CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the result of the research based on the actions that were implemented by the researcher in the class. The explanation of the result of this research is divided into two sections: research finding and discussion.

A. Research Findings

In this study, the class action research carried out in 2 cycles and procedures. It covers four stages: planning, implementing, observing, and reflecting. Before presenting the procedures, it starts from presenting preliminary study. Preliminary study was done before conducted the class room action research. It was done to know the students' problems in the process of teaching and learning speaking class. The finding can be explained as follows.

1. Reflection cycle 1

This part shows the description of cycle 1 that used Story Completion as the technique in teaching speaking. This activity held on March 13rd 2017 and finish on March 18th 2016. In cycle 1, the researcher collaborated with the other teacher. In this research, the other teacher as collaborator observed the teaching learning process from beginning until the end the lesson. The observer used observation sheet that given by the researcher as the instrument of the study. Observation was done at the same time with the implementation of Story Completion strategy to know the students' activity and the students' improvement

in speaking class. The collaborator gave sign in the provided column suitable with his observation. The objective is to know the cover activities were done in the lesson plan or not. Announced the result of cycle 1's speaking test. Students decided into some group to tell the story based on the theme chose. Before telling their story, the teacher is tell about the starting description of the story, so the students can continue the story based on their group discussion result they prepare before.

The test on cycle I was administered on the fourth meeting. The detailed parts of the analysis and findings of the implementation of the action during the first cycle were done to see whether this first cycle was successful or not. Both researcher and teacher analyzed the data taken from the post-test activity in cycle 1. The result of cycle 1 can see in the table below:

Table 4.1 The result of students' speaking test on cycle 1

No.	Students' Initial Name	Aspects				Total (ΣN)	X	Classified
		C	A	F	P			
1.	AND	4	3	4	5	16	80	Passed
2.	ARR*	3	2	3	4	12	60	Failed
3.	RIN*	3	2	3	3	11	55	Failed
4.	FA	4	3	3	5	15	75	Passed
5.	GS	4	3	4	4	15	75	Passed
6.	IR	3	4	3	4	14	70	Passed
7.	KAU*	3	3	3	4	13	65	Failed
8.	LZ	4	3	4	4	15	75	Passed
9.	LS*	3	2	3	4	12	60	Failed
10.	MR*	2	3	3	4	12	60	Failed
11.	MU*	3	3	3	4	13	65	Failed
12.	MN	4	3	3	4	14	70	Passed
13.	MFM	4	3	4	4	15	75	Passed
14.	MSH	4	3	4	5	16	80	Passed
15.	MFR*	3	3	3	3	12	60	Failed

16.	NI	4	3	3	4	14	70	Passed
17.	OWA	4	4	4	5	17	85	Passed
18.	RPAM	4	3	3	5	15	75	Passed
19.	SF	4	4	4	5	17	85	Passed
20.	SW*	4	3	3	3	13	65	Failed

*) Students who failed in test

From the table above, can be seen that there were 12 students who got score $\geq$ 70 and 8 students who get score $\leq$ 70. In short, 12 students passed the test and 8 students failed because they could not achieve the Minimum Completeness Criteria (KKM). The percentage of success of the students' speaking test in cycle 1 can be seen by calculating the formula as bellow:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{12}{20} \times 100\% = 60\%$$

Notes:

P = Percentage of success

F = The number of students who passed the test

N = The total of students who followed the test (20)

From the result above, the students who passed the speaking test-1 were 60% and 40% were unsuccessful. Whereas, the criteria of success that had been determined were 75%. It means that the test result could not achieve the criteria of success.

