

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the description of the research finding and the discussion based on the result of the research.

A. Findings

For the detail explanation of the finding start from reconnaissance the finding of each cycle and its reflection were described as follows:

1. The Finding of Preliminary Observation or Reconnaissance

The researcher conducted the reconnaissance in January 15th 2015 by distributed questionnaire and interview to the students of MIA-5 and the English teacher.

a. The Students' Low Participation in Speaking Class

This problem was concluded by the researcher through the obtained data in reconnaissance process. The data were obtained from students of MIA-5 and the English teacher of MIA-5. The data showed that the students have difficulties in speaking and their speaking achievement was still low.

From distributed questionnaire which contained with 20 close answer (Yes/No) toward the students' difficulties of learning speaking, the researcher found out that actually students of class

MIA-5 were like in learning English, 19 students (54%). However, 57% (20 students) admitted that they were not like speaking English. Most of them have problems in speaking because of their lack of confidence, limited vocabularies, and worry in making mistakes in pronunciation and grammar.

Besides, from interview with some students, the researcher found that the students' common problem in speaking class was low participation because of lack of confidence, afraid of making mistakes and losing face. Some of them said that sometimes their friends laugh at them when the others were speaking. So, they choose to keep silent. The same information was also got from the English teacher. She added that the students' achievement of speaking class was also low. There were only for about 50% students of MIA-5 who could reach KKM. For students themselves, they were aware that they need to improve their speaking skill because they believed that speaking skill is very important.

Based on the found problem, the researcher applied oral presentation as the teaching and learning technique in class MIA-5 to solve students' speaking problem and also improve students' public speaking skill.

2. The Finding of Cycle 1

a. Planning

In the planning, the researcher and the collaborator decided the topic, basic competence, and instructional objectives that would be delivered to the students by applying Oral Presentation technique. The researcher also prepared the material and media. Furthermore, the researcher prepared the instruments (observation sheet/ checklist).

b. Implementing

For the detail description of the implementation process would be discussed as follows:

1) Cycle 1

(a) Meeting 1

The first meeting was conducted in March 9th 2015. The researcher and the collaborator teacher entered class MIA-5. The researcher started the class by greeting the students, asking their condition, and also checking their attendance list. Starting teaching and learning process, the researcher asked the students about descriptive text to stimulate them to speak up. Some of the students tried to answer but the others only kept silent. The researcher instructed the students to make group. Every group consists of 5 students. The group division was got from the students' counting. (see appendix 2). Next, the researcher

explained about oral presentation, and the way how to do oral presentation. The researcher also gave an example of oral presentation in front of the students by using picture of Jokowi or Joko Widodo. Then, the researcher gave the each group a name of people which would be presented in front of the class, such as Syahrini, Cita-Citata, and Sule. They would present everything they have known about the people covered the appearance, character, etc, however the time was out. So, the researcher asked students to prepare their oral presentation and closed the class by greeting.

(b) Meeting 2

This meeting was conducted in March 12th 2015. The agenda of this meeting was continuing the last meeting which needed to be continued, that was the presentation performance of every group related to the people name before. Every group should make oral presentation related their chosen people. Before performing the presentation, the students sit based on their formed group. Every group took the people figure and turns lottery to decide which group to be the first performance, the second performance, and so on. By turns, every group did their presentation in front of the class by showing the chosen figure.

In the end of this meeting, the researcher gave feedback toward the students' presentation performance, comments, and also

advices. Then, the researcher gave the real project of making oral presentation about people. They were freed to choose the figure based on the group agreement.

(c) Meeting 3

The meeting was conducted in March 16th 2015. The agenda in this meeting is speaking test in form of oral presentation performance. Every group performed oral presentation about people by bringing the picture(s) of the people. During the students were doing oral presentation, the researcher and collaborative teacher gave marks or score toward their performance using speaking rubric has been prepared.

After finishing group oral presentation, the researcher gave feedback related how the oral presentation was running. From the presentation, some students still made mistakes in certain word pronunciation, grammatical and mostly did not fluent yet in delivering the presentation. The researcher tried to give the correct example of words pronunciation.

c. Observing

The researcher used observation sheet or checklist to know the students participation percentage during teaching and learning process. The result of observation sheet or checklist point during teaching and learning process in meeting 1 was 35/56 or 62,5%. According to the percentage standard of students' activity, 62,5%

meant that they were in level 'passive'. Besides, the point of observation checklist gathered in the second meeting was 42/56 or 75%. 75% meant that the students were in active level. In conclusion, the students, activity points in meeting 1 and 2 produced average percentage 67,85%.

