**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

 This chapter presents the finding and the discussions of the action research about the implementation of *fun magazine* as media in teaching speaking of the students of fifth grade of SDI Miftahul Huda Tulungagung.

1. **Finding**

**Finding of Preliminary Study**

 This study was conducted by interviewing the English teacher about the problem and the difficulties in teaching and learning activities especially in speaking. In teaching and learning speaking, there were many problems such as the students did not pay attention when the teacher gave explanation, students’ motivation to learn English was low and the students were not involved actively in teaching and learning process.

In this study, the researcher found that the students’ speaking motivation was quite low. It could be seen in their bahavior when their techer tought, they were still noisy and did not pay attention teacher’s explanation. It could be seen also in their scoring test. Their value were not reached the standard value. It meant that the result of the test could not achieve the criteria of success.And the focus of this research was developing student’s speaking skill at fifth grade of SDI Miftahul Huda**.**

In the preliminary study, the researcher also knew from their English teacher that the student’s value was not reached the standard value. It could be seen from their test.

 **Cycle 1**

The description of findings in cycle 1 is presented here based on two criterias of success:

1. The student’s improvement in speaking skill

 The first criteria was student’s improvement in speaking skill based on observation from the cyclical process, the result of test in cycle 1 had not reached standard requirement of the standard score because the average score was 67,4 and the standard score was 70. It means that the first cycle was not successfull yet.

 Table the frequency of student’s score in cycle 1

|  |  |
| --- | --- |
| Frequency  | Score  |
| 10 | 65 |
| 5 | 70 |
| 2 | 75 |
| 2 | 80 |
| Average  | 1310 |

 M= ∑x / N

 M = 1310 / 19

 = 67,4

The result showed that the teaching speaking through making conversation and describing tehnique by *fun magazine* in cycle one could not improve the students’ speaking achievement. This was based on the data that the students’ average score was 67,4. This score had not reached standard requirement of the standard score, which was 70. It means that the first cycle was not successful yet.

1. The student are involved actively in learning speaking using fun magazine.

The second criteria was the student’s active involvement. The student were expected to get involved actively because of the essence of the *fun magazine* to improve their target language.

The student involvement in doing every stages of *fun magazine* was determined by the data collected through direct observation which was then recorded using field note and observation checklist instrument. The data was gotten from the observation were supported by the fieldnote. The students were considered to be actively involved in the learning when they participated in each activities through *fun magazine* every meeting.

In the preliminary study, the student identified whether or not they paid attention to the teacher’s explanation on the speaking activities. In the task cycle, the student were observed to determine whether or not they participate in each activities in group or individually.

In order to make the analysis easier, there were some indicators to classificate the student’s participation. The classification in each meeting in cycle one is :

* In first meeting was 47 % (9 student active)
* In second meeting was 52 % (10 student active)

It could be concluded that the first cycle was not reached the standard active participation, the standard was 75%.It can be seen in the appendixes 5&6.

On the basis of weaknesses examined in implementation of *fun magazine* through describing picture and conversation of the previous cycle, the researcher continued this study to the second cycle. Before doing the action, the researcher and the English teacher designed the lesson plan. It can be seen in the appendix 8.Preparing the observation instruments were also made in the planning. The researcher made new strategy through *fun magazine* by using game and storytelling strategies.

The researcher conducted game for the first meeting through *fun magazine*. She gave game, that was guess who and guess what. Then she divided the students to be some groups. Each group consisted of 4 or 5 students. Each group made describing about something and the other groups will guess it, it’s including describing subject. And when they did not know the vocabulary, then their teacher showed it

The second meeting the researcher focused to get score by evaluation. In the beginning of this meeting, the researcher gave them story clearly according to *fun magazine*. Then, she gave opportunity to the student to ask every vocabulary about that they did not know before. After that she asked the student to retell it by their own word according to the story. Before finishing the lesson, the researcher discussed the problem that faced by the students in speaking test and in the end of this step, the researcher gave speaking test to know whether the students’ speaking had improved after cycle 2 done. The result of test on cycle 2 was compared to the criteria of success. The students spoke up and spoke fluently. The result of the students’ speaking test was presented in the following Table 4 in appendix 11.