After the test have done, the researcher distributing the questionnaire to the students. The researcher gave some items in questionnaire to know the students' development during teaching and learning by observing how their

response feeling and students' opinion related to the speaking learning by using

Story Completion. The result of questionnaire can be seen in the table as follow:

Table 4.2 The Result of the Students' Questionnaire in Cycle 1

No.	Questions	YES	NO
1.	Do you like learning English speaking by using this technique?	77,14%	22,86%
2.	Do you think that this technique, you can learn speaking easier?	74,28%	25,72%
3.	Do you think that by this technique, you can understand better of how to produce an utterance for having conversation?	80%	20%
4.	Are you shy to practice (Completing Story) this technique in front of the class individually?	71,42%	38,38%
5.	Do you enjoy in teaching, learning, and exercising speaking through this technique?	60%	40%
6.	Do you think that by this technique, you can increase your ability in speaking?	80%	20%
7.	Do you think that this technique will be useful for you at next grade?	82,85%	17,15%

From the result of questionnaire above, the researcher conclude that the

strategy needs some improvements. It causes the percentage of students'

questionnaire in about students' enjoyable was categorized average. Students

enjoyable still need little improvement. It is because; the students still got an

inhibition during practice. In short, their difficulties in learning and exercising

Story Completion were not made them enjoy.

By analyzing the result of observation checklist speaking test and the questionnaire, English teacher found some problem, the problem were as follow:

1. Class should be conducive during teaching learning process, before the researcher started the activity. There are 3 female students shouted that make noisy. Then, 3 male students shouted and made the whole class being noisier. The researcher would be control the class well in the next cycle.

2. When the activity teaching learning progress, the researcher found some students were passive in grouping. They not fully join in group. It was the duty of the researcher to give motivation and more attention toward the student in order to have a will or interest to join in the group. It can be asked their problems in joining the speaking class.

3. Time management was very important factor in teaching learning process. The students need longer time to make narrative text. So the researcher should manage and provides the time perfectly in next meeting.

4. Students faced difficulties to use the simple past tense in speaking class. The researcher used game and quizzed to change the verb 1 into verb 2.

5. Speaking technique using Story Completion is new learning technique that they just know. So, some of students feel confused. In the next cycle the researcher provide a better explanations about the Story Completion

6. The researcher must be manage the time in teaching learning process.

2. Modification of Strategy

Cycle 2 was conducted through the same procedures and time allocation as the cycle 1. Based on the result of students' speaking, the students got difficulties to get a conclusion of their speaking of the fable story based on the example and they also got difficulty to use the past form of verb in the past event. Thus by providing different material by modifying the way of giving example and modifying the topic. The researcher gave example using video and gave the copied picture of the material then displaying the material using power point. The topic researcher used in this cycle is fairy tales. In this example, the researcher asked students to continue just the resolution. So it made students easier to continue. In cycle 2, the researcher mentioned the score of each student.

3. Reflecting Cycle 2

The second cycle started on March 20th 2017 and finish on March 25th 2017. In the cycle 2 the teacher taught speaking class by using same strategy as previous cycle that is Story Completion and using different topic, it is "Cinderella" as Narrative text. This activity makes the students enjoy the lesson more than before. They worked in the groups and did their roles better than before.

The teacher asked the students to repeat the previous material. The researcher offered knowledge to know steps and characteristics of Story Completion technique. The teacher gave stimulation before started the material by

asking the students "have you ever heard about Cinderella?". Next the researcher gives more explanation about kind of narrative text and introduced new topic as narrative text then gave the orientation and the complication about "Cinderella".

The students divide into the groups like in the Cycle one. The member of group was the same with the cycle 1. In the second cycle, the researcher prepared the task to do the students in the group. Each student in the group was given a task to make a brain storming of the continued story and that have to be done in 30 minutes. The researcher provides instruction to students to held discussion in did these tasks. During the discussion and doing the task, the teachers around from one group to another to check students understanding, provide direction, and provide assistance to groups who have difficulties. Then the researcher asked the students to present their work in their group and other students have to respond.

Furthermore the researcher around to each group and give the correct answer from the students' task and difficulties in doing the task. Each group gave an assessment of the group score. In the last meeting, the students have to continue a story about "that consist two paragraphs in the cycle 2. After finished doing the post-test, they were asked to fill out a questioner to determine their learning activity score based on their recognition. Then the researcher and the students make a reflection of their learning activities that have been conducted, and concluded the material.

