

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this section, the research findings are presented. As the researcher stated in the previous chapter that the research design used is the Classroom Action Research. The presentation of findings covers two cycles. The contents of this chapter are the cycle of the research presentation of this data or observation, reflection and the discussion.

A. Research Findings

In this study, Classroom Action Research had four step in each cycle. The steps were planning, implementing, observing, and reflecting. However before presenting findings of each cycle, this chapter was initiated by presenting the result of preliminary study, the planning of the first cycle could be arranged. It was done by observing the activities of the learning English in the classroom, interviewing the English teacher, and administering preliminary test. The following is the presentation of the results of preliminary observation.

1. The Result of Observing preliminary the Activities of the Learning English in the Classroom.

The activity was conducted within the teaching and learning process before the implementation of the modified the movie. It was held at second grade students of Mts Al- Huda Bandung,

Tulungagung in 2015/ 2016. The class consisted of 25 students. The preliminary observation held on Friday, April 15th 2016.

The analysis of the teaching learning process was done based on the result of the observation checklist. From these, some findings need to be improved from both the researcher and students' behavior and response were note. From the students side the important matter was the students behavior joining the class activities. It was found that the students were not fully active yet in speaking process during the meeting of the cycle-1. This could be examined from the fact that although the students had difficulties in speaking activities, they were say to ask for the researcher's help. Another fact showed that the students still used dictionary although they were instructed don't used it. Beside that, some students still afraid when they made mistake in their speaking. Actually, the short movie will make easy for them to retell the short movie. Also it made easy for them to arrange what they want to speak with short movie.

2. Result of Interviewing the English Teacher

The interview was held on April 15th 2016. The researcher mentioned some questions to the English teacher related to the point of the research. Those were about the general condition of English learning in the class, the strategy implemented during process of teaching.

The first point was about the general condition of English learning in the class. In the beginning, the English teacher told that it was conditional. Here, conditional meant that for day to day, the students could not keep attention toward the lesson. For example, on Monday, the students kept attention and they were really active in the class. However, their activeness was not active in teaching and learning process, but they run, left out the class, even they could not focus with the material given by the English teacher. Sometimes, they seemed so passive in the class. They also felt so sleepy and lazy to keep watch the teacher's explanation. The case was often found for the boys. However, there were also found that some students were really focused on the lesson.

The second point was about the strategy implemented by the teacher. The English teacher explained that she used discussion or make a dialogue to increase the students' speaking. Even the English teacher ever applied game to increase the students' interest in learning process.

3. Result of Administering Preliminary Test

The preliminary test was done before the implementation of the modified short movie. The preliminary test was conducted to the students on Monday, April 18th 2016. The test is aimed to measure students speaking ability. In this test the students has to

retell the story by giving the text from the researcher. For this test the students retell story individually in front of the class.

Table 4.1 The aspect of students' speaking score

Aspect	Need Improvement 1 pt (1-9)	Good 2 pts (10-30)	Excellent 3 pts (31-40)
Content (40)	Content was not clear and do not stays on the topic: so, it was not details fit with the story.	Content was not clear, stays on topic: only some details fit with the story.	Content was very clear, stays on the topic: all details fit with the story.

Aspect	Need Improvement 1 pt (1-10)	Good 2 pts (11-20)	Excellent 3 pts (21-30)
Fluency (30)	Speak was very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions difficult for listener to understand.	Speak was mostly smooth, but with some hesitation and unevenness caused primarily by rephrasing and groping for word.	Speak was natural, normal and smooth with speed that comes close to that of a native speaker.

Aspect	Need Improvement 1 pt	Good 2 pts (7-14)	Excellent 3 pts (15-20)
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	(1-6)		
Pronunciation (20)	Bad pronunciation, there are many errors in spelling.	Have less good pronunciation, not more than 5 mistakes.	Have a good pronunciation, less than 3 mistakes.