The researcher also used test to know the students improvement in form of presentation performance. In the speaking test or oral test, the students' speaking test achievement of theirs public speaking skill showed that from 35 students, there were only 14 students who could pass the test, 19 students were failed and 2 students were absent. Most of students have troubles in their pronunciation and fluency. Based on the result of students' oral test score or achievement, there were 14/35 (40%) students who reached the KKM, 75.

d. Reflecting

Based on the findings of the students' participation or activeness in speaking class and the students' achievement of speaking test showed that all of the criteria of success could not be achieved yet, in teaching and learning process, the students needed to improve their cooperation in discussion process, and being more confidence in asking or answering questions. In addition of their speaking test achievement, many students' needed to enhance their pronunciation

and fluency in their performance. Thus, the researcher decided to continue the research to the next cycle, cycle 2.

Before continuing the research to the cycle 2, the researcher made some revisions. *First*, the researcher made new lesson plan with another topic. In the first cycle the focus of descriptive text was describing people. In the second cycle the focus of descriptive text was changed into describing place. It was arranged to avoid students' boredom. *Second*, the researcher prepared teaching media that was visual media in form of pictures and Power Point. By using Power Point, the students were expected to be more interested in following teaching and learning activities. *Third*, the researcher also prepared group assessment sheets which would be used for each group to make note toward the others' oral presentation performance. (see appendix 9)

3. The Finding of Cycle 2

a. Planning

The planning was based on the some revision toward the result of cycle 1. The researcher arranged a new lesson plan, prepared instrument, teaching media in form of power point slides and preparing group assessment sheets.

b. Implementing Cycle 2

(a) Meeting 1

The meeting was conducted in April 20th 2015. Before started the class, the researcher asked the students to sit based on their previous group and also told the goal of the study. The researcher distributed the copied material from power point prepared to each student. However, the researcher could not show the power point by using projector directly..

Next, the researcher gave a picture of famous place to each group to be presented, such as Borobudur temple, Kelud Mountain, beaches, Monas, etc. When the students were discussing the picture with their group, the researcher monitored them. Many students asked questions related to difficult words and how to pronounce. Some of them also used their dictionary. In this meeting all of group can finished their discussion.

(b) Meeting 2

It was conducted in April 23rd 2015. The location was in language laboratory which has better facilities such as computer and projector. After greeting and checking students' presence, and instructed them to sit based on their group, the researcher showed the power point slides which could not be shared through projector before. The researcher showed the

material slides and also the slides of presentation material. The students had very good attention toward the researcher explanation. Many students asked question toward how to use power point in presentation, asking difficult words, and also how to pronounce certain words well. Then, every group presented the simple presentation about place which have been discussing in the previous meeting. Many students have understood how to give good oral presentation. Before closing the class, the researcher reminded the groups to prepare power point slide to be showed in oral presentation test in the next meeting.

(c) Meeting 3

The second meeting was done in April 27th 2015. The class was in language laboratory because it was the day in which the students would perform their oral presentation by using Power Point through projector. The students were excited even though they could not hide their nervous. Before starting the performance, the researcher distribute group assessment sheet which has been prepared to be filled by the others group about the other group performance. Then, one by one, each group presented their oral presentation with topic describing place. 5 groups performed their oral presentation using their power point through projector however the 2 others cannot show the

power point by the reason they were forget to bring it. They only show the pictures. While presenting group oral presentation, the other groups wrote their comments toward the presenters' performance. In the end of every presentation, the presenters opened question section. Many students raised their hand to ask questions, although they sometimes mixed the language. Before closing the class, the researcher gave some feedback toward the students' oral presentation performance and gave greeting then.

c. Observing

According to the observation checklist or sheet used in cycle 2, it showed better result. The points of observation checklist in cycle 2 (meeting 1) was increased become 44/56 or 78,5%. According to standard percentage, 78,5% meant 'active'. In meeting 2, observation checklist point was improved became 47/56 or 84% which meant the students activeness level was 'active'. In conclusion, the average percentage in meeting 1 and 2 (cycle 2) that was 81,25%.

In addition, the achievement of students' speaking test in cycle 2 was improved. There were 26 students were passed, 6 students were failed and 3 students were absent. So, the success students' percentage was 26/35 or 74%.

d. Reflecting

Based on the result of cycle 2 covered in the process of teaching and learning and students' achievement, the researcher concluded that both of criteria of success could be achieved in cycle 2. In the teaching and learning process, the percentage of students activeness was 81,25% and the successful students percentage was 74%. Thus, the researcher could stop the research because it was running successfully and smoothly.

B. Discussion

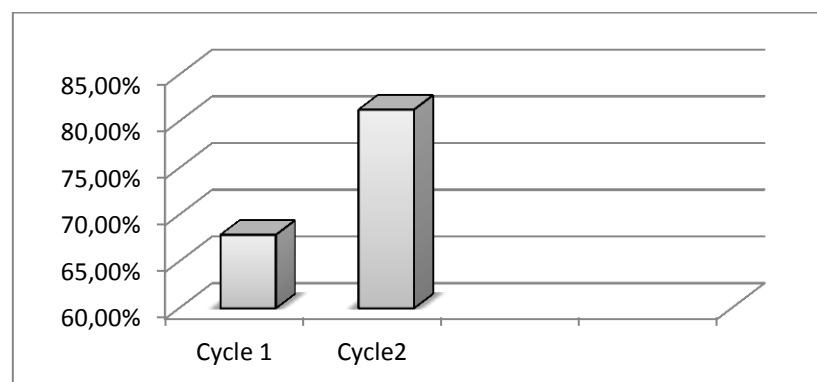
There were some discussions toward the findings of this classroom action research.

