

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

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

#### **A. Findings**

##### **1. Reflection on Cycle 1**

This research was conducted in the seventh grade students of SMPN 1 Sumbergempol, for about a month. It consisted of two cycles. Considering the facts stated earlier, the researcher planned to improve students' motivation in speaking by using problem sticks. The researcher focused on students' motivation in speaking. It is expected that by using problem sticks as media, the students understanding what they must to do.

The result of the students and teacher observations sheet in Meeting I, Meeting 2 and Meeting 3 recorded by the researcher and collaborator during implementation of problem sticks in cycle I, it was still different from the researcher had expected. In the cycle I there was problems that were faced by students during the implementation of problem sticks such as : the students still felt unfamiliar with the word, the students felt that the time allotment was too short and the teacher instruction was still hard to understand.

Based on the criteria of success, the researcher analyzed the using of problem stick as media could not be implemented perfectly. There were

only several students who were active and the others were passive. The researcher has expected 75 percent of students to be enthusiasm and participate during teaching learning process. But in the fact, there were some obstacles in cycle 1.

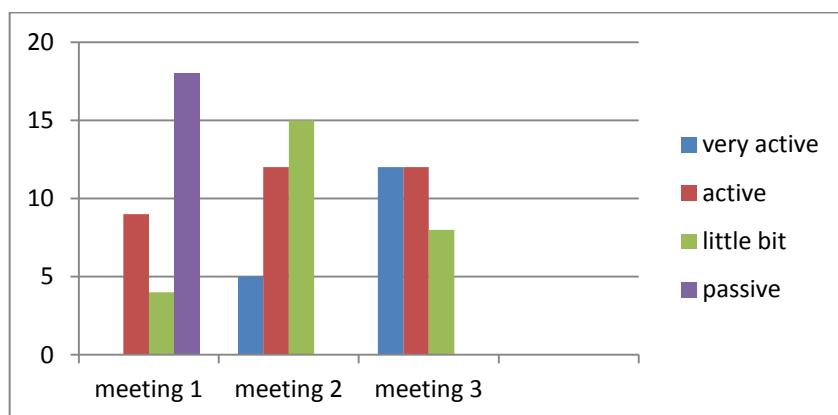
It could be seen from the result of observation sheet. From meeting 1,2 and 3 showed the development of motivation student to speaking is still low. From meeting

1 the students were active just 12 students, and 20 students still passive. The increasing of students' motivation in speaking by using problem sticks only 50 percent.

**Table 4.1: Result of Observation Checklist on Cycle 1**

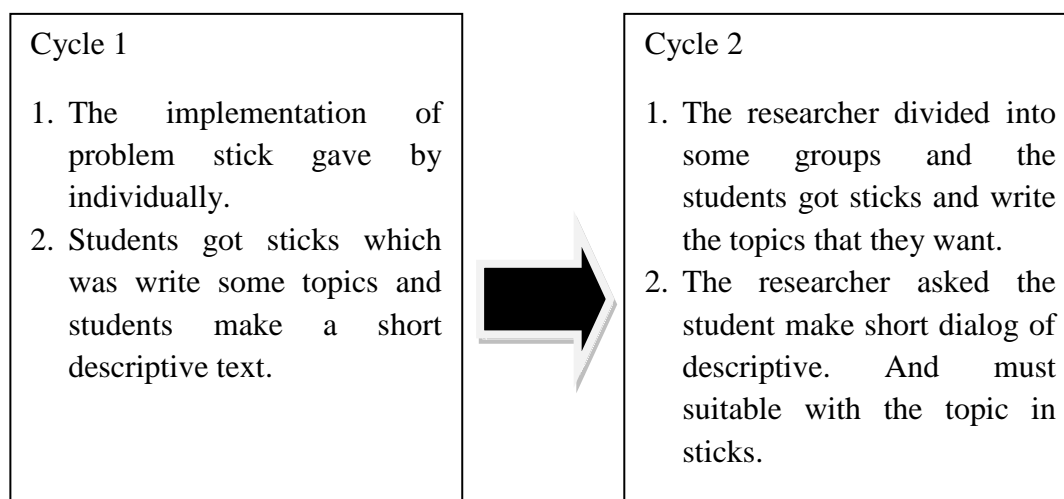
Meeting 1	Very active	Active	Little bit	Passive
	0	9	4	18
Meeting 2	Very active	Active	Little bit	Passive
	5	10	17	0
Meeting 3	Very active	Active	Little bit	Passive
	12	12	8	0

**Figure 4.1: Increasing of students' motivation toward applying of problem sticks by observing**



From the explanation above, the researcher analyzed that there were some obstacles in cycle 1. Those were students' respon in the class could not achieve the criteria of succes yet., the students have difficulty to enjoy in speaking. The researcher revised strategy of the implementation Problem Sticks. Firstly, the researcher devided into some group which each group got one sticks with one topic, secondly the researcher asked student to make short text description as form dialogue, students discussed with their member and after finished, the students asked to perform in front of the class.