Aspect	Need Improvement 1 pt (1-3)	Good 2 pts (4-7)	Excellent 3 pts (8-10)
Eye Contact (10)	No eye contact with the audience and look nervous in front of the class	Rarely have eye contact with the audience and less confident.	Have eye contact with the Audience, and very confident in front of the class.

There were 25 students took the test. The test was started at Monday, April 18th 2016 at 11:30 a.m. and ended at 13.00 p.m. By knowing the result of preliminary test, it was identified that a half total number of students got failed score. It mean that those who gained low score in preliminary test got difficulty and less motivated in speaking. Beside that, there are several students who gained good scores were those who high motivation in speaking

activity. And then, the students who had low motivation in speaking activity were one of speaking teacher's problems.

Table 4.2 Students' speaking score in preliminary test

No.	STUDENTS' NAME	PRELIMINARY TEST	PASSED	FAILED
1.	AHM	28	-	√
2.	AT	50	-	√
3.	DWF	31	-	√
4.	DEN	42	-	√
5.	DIN	45	-	√
6.	EI	35	-	√
7.	EDD	71	√	-
8.	FFR	25	-	√
9.	AASD	30	-	√
10.	FBW	74	√	-
11.	KRA	57	-	√
12.	MRS	30	-	√
13.	MRH	25	-	√
14.	NDIL	75	√	-
15.	NN	70	√	-
16.	RPA	65	-	√
17.	RSA	50	-	√
18.	RF	30	-	√
19.	FS	35	-	√
20.	SKR	60	-	√
21.	SUL	45	-	√

22.	VDM	55	-	√
23.	YA	71	√	-
24.	MAR	33	-	√
25.	RMA	70	√	-
TOTAL		25	6	19
Percentage		100%	24%	76%
Mean Score		48.08		

Note : the Passing grade minimum is 70

From the table above, it could be seen that 6 out of 25 students could passed the preliminary test and there were 19 students failed the test because their scores were less than 70. In other words, there were 24% students passed and 76% failed the test.

Based on the findings in the preliminary study, the researcher supposed that the students at second grade of Mts Al-Huda Bandung, need a modified strategy to improve their speaking ability in learning English. The offered modified strategy using Short Movie. The implementation of the media was conducted in two cycles. Every cycle was conducted in three cycle. The result of applying the developed modified strategy are presented as follows :

a. Findings of Cycle- 1

In the Cycle- 1, the researcher presented the findings began from planning, implementing, observing, and reflecting.

1) Planning

In this phase, the researcher made a planning for the action based upon the problem faced by the students toward speaking ability. In this case, the researcher arranged a lesson plan based on the teaching material. Beside of making lesson plan, the researcher also prepared the teaching media, instructional material, observation checklist to observe the students performance, and research instrument during the teaching learning process. All of detailed lesson plan and observation sheet see appendix IV. The researcher also prepared the test 1 to collect the data to know whether there are some students' improvement scores from test before cycle 1 to test after cycle 1.

2) Implementing

The implementation of the developed strategy in Cycle-1 was done as it was set in the planning. The activities of implementing of the strategy were done in three meetings, each of which is presented as follows :

a) The First Meeting

The first meeting was held on Friday, April 22th 2016. The implementation of action plan in speaking activity. The lesson started at 11.30 a.m. the researcher

started to prepare the projector to play the movie and told the students that they were going to watch the movie. In pre-speaking activity before beginning teaching and learning the researcher greeted the students and gave warming up to build the students spirit in studying English. It also motivated the students when they did teaching and learning process.

Before the researcher explained the materials and the students watch the movie, the researcher gave the question about what the students know about narrative and movie. After that, the researcher asked the students to watch the short movie carefully. The title of movie was "Flying Elephant" and the duration of the short movie was 13 minutes. Finish watching the short movie, the researcher asked the students to find 10 word from the short movie and pronounce them with seatmate in order to the students did not be noisy. The researcher explained about how to analyze the short movie to make it easier to develop their speaking. The researcher gave example to analyze the short movie such as the characters, setting, problems, solution, and main idea of the short movie and the students try retelling story by the analyze with seatmate.