The research is conducted in two cycles. It is caused by the criteria of success cannot be achieved yet in cycle 1. Based on the research instrument used in this research (observation checklist), in the cycle 1 can be conclude that many students of MIA-5 are in good response (asking and answering questions), pay attention to the teacher explanation, and follow the class smoothly. However some of them do not care, they chat with their friend and sometimes make jokes and empty talk. In discussion seccion, some of students do not work cooperatively.

For the observation in cycle 2, the students were more ready to follow the class. They are more enthusiasm and interested. The using of power point help them to give clearer about the technique implemented.

Furthermore, in discussion process, they are more cooperative each other. They are more active in asking questions. Generally, the students' activity in cycle 2 is running better than cycle 1. Their percentages from 67,85% (little bit active) in cycle 1 become 81,25% (active) in cycle 2. By that result, the researcher can conclude that the teaching and learning process in cycle 2 is run smoothly and successfully.

Figure 4.1 The Diagram of The Progress of Students' Activity Percentage in Cycle 1 to Cycle 2



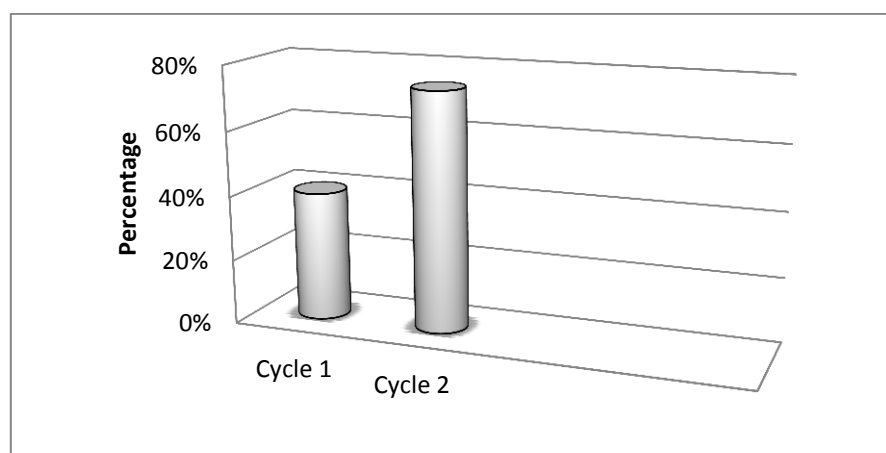
Furthermore, the reason of using group discussion and group oral presentation is to help the students. By working in group, it would highly productive and enhance in the learners and value of collaboration and teamwork. According to Al-Issa and Al-Qubtan (2010:236), group work positively influences 'social integration' and 'negotiation meaning' which directly and positively impact the process of language and knowledge acquisition and the quality of language output.

In addition, the using of teaching media is also influence the students' interest better. Based on the observation result of cycle 2, it showed that

teaching oral presentation using media in form of visual aid (power point) helped the students' learning better. According to King (2002: 403), using visual aid in oral presentation can create powerful effect, help keep students' attention, and illustrate main idea.

From the test result, the passed or success students' percentage increased from cycle 1 to cycle 2, started from 40% (14 students) became 74% (26 students). It's proved that oral presentation technique can improve students' public speaking skill achievement. They were also able to enhance their self-confidence in speaking in front of their classmates (public). This technique helped the students to solve their speaking problem in low of participation in speaking class. By oral presentation, the students were given chance to choose their topic and prepare it to be presented then. So, there were no reasons for low of participation in speaking class. (see appendix 9)

Figure 4.2 The Diagram of The Progress of Students' Test Score



In addition, in the end of speaking performance, the presenters were obtained to open question and answer section. By doing this activity, the audiences were expected to be more paying attention towards their friends' performance. It was appropriate with the Harmer's statement (1983: 352) that when students make presentation, it is important to give other students ask to carry out as they listen, and also involve them in asking follow-up question.

Furthermore, by distributing group-assessment sheet before doing performance, the audiences would be asked to give their assessment or comments toward the others' performance. Al Issa and al- Qubtan (2010: 240) stated “ it is important that students take part in the informal assessment of their classmates, because this can help them reflect on reflect on the language and other relevant aspect related to presenting that are embodied in their classmates' participation”. In addition, they added that peer evaluation is in fact something that learners enjoy doing, and it fosters their confidence and intrinsic motivation (cited from Otoshi and Heffernan; 2008).