different title text from in the first cycle, the researcher took the conversation about “Choosing a Good Restaurant” from internet, because the materials more interest and has more option to choose by the researcher. In this cycle, the researcher chooses “Choosing a Good Restaurant” as the tittle.

### 1.3 Preparing Teaching Media

In the cycle 2, the researcher still used daily conversation text in whiteboard as teaching media to applying speaking skills method.

## 2. Action

### 1) Meeting 1

The administration of meeting I was on Sunday January 20, 2019: 07.00 a.m. The teacher opened the class by greeting to the students, checking the student's attendance, and motivating the students to follow the teaching and learning process seriously. Then, the teacher reviews the previous lesson and gave the questions related to the material in order to remembering the students about the material given and the students answered the question orally.

Next, the teacher showed a text of conversation, in this section the researcher gave a dialoged of about "Choosing a Good Restaurant" in order to stimulate the students because this dialoged easy to understand. So they could understand the content of the story. Then, the students read the dialoged silently, and they asked the teacher when they find difficulties. Teachers asked them to find difficult words in dictionary. The teacher gave a question about dialoged. The teacher's question was: "Can you understand about this dialoged?". And one by one student answers orally.



Then, the researcher gave some dialogues to speak in front of the class. The teacher asked them to have a conversation in front of the class. 11 students have done already to speak the dialogues, and they practice it. Time is over and the teacher asked them to continue in meeting II. Then, she closed the class by saying goodbye to the students.



Picture 4.1 & 4.2 (Conversation in front of class)

## 2) Meeting 2

Meeting II on Wednesday January 23, 2019: 10.00 a.m. Meeting II was administrated to continue the previous cycle. The first, the teacher opened the class as usual by greeting to the students, checking the students' attendance, and motivating the students to follow the teaching and learning process seriously.

Then, the teacher asked them some questions related the previous material in order to stimulate the students. The teacher called the students one by one to retell how about study English by using activity based English. in front of class. Teacher asked them to retell in their own words. After finish, the teacher the class by giving the opportunities to them who has the problem in speak. Then, the teacher say goodbye the students as the closing.

## 3) Meeting 3

Then, the teacher conducted meeting III on Sunday January 27, 2019: 07.00 a.m. In this meeting teacher gave post-test. The teacher asked to students make a dialogue about Ordering Food and Drinks and asked students to presentation in front of class one by one. The data of the students speaking test score in cycle 2. The table 4 and figure shown the data of post-test:

**Table 5**  
**SCORES OF THE STUDENTS' POST TEST (CYCLE 2)**

No	Initial	Score	Note
1	ND	80	PASSED
2	AD	90	PASSED
3	RW	95	PASSED
4	SA	85	PASSED
5	RK	85	PASSED
6	MM	75	PASSED
7	TN	95	PASSED
8.	RS	80	PASSED
9.	NE	65	FAILED
10.	NW	85	PASSED
11.	WH	70	FAILED
<b>Total</b>		<b>905</b>	
<b>Mean</b>		<b>82.27%</b>	
<b>Percentage Of The Success</b>		<b>81.81%</b>	

From the analysis table score above, the researcher analyzes the data as below:

$$P = \frac{\text{Total student who get score 75 minimum}}{\text{Total student in the class}} \times 100\%$$

$$P = \frac{9 \times 100\%}{11}$$

$$P = 81.81\%$$

Post-test of cycle II shows that there were any improving the students speaking skill. In fact, there were 2 students failed, 9 students passed. It means, there were 75 % students got success. During the implementation, observation

was also conducted to collect the data about teachers and student's activities. Based on the observation of the teacher's activities, the teacher can implement the method in teaching learning speaking was very good based on the prepared planning.

And based on the observation of the student's activities, it was found that there was a good result. The students were more interesting with the lesson and they could speak in daily activities, they listened the teachers' explanation carefully, and the students did activity that teachers ordered. By the observation above, the second cycle indicated that the students looked more serious and active joining the teaching and learning process.

## 2 Observing

In this research, the researcher also took on observation in the data collection. This conduct on February 03, 2019. The findings from the observation were the researcher found information about the condition of the class, the students responds about this method and also how the researcher implement the speaking skills in teaching and learning speaking ability.

