

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the finding and the discussion of action research in the implementation of cross talk in teaching learning speaking narrative text at the eight year students of MTsN Langkapan Srengat Blitar in the academic year 2013/2014. The findings of the action based on the result of preliminary study, test, questionnaire, interview and field notes.

A. Research Findings

a. Finding of Preliminary Study

This research carried in two cycles, cycle 1 and cycle 2. And the procedures of the study cover five stages preliminary study, planning, implementing, observing, reflecting. The first step which has been done by the researcher before doing the phase of the classroom action research is the preliminary study. It was done to know the students' problems in learning English especially in speaking skill, and it was conducted on 23 May 2014. Based on the result of observation and interview the English teacher which were conducted in the preliminary study, the researcher concluded that the students had some difficulties to practis speaking English. Most of the students poor of having ideas and they were too shy and afraid to take part in the daily conversation, and they seemed bored to participate in the class. As a result, some students are talking

with their friends in the process of teaching and learning. Then when the teacher asked the students in English, they can not answer in English.

Based on the result of interviewing the English teacher, most of students had difficult to speak English. Then, based on the result of interviewing the students. They said that they want to have good English but they were afraid to speak English, and they always got difficulties when speaking English.

From the preliminary study, the researcher also knew that the students in VIII-C class at MTsN Langkapan Srengat Blitar in the academic year 2013/2014 had problem in speaking, in this case speaking narrative text. Many students got lower score than criteria of success (KKM), the criteria of success of English in MTsN Langkapan Srengat is 75 and the target of the criteria of success were 85% among the whole member of VIII C class who, 34 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 29 students. The table and figure shown the data of pre-test:

Table 4.1
SCORES OF THE STUDENTS' PRE TEST

No	Initial	Score	Note
1	AFND	25	FAILED
2	AUI	50	FAILED
3	AIM	25	FAILED
4	ARR	55	FAILED
5	AJR	75	PASSED
6	AFC	50	FAILED
7	DKA	50	FAILED
8	DW	50	FAILED
9	FR	50	FAILED
10	FAM	50	FAILED
11	FES	75	PASSED
12	FRS	50	FAILED
13	IAK	50	FAILED
14	IB	25	FAILED
15	KN	50	FAILED
16	KF	75	PASSED
17	LH	75	PASSED
18	MKK	55	FAILED
19	MD	50	FAILED
20	MWA	50	FAILED
21	MSM	50	FAILED
22	MWA	50	FAILED
23	MFJ	50	FAILED
24	MNB	25	FAILED
25	NA	75	PASSED
26	RAS	25	FAILED
27	RPM	50	FAILED
28	RF	25	FAILED
29	S	50	FAILED
30	SM	35	FAILED
31	TR	25	FAILED
32	WW	35	FAILED
33	WA	25	FAILED
34	YMD	50	FAILED