In the cycle 2, the collaborator did observation during the teaching learning process of speaking class. The result of the observation is written down

in observation sheet given by the researcher like in cycle 1. The English teacher gave sign in the provided column suitable with her observation. The objective is to know the cover activities were done in the lesson plan or not. The result of the observation in cycle 2 showed that all activities done by the students and the researcher.

The result of cycle 1 can see in the table below :

Table 4.3 The result of students' speaking test on cycle 2

No.	Students' Initial Name	Aspects				Total (ΣN)	X	Classified
		C	A	F	P			
1.	AND	5	4	4	5	18	90	Passed
2.	ARR*	3	3	3	4	13	65	Failed
3.	RIN*	3	3	3	3	12	60	Failed
4.	FA	4	3	4	5	16	80	Passed
5.	GS	4	3	4	4	15	75	Passed
6.	IR	4	4	3	4	15	75	Passed
7.	KAU	4	3	3	4	14	70	Passed
8.	LZ	4	4	4	4	16	80	Passed
9.	LS*	3	3	3	4	13	65	Failed
10.	MR	3	4	3	4	14	70	Passed
11.	MU	4	4	3	4	15	75	Passed
12.	MN	4	4	3	4	15	75	Passed
13.	MFM	4	3	4	4	15	80	Passed
14.	MSH	4	4	4	5	16	85	Passed
15.	MFR	4	3	3	4	14	70	Passed
16.	NI	4	3	3	4	14	70	Passed
17.	OWA	4	4	5	5	17	90	Passed
18.	RPAM	4	4	3	5	15	80	Passed
19.	SF	5	4	4	5	18	90	Passed
20.	SW	4	3	4	4	13	75	Passed

*) Students who failed in test

From the table above, in can be seen that there were 17 students who got score $\geq$ 70 and 3 students who get score $\leq$ 70. The percentage of success of the students' speaking test in cycle 2 was calculated as bellow:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{17}{20} \times 100\% = 85\%$$

Notes:

P = Percentage of success

F = The number of students who passed the test

N = The total of students who followed the test (20)

From the result above, the students who passed the speaking test-2 were 85% and 15% were unsuccessful. Whereas, the criteria of success that had been determined were 75%. It means that the test result could achieve the criteria of success. So, the speaking test in cycle 2 was successful.

Like in cycle 1, the researcher distributing the questionnaire to the students after the test have done. The researcher gave some items in questionnaire to know the students' development during teaching and learning by observing how their response feeling and students' opinion related to the speaking learning by using Story Completion. The result of questionnaire, can be seen in the table as follow:

Table 4.4 The Result of the Students' Questionnaire in Cycle 2

No.	Questions	YES	NO
1.	Do you like learning English speaking by using this technique?	87,57%	12,43%
2.	Do you think that this technique, you can learn speaking easier?	87,71%	12,29%
3.	Do you think that by this technique, you can understand better of how to produce an utterance for having conversation?	94,28%	5,72%
4.	Are you shy to practice (read aloud) this technique in front of the class continually with your group?	17,15%	82,85%
5.	Do you enjoy in teaching, learning, and exercising speaking through this technique?	86,71%	134,29%
6.	Do you think that by this technique, you can increase your ability in speaking?	88,57%	11,43%
7.	Do you think that this technique will be useful for you at next grade?	94,28%	5,72%

From the result of questionnaire above, the researcher knows that there is an improvement of the students during teaching and learning process. It can be seen from the result of students' percentage between cycle 1 and cycle 2. In cycle 1 the result of students' response percentage was categorized average. Especially in students' enjoyable during teaching, learning, and exercising is need revise to improve it and in cycle 2 the result of students' response percentage was categorized good until very good in some items. It showed that there is significant improvement.