**Cycle 2**

The result of test in cycle one was not satisfying yet. So some revisions on the planning were made. The planning of the implementing in cycle two was similiar with cycle one. The differences were: the researcher used game to describe the pictures and story telling to improve their speaking. The description of findings in cycle 2 is presented here based on two criterias of success :

1. The student’s improvement in speaking skill

 From the results of observation and the speaking test in the second cycle, it was concluded that the techniques of teaching speaking through *fun magazine* in cycle two gave positive response. the result of test in cycle 2 had reached standard requirement of the standard score because the average score was 74 and the standard score was 70. It means that the second cycle was successfull.

Table the frequency of student’s score in cycle 2

|  |  |
| --- | --- |
| Frequency  | Score  |
| 1 | 65 |
| 8 | 70 |
| 5 | 75 |
| 4 | 80 |
| 1 | 85 |
| Average  | 1405 |

M= ∑x / N

M = 1405 / 19 = 74

From the data above, it could be seen that the result of speaking test in cycle two was better than the result of speaking test in the first cycle. The mean score of the student’s speaking test in the second cycle (M=74) was higher than that of the first cycle (M=67,4). It meant that the action of teaching speaking through storytelling, game etc by *fun magazine* in cycle two could improve the student’s speaking achivement.

1. The student are involved actively in learning speaking using fun magazine.

The second criteria was the student’s active involvement. The student were expected to get involved actively because of the essence of the *fun magazine* to improve their target language.

Derived from the results of the speaking test in the second cycle, it was concluded that the techniques of teaching speaking through *fun magazine* in cycle two gave positive response. The students did not get difficulties in delivering the speech, because the students were more relax than in cycle one. That was why the students were active and enthusiastic to join the teaching learning process. The classification in each meeting in cycle two were :

* In first meeting was 68 % (13 student active)
* In second meeting was 78 %.(15 student active) It can be seen in the appendixes 9 & 10 .

In other words, the action cycle two had successfully improved the students’ speaking ability because their value was passing the standard and the action was stopped

**B. Discussion**

Based on the results of the implementation of the actions, generally the students’ speaking ability can be described as follows. In the first cycle, the students’ involvement in the process of teaching speaking activity was not as good as what is expected. On the average, the percentage of the students’ involvement in the process of teaching speaking was only 47% in the first meeting and 52% in the second meeting. It could be pointed out that the students were passively involved in the process of teaching speaking. Most of the students were still reluctant to raise questions to the researcher and they worried to respond to the researcher’s questions. On the other side, the students’ speaking ability after being given the action by teaching speaking through storytelling technique etc by *fun magazine* was unsatisfactory yet. It was found that the students speaking test was only 67.4. Concerning the objective of this research, the students’ speaking ability in the first cycle still could not achieved the standard average score (M= 70). Therefore, the action cycle was proceeded to the next cycle by revising some necessary aspects; that was using more explanation, vocal variety, and more gesture, in order to help the student achieve the target of the research.

After giving the action in the second cycle, it was found that the students’ speaking ability had significant improved. The score of speaking test had achieved from 67.4 in the first cycle up to 74 in the second cycle. This means that the students’ speaking ability had achieved the standard average score that was 70. In relation to this case, moreover, the improvement of the students’ speaking ability in the second cycle was also followed by the improvement of their involvement in the process of teaching speaking. The percentage of the students’ involvement was 68% in the first meeting and 78% in the second meeting. In this case, the students did not feel reluctant or worried to respond the researcher’s questions and asked questions to the researcher.

Based on the strategies through *fun magazine* which had been used in the cycles, we can see that the strategies could give new inspiration to the teachers to improve the students’ speaking ability. By using *fun magazine*, the teachers also could find new materials which could make them more interested in teaching speaking.

In conclusion, based on the results of this research, it could be said that the use of storytelling tehniques by *fun magazine* could improve the students’ speaking ability of students of fifth grade at SDI Miftahul Huda tulungagung in the 2011/2012 academic year.