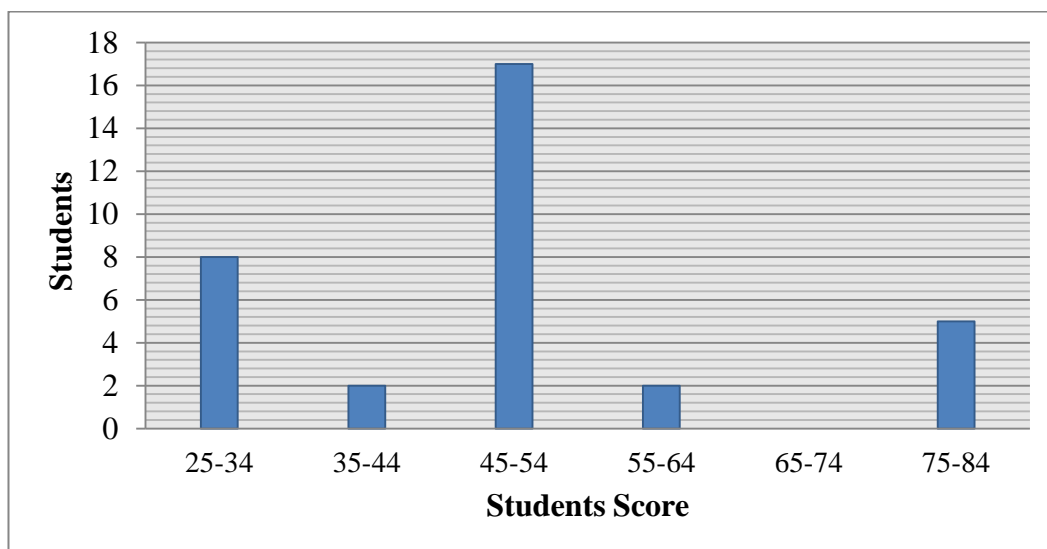


Figure 4.1 The students' preliminary test

The data of the students' speaking test score which they were got in the preliminary study indicated that speaking score of many students was below criteria of success. There were only 5 students got good score, it was higher than criteria of success, and there were 29 students got the poor score. So, the students got success was 15 %. From data above showed that students' achievement in speaking still poor.

b. Findings from Cycle 1

1. Planning

Before doing the action in first cycle in this research, the researcher designed the planing. Moreover, all of stages in this planning were discussed to the English teacher on May 23, 2014. 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 34 students joined in the class. The students divided into eight groups, 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 eighty minutes in every meeting.

1.2 Preparing Instructional Materials

For preparing the materials, the researcher used instructional materials narrative 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 visual media. The researcher created the narrative text with the picture in a paper. This picture just used for making students interest in speaking. In this part, the researcher used the rabbit and the wolf picture, and then the teacher asked students to read with looked the picture.

2. Implementing

In this phase, the researcher acted as the teacher, and the real English teacher of the school acted as the observer.

1. Meeting 1

Meeting I was administered according to the schedule, that was on Saturday, May 24, 2014. The teacher opened the class by greeting to the students, checking the students' 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 narrative text. From the students' answers the teacher knew that some of them had understood about the narrative text, but they could not mention the function, the linguistic features, and rhetorical steps of narrative text. Then, the teacher explained about the narrative text to them.

After that, the teacher showed a short narrative text as the example, in this case the teacher took a narrative text about animal, that is fable. Then the teachers

asked them to read the text aloudly one by one. In meeting I of the first cycle, the teacher still gave the students text of narrative text without cross talk as the method.

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.

2. Meeting 2

Then, the administration of meeting II was on Monday May 26, 2014. Meeting II was administrated to teach narrative text by using cross talk. The teacher opened the class by greeting to the students, checking the students' 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 narrative text?", "What kinds of narrative text?", and "What is the generic structure of narrative text?". It was to know whether the students still remember the previous lesson or not. Next, the teacher introduced cross talk as the method in teaching and learning speaking. Then, the teacher distributed a set of text to the students who have difficulties to understand the text, they asked the teacher. Most of them have problems in making good sentences with correct grammar to retelling a story. The teacher told them that the grammar used in narrative text was Simple Past Tense with

formulated Subject + V2 + Complement. After that the teacher asked the students to retell a story in front of their friends. In this case a text given was entitled The Rabbit and The Wolf. In this meeting, the teacher helped the students to understand the text before they retell the story.

3. Meeting 3

Then, teacher conducted the meeting III on Friday May 30, 2014. In this meeting, the teacher did same activities as the meeting II and the teacher gave same text to students as the meeting II. Teacher also apply cross talk method in this meeting.

The last meeting conducted on Saturday May 31, 2014. 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 4.2
SCORES OF THE STUDENTS' POST TEST (CYCLE 1)

No	Initial	Score	Note
1	AFND	50	FAILED
2	AUI	65	FAILED
3	AIM	-	Absent
4	ARR	75	PASSED
5	AJR	85	PASSED
6	AFC	65	FAILED

7	DKA	65	FAILED
8	DW	65	FAILED
9	FR	65	FAILED
10	FAM	65	FAILED
11	FES	85	PASSED
12	FRS	65	FAILED
13	IAK	60	FAILED
14	IB	50	FAILED
15	KN	75	PASSED
16	KF	85	PASSED
17	LH	85	PASSED
18	MKK	85	PASSED
19	MD	75	PASSED
20	MWA	65	FAILED
21	MSM	65	FAILED
22	MWA	75	PASSED
23	MFJ	75	PASSED
24	MNB	50	FAILED
25	NA	85	PASSED
26	RAS	-	Absent
27	RPM	65	FAILED
28	RF	50	FAILED
29	S	60	FAILED
30	SM	50	FAILED
31	TR	-	Absent
32	WW	60	FAILED
33	WA	50	FAILED
34	YMD	60	FAILED

