

CHAPTER IV

FINDINGS AND DISCUSSION

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

A. Findings

The data presented in this study are data collected from Reflection in the first cycle.

1. Reflection on Cycle I

In this phase researcher prepared the result of reflection in the first cycle. The researcher conduct two meetings in the first cycle was held on Friday, 23rd Maret 2018 and Monday, 26th Maret 2018 in 4th and 5th period (09.15-10.15). The topic in this observatin was descriptive text in hobby context. This topic has been given by the English teacher, so the researcher only need to remind the students about it. The researcher devided 9 students in 3 groups, there were about 3 students for each group (see appendix II). And then each group performed in front of the class one by one. One group must describe they have and chain the picture with their group and every students have different picture. (see appendix III to see detail illustration of chain work method in cycle 1).

On the basis of the result of the first cycle researcher concludes that students of five class in SDN 2 Kelutan have a improvement, the

improvement is that the students are happy and enthusiastic following the new method applied in the class in English study consist in speaking. But, in the first cycle had not achieved the criteria of success. The criteria of success were not only determined the students score in speaking test, but also students motivation, students responses toward strategy, target of learning objectives, and students enthusiastic with the strategy used. And in the first cycle students had not achieved criteria of success yet.

The problems in the first cycle they are first, the students were not yet actively involve during the teaching and learning process in the group, some of the students also didn't participate or still shy in speaking activity and the second, the students ability on language function which consist of three aspects : pronunciation, vocabulary and comprehension is not maximal yet because students study just focus on book and the last the student not up they hand yet when the teacher want the students description a picture in front of class. In conclusion, this action research needed to be continued to cycle II for the improvement of teaching and learning strategy. Its also supported by Nurhayati is research (2015) who pre examined they teaching pronunciation through asking each other for cards to match those they have in their hands, arranging a word pronunciation word, giving the meaning and method strategy.

On the basis my observation above the researcher to be continued to the next cycle this covers in second cycle revised strategy from the first cycle the components will be revised they are :

a. Revising the plan

The implementation of chain work method in first cycle had not given a significant progress to the speaking skills of the five class students of SDN 2 Kelutan Trenggalek.

The result in first cycle was not satisfying yet and the criteria of success not achieved yet. So some revisions on the planning were made. The planning of the implementing in second cycle was almost similar with first cycle. But the researcher applied new strategy in chain work method. The differences strategy can be seen in the table below :

Cycle I	Cycle II
The group consists of 3 students and chain the picture in front of class.	The individual student chain the three picture in front of class.
The group of students used indonesian language when they didn't know some word in English.	The individual student could ask to the teacher when they didn't know some word in English. So they must use English in describing the picture.
The score based on how many picture could chain in the group.	The score based on how many description sentences they produce.

1) Revising of the lesson plan

The researcher determined standard competence, basic competence, indicator, aim of teaching and learning process, and assessment (see appendix IV)

2) Revising of the instructional materials

The researcher decided to choose 3 familiar pictures to the one student to make it easy to be described.

3) Revising Teaching media

In this cycle the researcher will use picture as media in applying chain work method. The researcher choose picture from internet.

