

CHAPTER IV

FINDING AND DISCUSION

This chapter presents the finding of the study and discussion toward the result of the study.

A. Finding

The data presented in this research are data collected from planning, implementing, observing, and reflecting in two cycles of this Classroom Action Research. However it is really important for the researcher to present the result of preliminary study first.

1. Preliminary study

The preliminary observation was conducted during teaching learning process while the researcher thought the students in teaching practice about two months and done before the researcher conduct research.

Based on the result of conducting observation in the preliminary study the researcher found out that only 1 student who was active in following the teaching learning process.

Based on interview conducted on March 22nd 2016, Most of them admitted that they were not confident in translating Bahasa into English orally, worry in making mistakes in pronunciation and grammar. Some students said that they got embarrassment when they

were making mistake in speaking and they were laughed by their classmates. In addition, the English teacher confirmed that MIA III had only once speaking class so far. It was really reasonable that the students of MIA III had lack of motivation in speaking class.

In the test conducted in March 23rd 2016, the researcher got a result that 24 of 40 students of MIA III could not achieve the minimum competence (see page 18).

2. Finding on Cycle 1

In this study, Cycle 1 was consisted of four steps; planning, implementing, observing, and reflecting. Each cycle consisted of three meetings.

In the planning, the researcher decided the topic, basic competence, and instructional objective that would be delivered to the students by applying Scavenger Hunt Game. Furthermore, the researcher made a lesson plan for Cycle 1 including material, media, teaching learning activities, and assessment instruments that would be used in meeting 1, 2 and 3. In the implementing, the researcher applied teaching learning strategy based on the lesson plan. Meanwhile, in observing the main activity was collecting the data by using some instruments. They are observation check list, questionnaire, and test. The last step was reflecting. The aim of this phase was to analyze the collected data. By this phase, the researcher could decide whether the problems have been solved or not, whether the research would be stopped or be continued to the next cycle. Reflecting was done as a finishing of each cycle to show an analysis of teaching learning process and the result.

In this subheading the researcher presented the finding of Cycle 1 in the chronological order of implementing. The first meeting was conducted in March 24th 2016. From this Meeting 1 the researcher found out that none of students was very active, they just follow teacher's instruction without passion to improve their own speaking skill. More over four students usually did not follow teacher instruction. The atmosphere speaking class was not really good. 20 minutes which the researcher prepared for speaking practice was not used efficiently. In spite of that, compared with preliminary student motivation to follow speaking class, in the first meeting was a little bit increased. The increase seemed in first meeting Cycle 1 were 4 students were just enough and 20 other were active.

Table 4.1: Result of observation Cycle 1 Meeting 1

Very active	Active	Little bit	Passive
0	20	4	0

The second meeting was conducted in March 30th 2016. The agenda of this meeting was conducted the scavenger hunt game. From this second meeting, the researcher found out that 5 students were very active, 17 students were active, and 2 students were just little bit active. In this second meeting, students' motivation was much better than the first meeting. The atmosphere of speaking class is formed well. They were so enthusiasm to play a game. As the result, class which consists of 40 students was really crowded. Some students just listened to the other talks.

Table 4.2: Result of observation Cycle 1 Meeting 2

Very active	Active	Little bit	passive
5	17	2	0

In the end of second meeting the researcher distributed a questionnaire sheet. The questionnaire is to know students' feel toward the teaching learning process. Based on the data taken from questionnaire that 49.0% of students agreed the questionnaire stated which meant that they enjoyed the teaching learning process, 47.9% of students were not sure, 3.1% of students disagreed the questionnaire stated.

Table 4.3: Result of distributing questionnaire Cycle 1

Agree	Not sure	Disagree
49.0%	47.9%	3.1%

The questionnaire was also in form of written answer which consists of 2 points. They are: 1) What are speaking problems did you have until know? 2) Give your comments about teaching learning speaking by the Scavenger Hunt Game! The result showed that: 1) All of them still have the same problems with the preliminary study. They are vocabulary, pronunciation, grammar. 2) In point 2 they had misunderstanding in filling the questionnaire. They filled it with their feeling toward the Scavenger Hunt Game such as expressions, good, nice, fun, etc.

The third meeting was conducted in March 31st 2016. The agenda of this meeting was speaking test in form of dialog conversation. A peer of the students called by the researcher randomly. The researcher took the students' scores during the conversation were conducting using prepared rubric. From this post-test, the researcher found out that 12 of 24 students were passed and 12 others were failed.