The last meeting, the researcher and the students made reflection for the teaching and learning process in the class and give feedback to more motivated students in learning speaking. The researcher also give a lesson plan to prepare the materials in the next meeting. After that, the researcher close by giving motivation, hope, and greeting.

In this meeting the researcher found that the students still low in pronunciation, such as from words “Elephant” almost all students pronounce “elephent” there was not different with “eleven”. and they still confuse to develop the analyze in retelling story. So, the researches should gave more explanation about it in the next meeting.

b) The Second meeting

The second meeting of cycle I was held on Monday, April 25th 2016 at 11.30 p.m until 13.00 p.m. As previous meeting, the second meeting was started by greeting and warming up to build the students spirit. After that the researcher asked the students about the related of previous topic. Such as “ what is the narrative movie?”, “what is the retelling story?”, etc.

In this meeting the researcher still used the same strategy and the same topic but different movie. the researcher asked the students to watch the movie carefully. The title was “ the fisherman and his wife and the duration was 11 minutes. After watch the movie, the students pronounce 5 words from the movie and then analyze the movie. The researcher gave 10 minutes to prepare retelling the movie in front of the class. The researcher gave opportunity to the students to retelling the movie voluntarily. Now, the students more able to speaking retelling movie, because they have been familiar with the strategy.

In the second meeting the students more active and anthusiasm than before. A lot of students want to try retell the movie in front of the class. It was make the class crowded. But, when their friends was retelling the movie in front of the class, other students listened carefully although there were some students speak each other out of topic. If any mistake of students retell, such as in pronounce. The researcher try to justify it.

c) Third Meeting

The third meeting of cycle I was held on Friday, April 29th 2016 at 06.45 a.m until 08.00 a.m. As

previous meeting, before doing the teaching and learning process the researcher opened the class by greeting and warming up. Then the researcher reminded the previous study to the students to make sure their understanding. After that, the researcher explained about the test. The form of test was similar to the previous meeting. The students gave different movie. The title was “ the farmer and the mouse deer” and the duration was 13 minutes. After that, the students analyzed the movie and the researcher give 10 minutes to prepare retelling the movie. They were retelling movie individually. Unlike preliminary study, in this test the students more enjoy to do it. Because they more easier to retell with developing their analyze. But, some students still had problem in developing analyze. a mistake in pronunciation and some students still shy to speak.

d) Observing

From the observation of teaching and learning process, the researcher found that the students like learning speaking by using short movie. they were also active and enthusiasm to participate during teaching

and learning process. Beside that students can helped one each other.

Although the students like to study English by using short movie, they still confused to developing analyzed. Because they lack training speaking. When retelling movie, some students shy to look each other. The researcher should gave the clearly explanation about the strategy and also gave the example developing analyzed correctly.

Table 4.3 Students' speaking score Cycle I

No.	STUDENTS' NAME	SPEAKING TEST I	PASSED	FAILED
1.	AHM	35		√
2.	AT	68		√
3.	DWF	75	√	
4.	DEN	70	√	
5.	DIN	72	√	
6.	EI	60		√
7.	EDD	77	√	
8.	FFR	50		√
9.	AASD	60		√
10.	FBW	80	√	
11.	KRA	71	√	
12.	MRS	47		√
13.	MRH	45		√

14.	NDIL	80	√	
15.	NN	74	√	
16.	RPA	70	√	
17.	RSA	75	√	
18.	RF	50		√
19.	FS	71	√	
20.	SKR	73	√	
21.	SUL	58		√
22.	VDM	75	√	
23.	YA	80	√	
24.	MAR	45		√
25.	RMA	75	√	
TOTAL		25	15	10
Percentage		100%	60%	40%
Mean Score		65.44		

e) Reflecting

Based on the implementation the innovative modified strategy by using short movie. It was showed of table 4.3 in Observing, the researcher found that 10 out of 25 students got the score under the Minimum Mastery Criteria. The mean was 65.44. It has not given great result yet in the improvement of students' ability. The Minimum Mastery Criteria was designed that the students pass the test if they got 70 or more than 70.