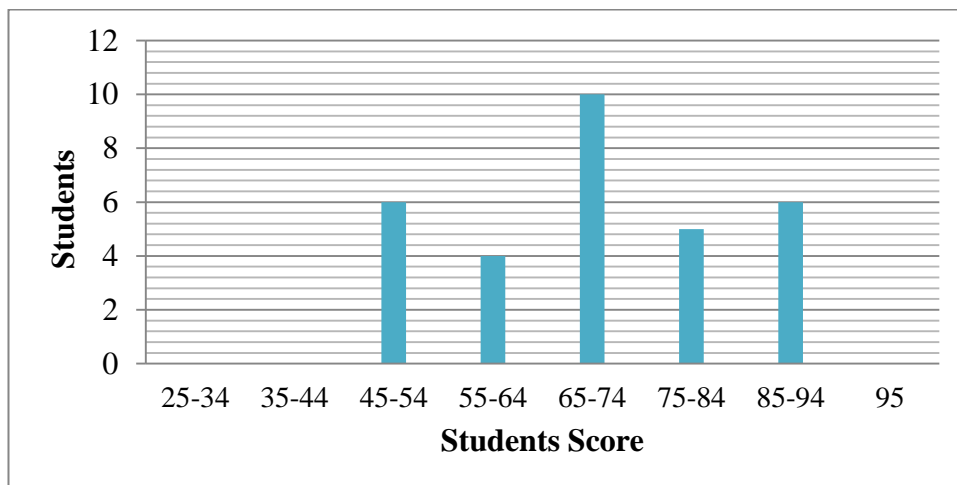


Figure 4.2 The students' post test 1 Score

Based on the result of the post test in this cycle, the students score improved. There were 20 students got less score than criteria of success, and 11 students passed, and 3 students were absent. It can be said, there were 33 % students having success. It means that this cycle were unsuccessful, because the target of the criteria of success were 85% among the whole member of VIII C class who as the sample of this research. Some of students could not retell the story completely and the students' participation in teaching and learning process less serious.

So, they could not submit their text then retelling on time based on the time given. Some of them were late to retell the story because they have problems in understanding the story and the student interest still low, so the researcher continued to the next cycle.

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 students' 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.

Before conducting cross talk method in preliminary test showed that students' achievement in speaking still poor then, after conducting cross talk method in cycle 1 showed that there were increasing on students' speaking achievement.

4. Reflecting

Based on the obtained data from test result on cycle 1, the researcher made reflection because the criteria of success had not been achieved. Reflection was analyzed main teaching concluded to find the strength and the weakness of the first cycle with 33 % students passed the test, means that the research was unsuccessful. Actually, the positive responses were given by the students on teaching learning process. The students were excited when they got papper text in group. But, they could not completely retell the content of text. Most of them just

filled two to three details from four details. It was because some of students still confused about the role of this method so they could not retell a story completely and they imitated the text, they did not use their own words. And the students' responds about this method still low, because the researcher did not explain the rule of this method clearly. Based on the weakness found in implementation of cycle 1, the study was continued to cycle 2.

The result of it the students have problem to fill the details of the factors and complete the tasks. They did not fill the details completely. Thus, the teacher made new strategy for the next cycle. She did same instruction for each student on cycle 2, but in different topic because it had been determined before. To make it easier, she asked students to find the difficult words firstly, and then she gave a helping word in each detail of the graphic organizer.

5. The Different Design between Cycle 1 and Cycle 2

Cycle 2 was carried out through the same procedure and time allocation as the cycle 1. But, the researcher designed it with different strategy.

On the first cycle, the teacher asked the students to read the text. Then, she asked the students retell one by one. The result of it the students had problem to retell the story. They did not speak up completely and just copy and paste the text words. Thus, the researcher made a new strategy for the next cycle. Before conducting cycle 2, the researcher had consulted the strategy to the collaborator teacher. On cycle 2, the researcher did the same instruction for each students. However, the researcher gave different topic. To make it easier, she asked the

students to find out the difficult words firstly, then understand the story, make summary, and the last was retelling the story in their own words.