The reflection stage was conducted to evaluate which the Story Completion can improve students' speaking ability in narrative text. Based on the

students test, the result of the cycle 2 showed that there were 85% or 17 students who passed the test and 15% or 3 students who failed. That has achieved the successful action criteria at more 75% student got score equal and more 75. Therefore the implementation of cooperative learning type Story Completion is felt enough in second cycle.

B. Discussions

This stage discusses about the summary of the findings of the study from the preliminary observation up to the last cycle and also the English teacher opinion.

1. Summary of Findings

The implementation of cooperative learning type Story Completion in grade Eleventh Grade at SMAT Darur Roja' Selokajang, Srengat, Blitar, implemented through four stages, namely planning, implementing, observing and reflection. By observing the students' ability in speaking class from preliminary, improving their ability on the cycle 1 and cycle 2. It can be seen from the result of each cycle show any improvement. There was significance improvement of the students' ability in speaking class.

**Tabel 4.5 The result of students' score on preliminary study, cycle 1 and 2**

No.	Student's Name	Preliminary-Test	Speaking Test-Cycle 1	Speaking Test-Cycle 2
1.	Anggun Nur Diana	75	80	90
2.	Any Roihatur Rohmah	40	60	65
3.	Budi Irawan Nabawi	40	55	60
4.	Fatkhul Arifin	60	75	80
5.	Ghoni Syakur	60	75	75
6.	Ika Rahayu	55	70	75

7.	Karina Adi Utama	50	65	70
8.	Laili Zumaroh	65	75	80
9.	Losidin	45	60	65
10.	Maydianto Rohman	50	60	70
11.	Miftakhul 'Ulum	45	65	75
12.	Mila Nurlaili	60	70	75
13.	M. Faiz Mubarok	50	75	80
14.	M. Syarif Hidayatullah	65	80	85
15.	M. Fatkur Rohman	55	60	70
16.	Nurul Isnaeni	40	70	70
17.	Oktafiatul W. A.	75	85	90
18.	Rizky Putri Ayu M.	65	75	80
19.	Shofiatun	70	85	90
20.	Sri Wahyuni	50	65	75
	TOTAL	**1066**	**1405**	**1520**
	AVERAGE	**53,3**	**70,25**	**76**
	PERCENTAGE OF SUCCESS	**15%**	**60%**	**85%**

From the table above, it is clear that there is an improvement of the students' speaking ability from preliminary test to speaking test in cycle 1 and 2. There was significant improvement of the students' score. The percentage of success in cycle 2 also could achieved the criteria of success..

The diagram of percentage of success on preliminary study, cycle 1 and cycle 2 can be seen as follow:

Diagram 1. The percentage of success on preliminary study, cycle 1 and cycle 2.
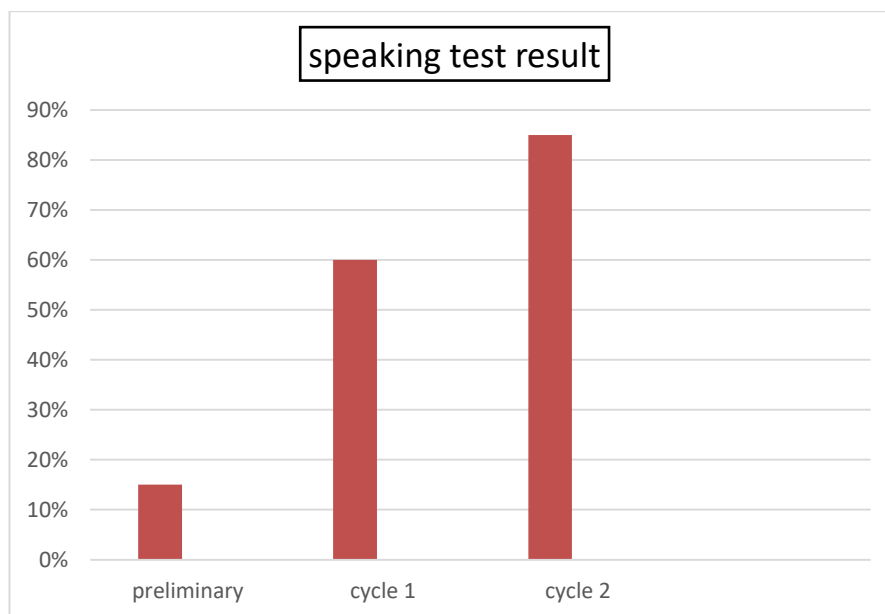
The result of applying the strategy above, appropriate with some theories. First, according to Kayi (2006) story completion is an enjoyable whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher start to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the previous one toped. Each student is supposed to add new characters, event, description, and so on. Wijaya(2013) also said that by using story completion, the result of the students speaking increase from average score 53,29 increase to 71,57.