The planning in the Cycle I needed to be revised before implementing to the next cycle to achieve the criteria of success.

Another perception came from class situation, teaching and learning atmosphere, the students' participation, and the students' responses during teaching and learning process. In the classroom situation, not all of students brave to ask and answer questions of the researcher. The same condition could be seen in the teaching and learning atmosphere that not all of the students' could not increase yet their activeness in the class. Even they seemed hard to focus in learning English. In the students' participation, however it appeared the difference. It could be shown from the students, attendance that they followed the lesson every day.

From the explanation above, the researcher and the observer analyzed that there were some obstacle in the Cycle I. Those were the students' scores in the speaking test could not achieve the criteria of success yet, the students still difficult to focus in learning English, and so forth. On the basis of weaknesses

above, some revision were made to be implementation in Cycle II. The revision of the Cycle II was included :

- The students divided into 5 group.
- The researcher asked students to watch the movie carefully.
- The researcher asked the group to found 10 words from the movie.
- Then, the words exchanged to other groups and pronounce it.
- After that, every group analyzed the movie.
- Finish, the students formed a new group without join with previous groups. And they were stated to retell each other.

b. Finding of Cycle- II

1) Planning

Referring of the result of Cycle I, the researcher discussed the solution of the problem.

Planning in the Cycle- II made based on the revision made after doing reflection in the Cycle- I as the researcher divided the students into 5 group and make students more active in the speaking class. The researcher prepared the instruments (observation checklist to observer, recorder, and test speaking). Then, the lesson

plan that have revised applied in the teaching and learning process. The students, followed the instruction better rather the previous during the class.

2) Implementing

The implementation of action plan in Cycle II was carried out in three meeting.

a) The First Meeting

The first meeting of Cycle II was held on Monday, May 9th 2016 at 11.30 p.m until 13.00 p.m. in this meeting, the researcher applied the lesson plan that they have revised the lesson plan in the Cycle I. In the beginning of meeting the researcher explained that still there were many students did not achieve the criteria of success. Then researcher told them that they would do the next cycle and gave motivation in order to all of students from class VIII-F could passed the criteria of success.

Before doing the teaching and learning the researcher greeted the students and gave warming up to build the students spirit in studying English. After that the researcher divided the students into 5 group appropriate the name of students' attendance. The researcher prepared to play the short movie.

In this meeting the researcher still used short movie. but, it was practice with the different procedure. In the Cycle I the researcher asked the students to share pronounce and their analyze only with their seatmate. But, in the Cycle II the researcher divided the students into the group. After researcher explained the strategy. As in the Cycle I, the researcher asked students watch the short movie, pronounce, and analyze the movie. But, in Cycle II all activities in the speaking class was doing into the group. After students watch the movie, the researcher asked the group to find 10 word from the movie. then, the groups exchanged to other groups and pronounce it. If any mistake of pronounce, the other group would try to justify. After that, the groups was analyzed the movie and retell with their groups individually.

As previous meeting. In the last meeting the researcher and the students made reflection for the teaching and learning process in the class and give feedback to more motivated students in learning speaking. After that, the researcher close by giving motivation, hope, and greeting.

b) The Second Meeting

The implementation was held on Friday, May 13th 2016 at 06.45 a.m until 08.00 a.m. as previous meeting, the researcher opened the class by greeting and warming up to build the students spirit. After that the researcher asked the students about related of previous topic. the strategy and the groups was same as the previous meeting.

In this meeting, the students watch the movie carefully. After that, the researcher asked the group to find 5 word from the movie as doing in previous meeting. Then, the group analyze the movie. Then, the students made new group with other group previously. The groups was divided by the researcher. They shared and try to retell with their analysis the movie.