Table 4.4: Result of administering test Cycle 1

Passed	Failed
12	12

From the explanation above, the researcher and the collaborator analyzed that there were some obstacles in the Cycle 1. Those were the students' scores in the post test could not achieve the criteria of success yet, the students still have difficulty to speak fluently and enjoy the speaking. On the basis of the weaknesses above, some revision were made to be implemented in the Cycle 2 as follows:

- a. The researcher gave example of dialog recount conversation by playing video dialog recount conversation while give the explanation how they started until closed a dialog recount conversation. So they really understood the step they had to take to start and close dialog conversation. With this video, it was hoped that student motivation would be increased
- b. The researcher called a peer of students to practice a dialog conversation about their unforgettable experience in front of class which attract their interest. So they had confidence to practice the dialog conversation because their fellow friends also were able.
- c. The researcher asked for the students to make a dialog conversation with their chair-mate by the theme unforgettable experiences. This unforgettable experiences were expected could increase the interest of students
- d. The researcher asked for students to have peer of dialog conversation. So they will practice more at home and ready for the next meeting.
- e. The researcher asked for students to start the scavenger hunt game outside the classroom. So they would have enough space to walk around.
- f. The researcher divided the students into two groups. It was because the number of students was too large.
- g. The students were only allowed to make a dialog conversation in a peer not more than two students. It was to give a chance to passive students

All of the revisions above could be seen in the lesson plan of Cycle2 which is stated in chapter III.

3. Cycle 2

After reflecting phase Cycle 1, the researcher needed to continue in Cycle 2. In this study, Cycle 2 was consisted of four steps; planning, implementing, observing, and reflecting. Each cycle consisted of three meetings.

In the planning, the researcher made a lesson plan based on the weaknesses on Cycle 1 that would be implemented in Cycle 2 including meeting 1, 2 and 3. In the implementing, the researcher applied teaching learning strategy based on the lesson plan. The observing was conducted while the researcher was doing the implementing. The main activity was collecting the data by using some instruments. They are observation check list, questionnaire, and test. The last step was reflecting. The aim of this phase was to analyze the collected data. By this phase, the researcher could decide whether the problems have been solved or not, whether the research would be stopped or be continued to the next cycle. Reflecting was done as a finishing of each cycle to show an analysis of teaching learning process and the result.

In this subheading the researcher presented the finding of Cycle 2 arranged in the chronological order of implementing. The first meeting was conducted in April 20th 2016. From this Meeting 1 the researcher found out that most of them were very active. They were very enthusiasm to practice a dialog conversation. The atmosphere was very good and conditional. In the classroom situation, it showed that the progression was increased well. It can be seen, the students used full 20 minutes given the researcher to practice dialog conversation. Thus, the teaching and learning process can be run well. The students seemed more serious to keep

attention in speaking dialog conversation using English. The students were eager to learn speaking English. The students' responses to the teacher guides were very good. They listened to teacher and make good change. Only two students were enough and all the rest were very active.

Table 4.5: Result of observation Cycle 2 Meeting 1

Very active	Active	Little bit	passive
22	0	2	0

The second meeting was conducted in March 21th 2016. The agenda of this meeting was conducted the Scavenger Hunt Game. From this second meeting, the researcher found out that 19 students were very active, 3 students were active, and 2 students passive. More interesting, students' activities could be seen in the teaching and learning atmosphere that the students' could increase their portion of speaking English. They were more active and enjoyable to practice dialog conversation and fulfill the scavenger list.

Table 4.6: Result of observation Cycle 2 Meeting 2

Very active	Active	enough	Not active
19	3		2

Like as the Cycle 1, in the end of second meeting the researcher distributed a questionnaire sheet. Based on the data taken from the questionnaire that 94.3% of students agreed the questionnaire stated, 05.7% of students were not sure, none of students disagreed the questionnaire stated.

Table 4.7: Result of distributing questionnaire Cycle 2

Agree	Not sure	Disagree
94.3%	05.7%	00.0%

From of written form, the result showed: 1) All of them still have the same problems with the preliminary study. They are vocabulary, pronunciation, grammar. 2) They feel that their problems in vocabulary, pronunciation, grammar were much more increased although need more practices.