In cycle 2 the students interested were increased, they felt enjoy and happy with speaking. The researcher explained the rule of the speaking skills clearly so they could do it well. And the condition of the class more seriously.

In cycle 1 showed that students speaking achievement increased but the researcher found weakness in cycle, students still confused and students speaking achievement still 45 % students passed the test. Then, in cycle 2 showed that students more seriously, understand and there were 81 % students passed the test among 11 students.

### 3 Reflecting

From the analysis of the teaching and learning result on February 06, 2019 it could be concluded that there were some evidences showing that the criteria of success were achieved. First, the students were more active in speaking class during the implementation of the student's activeness increases. Second, all of the students could finish the speaking test based the time was given.

Third, based on the cycle II, there was 81% among the whole member of the XI class passed. It means that the research was achieved. The improvement in students speaking skill by using Activity based English learning especially in speaking dialoged conversation with partner indicated this research was successful, and the students speaking skill can be enhancing. The researcher concludes that there was significant enhance on the nine grade student's skill in speaking using activity based English learning at Thampityakhan School, Pattani Thailand. The student's skill indicated that

using activity based English learning in two cycles were effective to increase the students speaking skill in conversation. So, the cycle was stop.

## B. Findings from Questionnaire

The students' responses towards the activities were also positive. The following table is the result of the first questionnaire filled by the students.

**Table 6: The Questionnaire Result on the student's classroom activities**

No.	The description of students activities	Checklist					Total Score
		1	2	3	4	5	
1.	I like learning speaking English by using Activity based English learning.					<input type="checkbox"/>	5
2.	I enjoy learning English speaking skills by using Activity Based English learning.					<input type="checkbox"/>	5
3.	After learning speaking skills by using Activity Based English Learning I was more motivated in learning speaking English.				<input type="checkbox"/>		4
4.	I was always active in every meeting during learning speaking skills by using Activity Based English learning.				<input type="checkbox"/>		4

5.	Activity Based English learning thought me much about how to make a good dialog conversation.						□	5
6.	By using Activity Based English learning , I can open and close a dialog conversation.						□	5
8.	I had many problems in speaking English before learning, speaking skills by using Activity Based English learning						□	5
9.	After learning speaking by using Activity Based English learning , I have solved my problems in speaking English such as, vocabulary, pronunciation, grammar, and so on.						□	4
10.	I ask someone who knows more than me to correct me.						□	3
11.	At home I make lists of words and I study them.						□	3
12.	I try to translate what is being said to me at the very moment.						□	4
13.	Before speaking skills, I think what I am going to say in English.						□	4



14.	When I speaking skills with my friends, I pay attention to the grammar I use.						4
15.	When we do speaking skills activities in the English class, I try to participate as much as I can.						4
16.	When presentation in front of class makes me afraid.						5
17.	Do you often speaking with friends in the class.						3
18.	English speaking skills should become more common in the world.						5
19.	I always use English when I discussion in the classroom.						3
20.	I try to do homework or study English together with someone.						3

**Table 7:**

The Qualification of the Students' Activeness and Respond Percentage for Each Indicator

PERCENTAGE	CRITERIA
0% - 39%	Poor
40% - 59%	Fair
60% - 74%	Average

75% - 84%	Good
85% - 100%	Excellent
$\frac{73}{50} \times 100\% = 146\%$	

In this research, the teacher and the collaborators determine criteria of successful action. The action's success is based on observation, questionnaire and interview. If the observation result shows 75% of the students' activeness in teaching and learning process, the questionnaire shows 75% of students' state "Yes" toward the learning style and interview result shows the students give positive response or argument of their feeling in joining.