On the basis of the weaknesses above, some revision were made to be implemented in the cycle 2 as follows :



All revision above could be seen in the lesson plan of Cycle 2 which is stated in appendics.

## 2. Reflection on Cycle 2

This second cycle was held on Wednesday, 18 April 2018. After reflecting phase Cycle 1, the researcher needed to be continue in Cycle 2. Based on the result of cycle 1, it is showed that students' motivation and about the students' understanding still low. By this phase the researcher could decide whether the problems have been solved or not, whether the researcher would be stopped or be continued to the next cycle.

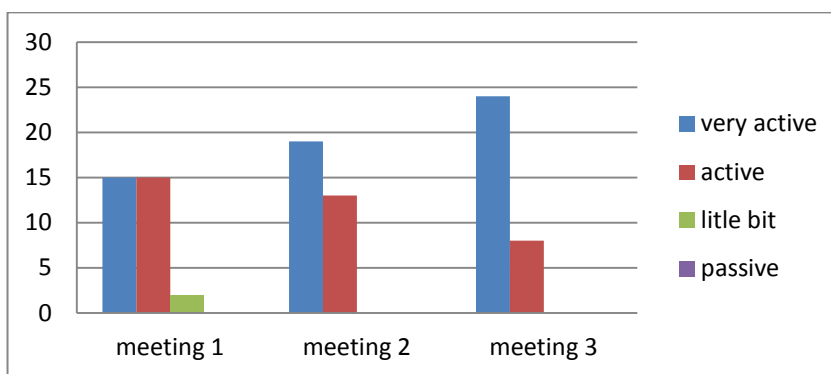
In this subheading the researcher presented the finding of Cycle 2 arranged in the chronological order of implementing. From the Cycle 2, the researcher found out that most of them were very active. They were very enthusiasm to practice. The atmosphere was very good and conditional. In the classroom situation, it showed that the progression was increased well. It can bee seen, the students use full 20 minutes give the researcher to practice dialog conversation. Thus the teaching and learning process can be run well.

The student 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 an were very make good change. Only two students were enough and all the rest were very active.

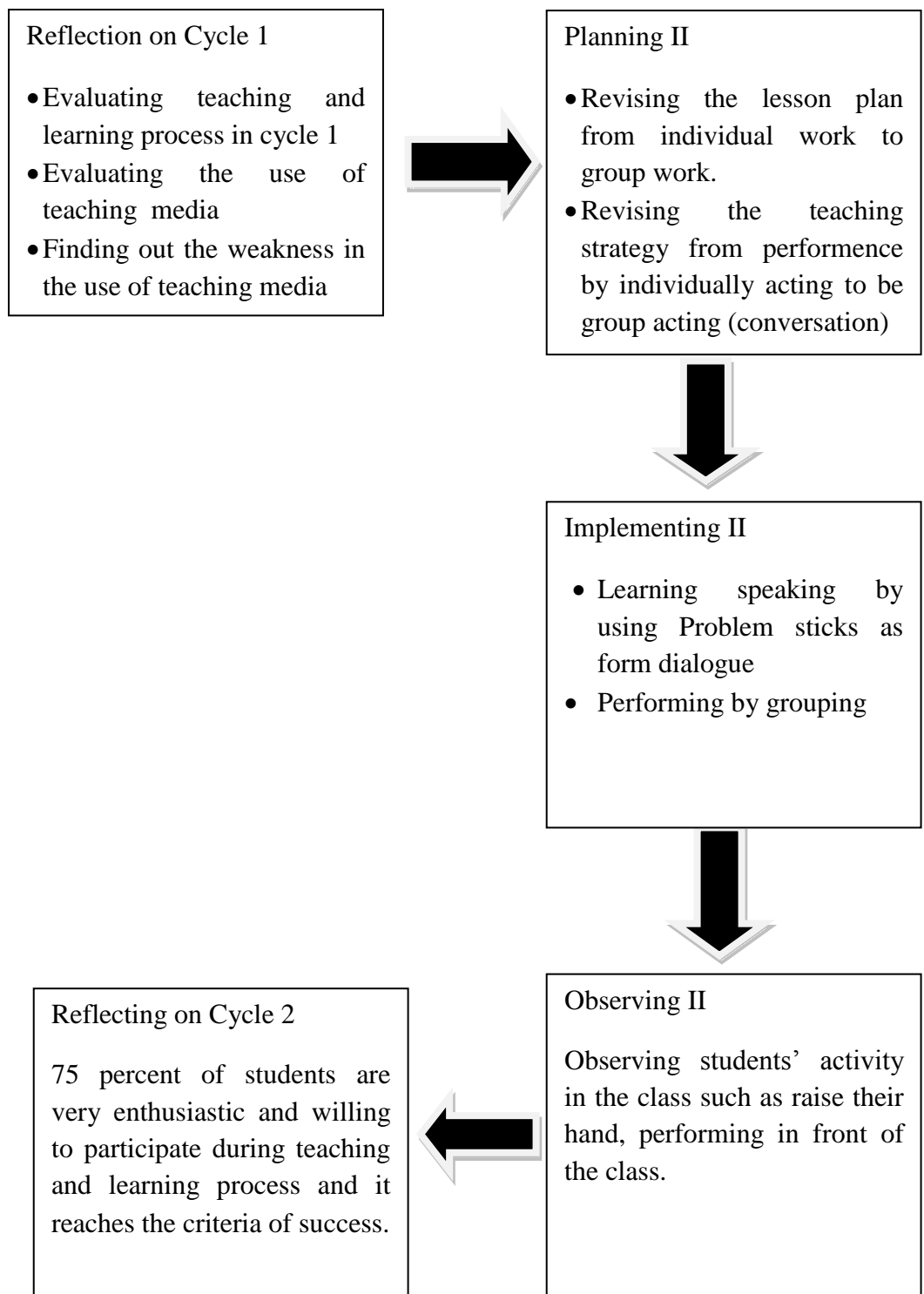
**Table 4.2 : The Result of Observation Checklist on Cycle 2**