The third meeting was the post test conducted in April 27th 2016. The same way with the posttest of Cycle 1, a pear of the students is called by the researcher randomly. The researcher took the students' scores during the conversation were conducting using prepared rubric. From this posttest, the researcher found out that 22 of 24 students passed and 2 others were failed.

Table 4.8: Result of administering test Cycle 2

Passed	Failed
22	2

From the explanation above, the researcher helped by collaborator analyzed the data which has been taken during the observing phase. The result showed that almost the obstacles in the Cycle 1 could be handled in the Cycle 2. The students' scores in the Post-Test 2 could release the criteria of success. The students involved themselves in learning speaking English. On the basis of the good results in the Post-Test 2, the researcher did not need to continue the study. These diagram below pictures the increase of the achievement.

Figure 4.1: Increase of students' achievement toward applying of the Scavenger Hunt Game by observing.

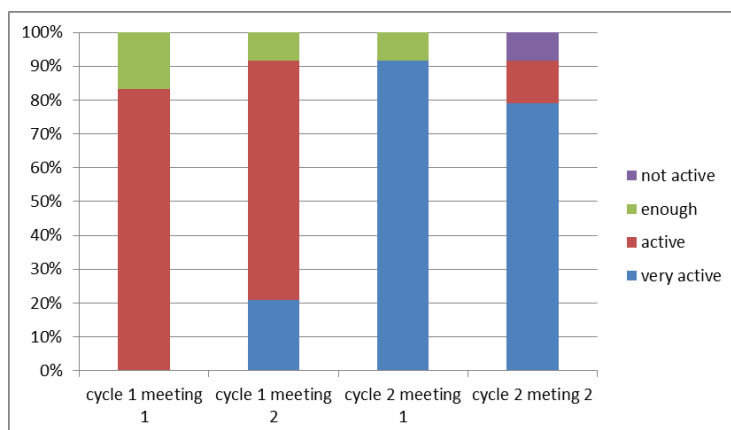


Figure 4.2: Increase of students' achievement toward applying of the Scavenger Hunt Game by distributing questionnaire.

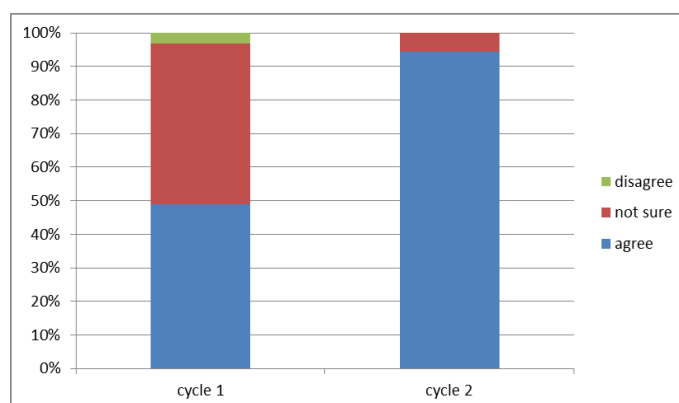
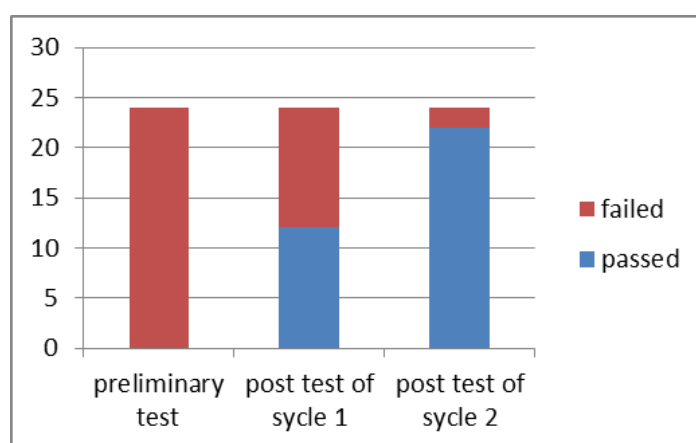


Figure 4.3: Increase of students' achievement toward applying of the Scavenger Hunt Game by speaking test



B. Discussion

There were some discussions toward the finding of this Classroom Action Research. The focus of this study was to solve first grade students' speaking problems of MIA III at MAN Kunir in academic year 2015/2016 through Scavenger Hunt Game by improving their speaking skill.