### C. The difference Score between Pre Test, Cycle I and Cycle II

The table of the difference score preliminary study, cycle I, and cycle II can be seen in table below:

**Table 8: The students score among preliminary study, cycle I, and cycle II**

No.	Initial	Student's Score		
		Pre-test	Post-test cycle 1	Post-test cycle 2
1.	ND	80	75	80
2.	AD	40	75	90

3.	RW	40	80	95
4.	SA	75	60	85
5.	RK	75	80	85
6.	MM	80	70	75
7.	TN	50	85	95
8.	RS	75	80	80
9.	NE	30	65	65
10.	NW	35	55	85
11.	WH	45	85	70

From the data score of the preliminary study, cycle I and cycle II were shown that the students speaking skills enhancing. The improvement in students speaking skills by using activity based English learning especially in speaking indicated this research was successful, and the students speaking skill can be improving.

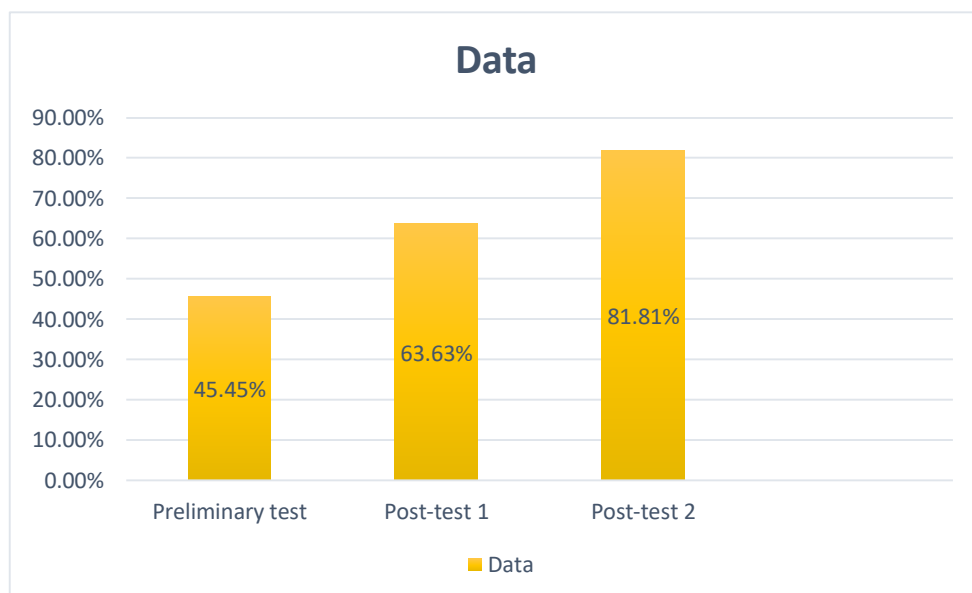
#### **D. Discussion**

From the data of the preliminary study, cycle I, and cycle II were shown that the students speaking skill enhancing. In the preliminary study, there were 6 students could not reach passing grade, and 5 students got good score. It means, there were 15% students got success. It can be said that student's achievement in speaking skill

poor. They need some methods or strategies to increase their achievements in speaking. Then in cycle I, there were 20 students could not reach the passing grade, and 11 students passed. It means, there were 33% students got success. It can be said that there was increasing in students speaking achievement from preliminary to cycle I. And in cycle II, revealed that has some students could not reach the passing grade, and 29 students reach the passing grade. It means, there were some students got success. So, it was clear that speaking skills by using activity based English learning method can improve students speaking ability.

Students achievement from preliminary study, cycle I, and cycle II can show as follow:

**The students score in preliminary study, cycle 1, cycle 2**



From the diagram above we can see the improvement of the student's average score from the preliminary study to cycle two. The number of students who passed the test also shows the significant increase. Therefore, it is essential to know the achievement of each student.

Diagram above showed the students achievement in preliminary, there were many students got low score. Then, in cycle I, there were many students got standard score. And in cycle II, there were many students got high score.

In means, there was increasing students score from preliminary test, cycle I and cycle II. From the data achievement above, it could be concluded that the effect of the implementation of the method in cycle 2 was better than in cycle 1 and preliminary study. It means that the implementation of the activity based English learning method could improve the student's achievement in speaking.

Beside, from student's achievement, the researcher also observed student's attitude in speaking class. In conducting activity based English learning method at the class, students looked having spirit to join in speaking class. They looked enjoy and focus learning speaking. They interested to join in apply this method. It activity based English learning method effective in teaching English, especially teaching speaking.