Table 4.3 The different design between cycle 1 and cycle 2

Cycle 1	Cycle 2
<ul style="list-style-type: none"> - Meeting 1 Give explanation about conducting the cross talk, give explanation about speaking, give explanation about narrative text and fabel. - Meeting 2 Apply cross talk with fabel text in the title'' the monkey and the crocodile'' - Meeting 3 Apply cross talk with fabel text in the title'' the monkey and the crocodile'' - Meeting 4 Conducting post test 1 	<ul style="list-style-type: none"> - Meeting 1 Apply cross talk with fabel text in title ''the lion with bad breath''. Asking student to find difficult words on the dictionary. - Meeting 2 Apply cross talk with fabel text in title ''the lion with bad breath''. Asking student to understand the text and making summary. - Meeting 3 Conducting post test 2

In this research, the researcher used two cycles. Cycle 1 consisted of four meetings and cycle 2 consisted of three meetings. It was different because, in cycle 1 the students had understood about cross talk method. Therefore, the researcher thought that it was not necessary to explain about cross talk method again in cycle 2.

c. Cycle 2

This part discussed the finding of the second cycle. The result of the action in the first cycle had already shown that the cross talk method could improve the students' ability in learning speaking. But there were several weaknesses that should be overcome. It is because the students had different intelligence, so, only the students who were clever were able to finish the researcher's instruction in a short time.

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 May 31, 2014 after post test in cycle 1.

On the first cycle, the teacher asked the students to read. Then, teacher asked the students retell one by one. The result of it the students had problem to retell the story. 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 the text by understanding in every words and sentences. And then to make it easier, the researcher gave a helping word in each detail of the

cross talk method. Therefore, the students easier understood the text 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 cross talk method was about narrative text.

1.1 Preparing a lesson plan

The researcher prepared a lesson plan which was determined by standart 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 eighty minutes.

1.2 Preparing Teaching Media

In the cycle 2, the researcher still used text in paper as teaching media to applying cross talk method.

1.3 Preparing Instructional Materials

In the cycle 2, the researcher used the material with different tittle text from in the first cycle, the researcher took the text from internet, because the materials more interest and has more option to choose by the researcher. In this cycle, the reseacher choosed “the lion with bad breath” as the tittle.

2. Implementing

1) Meeting 1

The administration of meeting I was on Monday June 2, 2014. The teacher opened the class by greeting to the students, checking the students' 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 a story, in this section the researcher gave a story of The cat and the fox in order to stimulate the students because this story easy to understand. So they could understand the content of the story. Then, the students read the story 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 the text. The teacher's question were: "Who are the character in this story?". And one by one student answers orally.

Then, the researcher gave same a story to retell in front of the class. The teacher asked them to read the text and the students make summary of the story to retell in front of class. 17 students have done already to retell the story, 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.

2) Meeting 2

Meeting II was administrated on Friday June 6, 2014. 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 a story 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 produced narrative text. Then, the teacher say goodbye the students as the closing.

3) Meeting 3

Then, the teacher conducted meeting III on Saturday June 7, 2014. In this meeting teacher gave post test. Teacher gave same a short story and asked students to retell one by one in front of their friends

The data of the students' speaking test score in cycle 2 was shown, there are 90% students passed. The table 4.4 and figure shown the data of post-test:

Table 4.4
SCORES OF THE STUDENTS' POST TEST (CYCLE 2)

No	Initial	Score	Note
1	AFND	75	PASSED
2	AUI	85	PASSED
3	AIM	65	FAILED

4	ARR	90	PASSED
5	AJR	95	PASSED
6	AFC	85	PASSED
7	DKA	85	PASSED
8	DW	90	PASSED
9	FR	85	PASSED
10	FAM	85	PASSED
11	FES	95	PASSED
12	FRS	80	PASSED
13	IAK	80	PASSED
14	IB	75	PASSED
15	KN	90	PASSED
16	KF	95	PASSED
17	LH	95	PASSED
18	MKK	95	PASSED
19	MD	90	PASSED
20	MWA	90	PASSED
21	MSM	80	PASSED
22	MWA	90	PASSED
23	MFJ	90	PASSED
24	MNB	75	PASSED
25	NA	95	PASSED
26	RAS	-	Absent
27	RPM	90	PASSED
28	RF	65	FAILED
29	S	80	PASSED
30	SM	75	PASSED
31	TR	-	Absent
32	WW	75	PASSED
33	WA	65	FAILED
34	YMD	80	PASSED