In the cycle 2, the researcher also gave additional by giving picture. According to Rahmawati(2010) pictures can help the students to memorizing situation and also vocabularies they need.

In addition, in the end of speaking performance, the presenters were obtained to open question and answer section. By doing this activity, the audiences were expected to be more paying attention towards their friends"

performance. It was appropriate with the Harmers" statement (1983: 352) that when students make presentation, it is important to give other students ask to carry out as they listen, and also involve them in asking follow-up question.

Furthermore, by distributing group-assessment sheet before doing performance, the audiences would be asked to give their assessment or comments toward the others" performance. Al Issa and al- Qubtan (2010: 240) stated " it is important that students take part in the informal assessment of their classmates, because this can help them reflect on reflect on the language and other relevant aspect related to presenting that are embodied in their classmates" participation". In addition, they added that peer evaluation is in fact something that learners enjoy doing, and it fosters their confidence and intrinsic motivation (cited from Otoshi and Heffernen; 2008)..

The percentage in cycle showed that on the preliminary study only three students passed the minimal standard score. It means that 85% from 20 students had low ability on speaking. Then on cycle 1, 12 students were successful on speaking test. 60 % of all students could pass the speaking test and 40 % students were failed. The researcher conducted the next cycle because it has not reached the criteria of success that 755% students got score equal or more 70 should passed the test. On the next cycle, cycle 2, 85%, there are 17 students could pass the standard score. It means that 85% of all students passed the test and only 2, 15% student was failed. From this study, the researcher found that the research was successfully.

Process in speaking is more complicated and difficult. Students need to be creative to brained storming the story to organize those remember and ideas into meaningful story in speaking. But, the used of Story Completion to improve students' speaking ability in speaking skill on narrative text made students easy to understood narrative text material that delivered by the teacher. A fun learning can stimulate students' spirit to be active connecting material with the practice of narrative text, such as retelling the story, have a conversation in the daily-life and so on, the power of attentive, pay attention to other friends and so on. By considering the students' result after getting treatment, the teaching of speaking class using Story Completion as a technique was better than without Story Completion.

2. Teacher's Opinion

After the implementation of the Story Completion as the strategy to improve the students' ability in speaking class, the researcher as the English teacher try to give the opinion about the use of Story Completion in speaking class. This is a good technique. This technique could attract the students' attention and interest in learning speaking activities. Moreover, it gave motivation and chance to the students to be active in the speaking.

3. Students' Response toward the Applied Strategy

Based on the interview and observation field with one of the students, many factors that influenced the result of study. One of the factors is using technique in learning process. The technique is suitable in teaching speaking ability, so the students can enjoy the lesson. A fun learning can stimulate students'

spirit to be active connecting material with the practice of narrative text such as their retelling story, make a conversation about the daily-life activity and so on.

The students' responses toward the applied Story Completion technique vary. Most of the students liked to share and discuss about their story with other friend, because they can know many funny story one of their friends story. Most of students felt enjoy speaking activities by work collaboratively. However, they did not like if they were being asked to difficult vocabulary by their friends because sometimes their friends' don't know too.