As usual, in the last meeting the researcher and the students made reflection for the teaching and learning process in the class and give feedback to more motivated students in learning speaking. After that, the researcher close by giving motivation, hope, and greeting.

c) The Third Meeting

The third meeting was held on Monday, 16th 2016 at 11.30 p.m until 13.00 p.m. For the last meeting, the researcher conducted the test speaking 2. In the implementation, the students still sit with their group. They watch the movie and analyze the movie with the groups. Then, the researcher gave time 10 minutes to retelling in front of the class individually. The researcher write the students' name in the paper and take it randomly. In the speaking test 2, the students looked confident when retell in front of the class than in the speaking test 1. Because they had been try to retell the movie when they divided into groups previously and they got share each other.

d) Observing

From the researcher observation in teaching and learning process in Cycle 2, the researcher found that the students more better in speaking ability. It could be seen from their score, their processed in teaching and learning. They were more activity and anthusiasn to join teaching and learning process during the researcher divided the group. They enjoyed to share with other group. For their high sense of competition

between groups they had improved their speaking ability very much. The researcher would guide the students and help them to speak very well. So, they have been to do the test easily.

Table 4.4 Students' peaking score Cycle II

No.	STUDENTS' NAME	SPEAKING TEST II	PASSED	FAILED
1.	AHM	65		√
2.	AT	75	√	
3.	DWF	83	√	
4.	DEN	80	√	
5.	DIN	85	√	
6.	EI	75	√	
7.	EDD	85	√	
8.	FFR	71	√	
9.	AASD	75	√	
10.	FBW	92	√	
11.	KRA	78	√	
12.	MRS	70	√	
13.	MRH	65		√
14.	NDIL	89	√	
15.	NN	80	√	
16.	RPA	79	√	
17.	RSA	87	√	
18.	RF	72	√	
19.	FS	80	√	

20.	SKR	85	√	
21.	SUL	70	√	
22.	VDM	80	√	
23.	YA	91	√	
24.	MAR	65		√
25.	RMA	85	√	
TOTAL		25	22	3
Percentage		100%	88	12
Mean Score		78.48		

e) Reflecting

Based on the implementation the modified short movie strategy. From all of the process of teaching and learning from first meeting until the last meeting in Cycle 2, it can be concluded 22 out of 25 students have passed the criteria of success. Every students got the score equal to or above than 70. Its showed of the table 4.4 speaking scores in Observing. Although there were still the students who scored lower but the mean of students had reached the criteria of success. Therefore, it could be concluded that the planning in the Cycle II was implemented successfully.

Another perception came from classroom situation, teaching and learning atmosphere, the

students' participation, and the students' responses during teaching English. In the classroom situation, most of students speak fluently, good pronunciation. The same condition could be seen in the teaching and learning atmosphere that the students' could increase yet their activeness in the class. The students enjoyed the group and easy to share their analysis. Even they seemed easy to focus in learning English. In the students' participation, however, it appeared the difference. It could be shown from students' attendance that they followed the lesson every day.

From the explanation above, the researcher and the analyzed that there were some obstacle in the Cycle II. Those were the students' scores in the speaking test 2 could achieve the criteria of success yet, the students easy to focus in teaching and learning English process with the group, and could practice speaking well.

B. Discussion

The focus of this study was to solve the students' speaking problem by using Short Movie at second grade of Mts Al Huda Bandung. In this study, there were some findings in the Cycle I and Cycle II which would be discussed by the researcher in this section. It would discuss how

the strategy of Short Move could successfully applied for students at second grade of Mts Al Huda Bandung. The discussion deal with any activities in applying the modified strategy in particular cycle. In other words, the researcher discussed findings and related theories in order to interpret the findings of study.

The strategy was applied in English subject class. Firstly, the researcher had to know what are the problems which faced by students during teaching and learning process. It was conducted in the preliminary study. The preliminary study was gained by interviewing English teacher, observation checklist, and testing the students' speaking. The result were almost all of students did not pass in preliminary speaking test, the students had some problems in speaking such as vocabularies, pronunciation, fluency, etc. Then teacher English added that had problems in teaching speaking like confusing to select the innovative strategy because the students were lacking in vocabularies, pronunciation, passive in learning activity.