2. Reflection on Cycle II

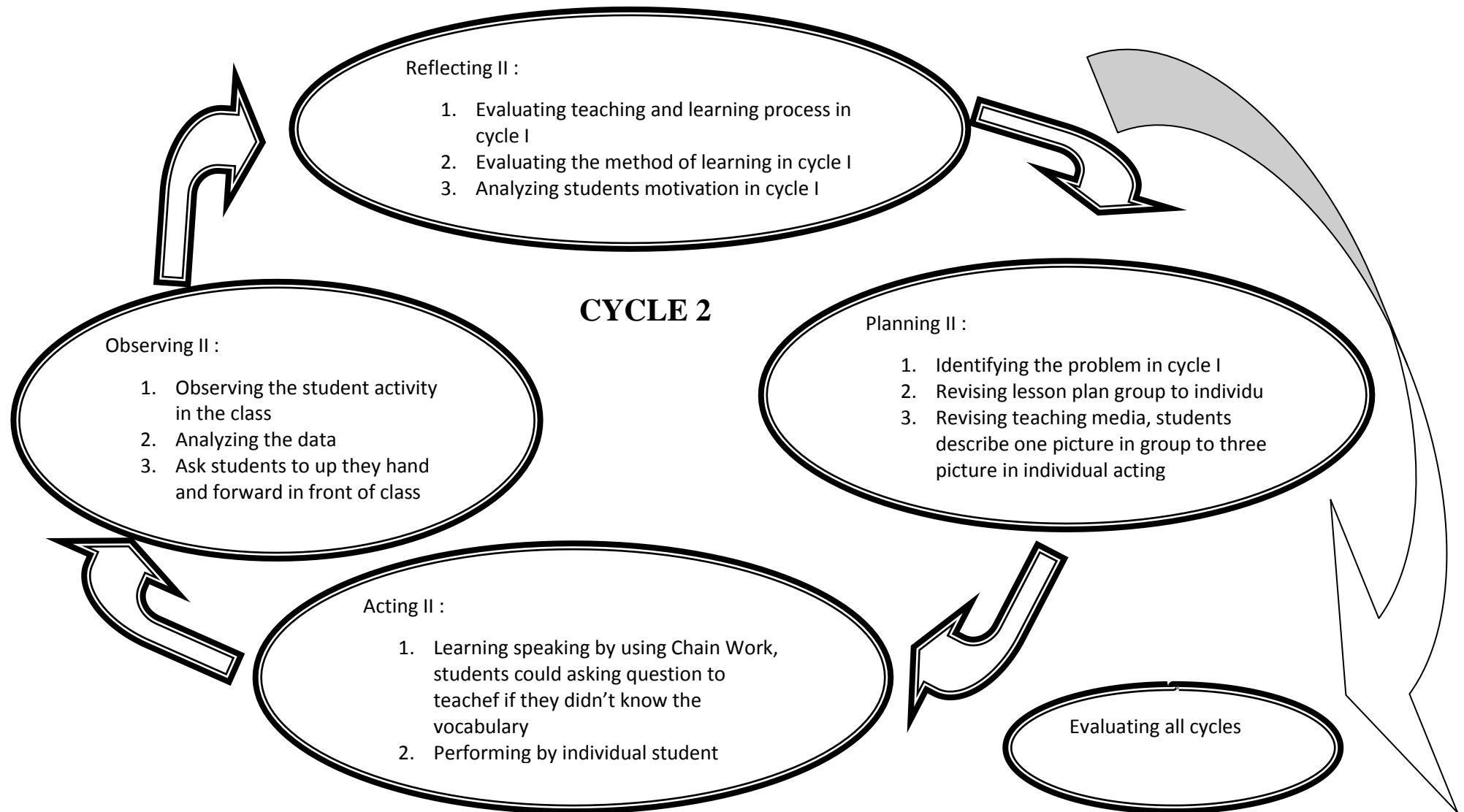
The revised the method was done on April 2nd and 6th 2018 in 4th and 5th period (09.15-10.15), the revised method on the second cycle covers two meetings. The method in the second cycle researcher chosed the topic was similar with previous meeting. But the researcher applied new strategy. The strategy is the individual student chain three pictures in front of class and the students would not permitted to use Indonesian language when they didn't know the translation of some words in English. They asked to the researcher when they didn't know the translation. This

new rules made them really speak in English. Their ability in speaking was improve.

From this method students can describe and imagine the picture with many ideas they have. Besides, the materials given also familiar with them, so they became more clearly enthusiastic in describing the picture. For clear description of the application of chain work method in this meeting (see appendix V).

Based on the observation sheet and field note from the analysis of the teaching and learning process in speaking by using chain work method in cycle II, it was found that most of the students got improvement in speaking. The students were more active and enthusiastic during teaching and learning process. So the criteria of success had been achieved. It can be seen from the up they hand when the teacher want the students description a picture in front of class and also researcher see from students ability on language function which consist of three aspects: pronounnciation, vocabulary, and comprehensibility. In conclusion, the criteria of success in this research were fulfilled in this cycle. The researcher make a illustrated the model teaching of chain work in cycle II based theory form Sardiman (2006: 83) explain did chapter two and the researcher selects a characteristic that *Demonstrate interest in a variety of issues*. It is characteristic corresponds to the state of student in SDN 2 Kelutan. Based from characteristic from Sardiman above. The researcher prepared the strategy with the model of research flow show in this figure:

Figure 4.1: The flow of research



B. Discussion

It contains the explanation of the data analysis based on the research problems. The result of the implementation of chain work method from the first cycle there were improvement of speaking skills of the students, but the criteria of success could not been achieved yet, it is based theory from sardiman (2006: 83) was explain in chapter two and the researcher selects a characteristic that *Demonstrate interest in a variety of issues*. In first cycle students group work, there were 3 group consist of 3 students, for the technic of the group here students still not confidence yet with their friend and still shy to speak English, the implementation of chain work method is needed to be revised.

From the result of second cycle showed that the criteria of success could been achieved there was individual student chain the 3 picture in front of class and the individual student could ask to the teacher when they didn't know some word in English. So they must use English in describing the picture with they imagine. And the last students can active to answer the assignment from teacher to describe the pictures in front of class and students enthusiastic to up they hand. From 9 students in the class 7 students was up they hand to describing the 3 picture in front of class. it means that most of the students feel fun end enjoyable joining speaking class by using chain work method. And it means that almost 70% of the students are motivated by chain work method.

From the result of the implementation of chain work method, there were improvements of speaking skills of the five class students of SDN 2 Kelutan Trenggalek. The students were more active and feel free to show their idea about the pictures. They more motivated to learn and they could improve their speaking skills

this can see with the 75% students raise they hand and describe the pictures in front of class. The researcher prepared the design of teaching flow in cycle II see in this figure.

Figure 4.2: The flow of the teaching