In this discussion it will discuss how the Scavenger Hunt Game could successfully applied for students of MIA III at MAN Kunir in academic year 2015/2016 based on the finding in Cycle 1 and Cycle 2. The discussion deals with any activities conducted in applying the modified Scavenger Hunt Game in each cycle.

Firstly, the researcher had to know what are the problems which faced by students during teaching learning process in speaking class. It was conducted in preliminary study. The preliminary study was gained by interviewing students, observing the teaching learning process, and administering test. The result of interviewing students' was that most of them had problems in vocabulary, pronunciation, and grammar. The result administering test was that 24 of 40 students did not pass the test. The 24 failed students would be the subject of this study.

Then, the researcher planned an effective strategy to solve students' speaking problem by the modified Scavenger Hunt Game. The researcher also planned criteria of success, materials, and instruments needed to be implemented. During implementing the strategy based on the result of planning phase, the data was obtained from observation phase. The observation phase conducted during the implementation phase was intended to know how far the Scavenger Hunt Game could improve student's speaking skill. This phase was done by observing, distributing questionnaire, and administering test. The result of the data has been stated clearly in the finding above.

The findings showed that during the teaching learning process the students participated actively. It could be seen from: 1) The results of observation sheet showed that there were 5 very active students, 17 active students, and 2 enough students. 2) The result of distributing questionnaire was that 49.0% of students responded well, 47.9% of students responded not sure, and 3.9% of students did not respond well of the game. Moreover, the result of administering speaking test showed that the students' speaking skill in form of dialog recount conversation was increase although did not satisfy the researcher. That was 50% failed and 50% passed

The possibility problems of failed students in Cycle 1 were that the condition of the class was too crowded, there was not a rule in the game limited the maximum students in a conversation, so students did not have enough place and time to practice speaking because of the more active students. The second reason was that the failed students did not understand well how to open and close a dialog conversation in the game. In other word the example given by teacher was not clear enough for failed students. The other possibility was that the students' did not understand well how the game runs.

Furthermore, to modify the application of Scavenger Hunt Game, there are some improved activities in teaching learning process. As stated in the lesson plan in the Cycle 1 and Cycle 2, the activities are doing modeling and simulation, grouping students, doing outdoor game. Those modification were based on the 3 principle of learning that stated by Suprijono (2009: 4-5); firstly change behaviour, secondy learning was a process, thirdly learning I sthe experiences. Based on those principles, the researcher applied the strategy through the Scavenger Hunt Game.

The procedure of the research in the Cycle 2 was still the same with cycle 1. Those are planning, implementing, obersvng during implementing, and reflecting.

The findings showed that during the teaching learning process the students participated very actively. It could be seen from: 1) The results of observation sheet showed that there were 19 very active students, 3 active students, and 2 passive students. 2) The result of distributing questionnaire was that 94.3% of students responded well, 05.7% of students responded not sure, and 00.0% of students did not respond well of the game. Moreover, the result of administering speaking test showed that the students' speaking skill in form of dialog recount conversation was increase although did not satisfy the researcher. That was 50% failed and 50% passed.

Hence, it could be concluded that the teaching speaking using modified application of Scavenger Hunt Game as doing modeling and simulation, grouping students, doing outdoor game run well.

The modeling and simulation modification is in line with Vangheluwev (2001); model gives an accurate description of a system within the context of a given experimental frame. The term "accurate description" needs to be defined precisely. Usually, certain properties of the system's structure and/or behavior must be reflected by the model within a certain range of accuracy. Due to the diverse applications of modeling and simulation, terminology overlap is very common. Then, simulation, which mimics the real-world experiment, can be seen as virtualexperimentation, allowing one to answer questions about (the behavior of) a system. From the expert said and even supported by Wiley & Sons (1998) that simulation is one of the most powerful activity available for studying large and complex system.

Moreover, Jacques' statement in Vicky (2007) confirmed that teaching and learning in small groups has a valuable part to play in the all-round education of students. It allows them tonegotiate meanings, to express themselves in the language ofthe subject,

and to establish more intimate contact with academic staff than more formal methods permit. It also develops the more instrumental skills of listening, presenting ideas and persuading. In addition, David and Patrick (2003) added that small group activities are not defined by numbers. They define it as any teaching situation in which dialogue and collaboration within the group are integral to learning. The key strengths of small group teaching consist of flexibility, interaction, and reflexivity and engagement indeed