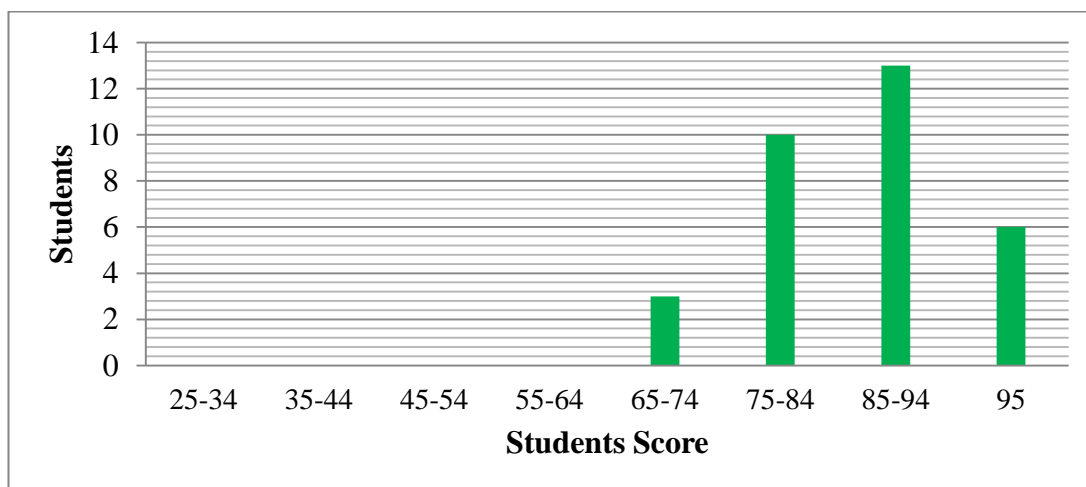


Figure 4.3 The students' post test 2 Score

Based on the graphic above, post test of cycle II shows that there were any improving the students' speaking skill. In fact, there were 3 students failed, 29 students passed and 2 students were absent. It means, there were 90 % students got success. During the implementation, observation was also conducted to collect the data about teachers' and students' activities. Based on the observation of the teachers' activities, the teacher can implemented the method in teaching learning speaking was very good based on the prepared planning.

And based on the observation of the students' 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 teacher's 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.

3. Observing

In this research, the researcher also took on observation in the data collection. This conduct on June 7, 2014. 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 cross talk method in teaching and learning speaking ability.

In cycle 2 the students interested were increased, they felt enjoy and happy with cross talk method to improve their speaking ability. The researcher explained the rule of the cross talk method clearly so they could do it well. And the condition of the class more seriously, the students read the text silently to lose into the character in the text. So, their performance can better than before.

In cycle 1 showed that students' speaking achievement increased but the researcher found weakness in cycle , students still confused and students' speaking achievement still 33 % students passed the test. Then, in cycle 2 showed that students more seriously, understand and there were 90 % students passed the test among 34 students.

4. Reflecting

From the analysis of the teaching and learning result on June 7, 2014 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 students' 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 90% among the whole member of the VIII-C class passed. It means that the research was achieved.

The improvement in students' speaking skill by using cross talk especially in speaking narrative text indicated this research was successful, and the students' speaking skill can be improved. The researcher concludes that there was significant enhance on the eighth grade students' skill in speaking using cross talk method at MTsN Langkapan, Srengat Blitar. The students' skill indicated that using cross talk in two cycles were effective to increase the students' speaking skill in narrative text. So, the cycle was stop.

d. Findings from Questionnaire

The questionnaire conduct on June 9, 2014. The questionnaire given to the students consisted of one question with five kinds of answer. The question was “ Apa pendapat anda tentang metode “Cross Talk” yang digunakan untuk meningkatkan kemampuan berbicara dalam teks narative?”. The explanation of each answer were as followed.