Meeting 1	Very active	Active	Little bit	Passive
	15	15	2	0
Meeting 2	Very active	Active	Little bit	Passive
	19	13	0	0
Meeting 3	Very active	Active	Little bit	Passive
	24	4	4	0

**Figure 4.2: Increasing of students' motivation toward applying of problem sticks by observing**



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 student's response released the criteria of success. The students involved themselves in learning speaking English. On the basis of the good result in cycle 2, the researcher did not need to continue the study. The researcher resumed the strategy of implementation Problem Stick in order to be easily understood will be shown as below:

**Figure 4.3: The Flow of Research on Cycle 2**

Based on the figure above, the researcher also prepared flow of teaching strategy by using Problem sticks to improve students' motivation in speaking will be shown as below:

**Figure 4.4: The Flow of Teaching Speaking Use Problem Sticks**

The teacher was given introduction and direction the role of Problem Sticks. The teacher divided the students into some groups.



One of member in each group took a stick of ice and read the topic in front of the group. Each group discussed to make description text in the form of dialogue.



The teacher asked the students to practice. 75 percent of the students are very anthusiastic to perform in front of the class, they raise their hand when the teacher asked some question or instruction.

## **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' motivation in speaking of SMPN 1 Sumbergempol by using problem sticks.

In teaching and learning activities the role of motivation is needed. Farhan (2014) argues Motivation gives encouragement to students so that students are able to do learning activities well, so that the desired goals can be fulfilled. Learning activities will always be preceded by the decision-making process to do or not , if the motivation is strong enough then he will decide to do learning activities. Conversely, if the motivation is not strong enough then he will decide not to do learning activities.

Motivated learning activities are essentially learning adapted to the needs, drives, motives, interests that exist in the students. Motivated learning demands the creativity and imagination of teachers to strive seriously in searching for relevant and appropriate ways to generate and nurture student learning motivation.

Because of the importance of motivation for students in learning to achieve the expected goals. Some experts express their opinions about motivation according to Djamarah (2002) Motivation is a change of energy in a person's person is characterized by the emergence of feelings and reactions to achieve goals. So, the motivation to learn is the psychological condition of students who can lead to learning activities with pleasure and earnest so that the desired goal by the subject of learning was achieved.



Motivation given to the students of VII SMPN can awaken the spirit of learning, especially in learning to speak using Problem Sticks as media. Students are very happy and interested in answering any questions given by the teacher.

In this discussion it will discuss how the problem sticks could successfully applied for students of SMPN 1 Sumbergempol in academic year 2017/2018 based finding in cycle 1 and Cycle 2. The discussion deals with any activities conducted in applying the modified Problem Sticks 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, and observing the teaching learning process. The result of interviewing students' was that most of them had problems in students' motivation to speak because they felt they lack in vocabulary, pronunciation, and grammar, and they shy when they make mistake.

Then, the researcher planned an effective strategy to solve students' motivation in speaking problem by the modified the media by using Problem Sticks. 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 Problem Sticks could improve student's

motivation in speaking. This phase was done by using observation checklist. 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 The results of observation sheet showed that there were 5 very active students, 10 active students, and 17 enough students. The possibility problems of failed students in Cycle 1 were that the students' motivation is still weak, there was not a rule in the applying media limited the maximum students in speaking, so students did not have enough time to practice speaking because of the more passive students. The second reason was that the failed students did not understand well how use problem sticks. 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 media runs.

Furthermore, to modify the application of Problem Sticks, 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, Those modification were based on the 3 principle of learning that stated by Suprijono (2009: 4-5); firstly change behaviour, secondly learning process thirdly learning experiences. Based on those principles, the researcher applied the strategy grouping through Problem Sticks.

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

and reflecting. The findings showed that during the teaching learning process the students participated very actively. It could be seen from the results of observation sheet, it's showed that there were 24 very active students, 4 active students, and 4 enough students.

Based on explanation description and result of analysis of research data above, the researcher stated that with Problem Sticks can increase students' motivation in learning especially in learning to speak with grouping students.