Then, the researcher planned the modified strategy to solve those problems by Short Movie which has been agreed by English teacher. During applying the strategy, the data was obtained from observation phase. The phase was intended to know how far the strategy of Short Movie could improve the students' speaking ability. In this phase, the researcher collected the data by testing students' speaking ability in every cycle and observing.

Firstly, the criteria of success stated that the students were able to speak English which proved by passing speaking with score ≥ 70 including fluency, pronunciation, content, and eye contact. At finding of cycle I, there were 15 who pass the speaking test. 10 students was still failed. The mean score of cycle I was 65.44.

Moreover, to achieve the criteria of success, this strategy to cover all students in passing the speaking test had get score ≥ 70 . The researcher had to continue the strategy to Cycle II. It would give the other modified strategy which purposely focuses on 10 students only did not pass the speaking test in Cycle I.

After applying those modified strategy in Cycle I, in the last meeting the students did speaking test. the result showed that almost all of students passed the speaking test. The mean of speaking test was 78.48. Its was mean that the set criteria of success had been achieved and the researcher could solve the students' problems by Short movie.

The observation checklist showed that the students participated during teaching and learning. They were interested in and enjoyable and they always followed the researchers' instructions. Most of them were more motivated to learn speaking English.

The success of solving problems of the students' speaking problems at second grade of Mts Al Huda Bandung was supported by selecting the strategy properly. Short Movie was an effective modified strategy in solving students' speaking ability. The findings of this research showed

that the researcher only need two cycles to solve students' problems in speaking.

The researcher chosen Short Movie to improve students' speaking because it was interesting and enjoyable. Practically, all of teenagers love movies. It was easy for them to retell story because they know characters, plot, setting, culture, problem, native speakers' expression, etc directly. Hu (2006) stated that movies provide both audio and visual materials that help students understand the language more easily when they are watching a film. Students was not only listen to the characters, but also watch their movements. In addition, the scenes, the props and other aspects make the communication so real. By watching the film, the students seem almost interact with the activities in the movies. During the implementation of Short Movie in teaching and learning process all of students were more anthusiastic and attractive. Especially for students who were passive in the speaking class, it gave them motivation to learn more. Video helps students through motivation, communication, non verbal aspects, and cross-cultural comparisin. Video presentation exploit students' motivation in the language learning classroom. Children and adults feel that their interest quicken when language is experienced in a lively way through video (Stempleski et al 1990: 3).

“Practically, the researcher divided the students into the group in order the students more cooperative and more easier to speak a lot. As it is stated by Zhao (2009) that teachers can ask students to first write a short summary or comments on issue about culture or the characters they like in the movie by themselves. Then, they can discuss this with others. These activities attempt to check whether students have understood the movie

and they also provide feedback to the teachers. Organizing feedback is an effective way to assess a students' performance from this stage, thus teachers can see where they need to improve their class."

Short Movie had many advantages in the classroom especially for teenagers. From the result of observation in the class, the students interested and enjoy watching the movie. The students was who formally were still shy to speak in the classroom became more confident to retell the short movie. They can also develop their pronunciation. Zhao (2009) stated that an original movie can be very motivating and interesting. In this way language learning will become more enjoyable. In addition, audio-visual English movies can best mobilize a student's enthusiasm to visual listening, speaking and other senses, and greatly inspire the student's curiosity. Movies make learning English to be natural and efficient. Moreover it can expand students' knowledge, and improve English communication skills.

The result of reflection, the students' problems in speaking could be solved in two cycles. It was indicated by the students' progress which was match with criteria of success. The result of preliminary test showed that only some students could pass in the speaking test. After the researcher applied the strategy, their score improved significantly. Their progress could also be seen from students' motivation, cooperation, behavior and responses during teaching and learning.