There were 28 students answered number 1 “Menarik”. The percentage was 82.35%. It means that most of students thought that learning speaking through cross talk was interesting method. Then, there were 26 students answered number 2 “Suka”. The percentage was 76,47%. It means that most of students like to learn speaking through cross talk method. Next, there were 27 students answered number 3 “Baik”. The percentage was 79,41%. It means that cross talk

method is good method to teach and learn speaking ability. Then, there were 25 students answered number 4 “Menyenangkan”. The percentage was 73,53%.

It means that most of students thought that learning speaking through cross talk was happily. The last, there were 18 students answered number 5 “Mudah”. The percentage was 53,94%. It means that most of students thought that learning speaking through cross talk was easy.

e. 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 4.5 The students score among preliminary study, cycle I, and cycle II

No	Initial	Student's Score		
		Pre-test	Test Cycle 1	Test Cycle II
1	AFDN	25	50	75
2	AUI	50	65	85
3	AIM	25	-	65
4	ARR	55	75	90
5	AJR	75	85	95
6	AFC	50	65	85
7	DKA	50	65	85
8	DW	50	65	90
9	FR	50	65	85
10	FAM	50	65	85
11	FES	75	85	95
12	FRS	50	65	80
13	IAK	50	60	80
14	IB	25	50	75
15	KN	50	75	90
16	KF	75	85	95
17	LH	75	85	95
18	MKK	55	85	95

19	MD	50	75	90
20	MWA	50	65	90
21	MSM	50	65	80
22	MWA	50	75	90
23	MFJ	50	75	90
24	MNB	25	50	75
25	NA	75	85	95
26	RAS	25	-	-
27	RPM	50	65	90
28	RF	25	50	65
29	S	50	60	80
30	SM	35	50	75
31	TR	25	-	-
32	WW	35	60	75
33	WA	25	50	65
34	YMD	50	60	80

From the data score of the preliminary study, cycle I and cycle II were shown that the students' speaking skill improved. The improvement in students' speaking achievement by using cross talk especially in speaking narrative text indicated this research was successful, and the students' speaking skill can be improve.

B. Discussion

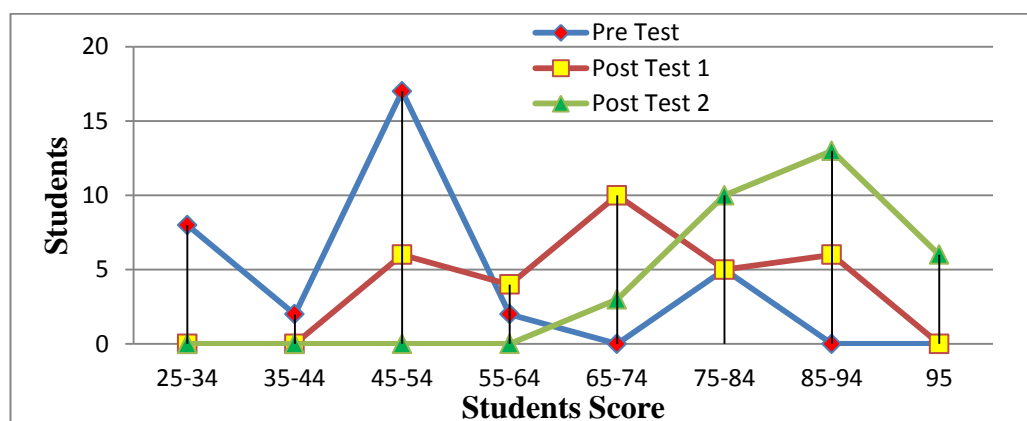
From the data of the preliminary study, cycle I, and cycle II were shown that the students' speaking skill improved. In the preliminary study, there were 29 students could not reach passing grade, and 5 students got good score. It means, there ware 15% students got success. It can be said that students achievement in speaking still 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 there were 3 students could not reach the passing grade, and 29 students reach the passing grade. It means, there were 90% students got success. So, it was clear that cross talk method can improve students' speaking ability.

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

Figure 4.4

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



From the diagram above we can see the improvement of the students' 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 standart 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 cross talk method could improve the students' achievement in speaking.

Beside, from students' achievement, the researcher also observed students attitude in speaking class. In conducting cross talk 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 cross talk method. It means cross talk method effective in teaching English, especially teaching speaking.