CHAPTER III

RESEARCH METHOD

This chapter presents research design, procedures of the study including planning, implementing, observing, and reflecting.

A.   Research Design

The design of this research was a Classroom Action Research. It was designed to solve students' problems in speaking skill by using Scavenger Hunt Game. The subject of this research was students of MIA III first grade of MAN Kunir who had problems in speaking.

The study was collaborative for the researcher collaborated with one of the English teachers in MAN Kunir who conducted teaching learning in the class. Both the researcher and the teacher as collaborator had different roles in the research. The researcher conducted the teaching learning process and the collaborator observed the process of teaching learning. In this activity, the main activity of the collaborator teacher was collecting the data related to the effects of the applied game.

The research was done in two cycles in which every cycle consisted of planning, implementing, observing, and reflecting. Each cycle had three meeting.
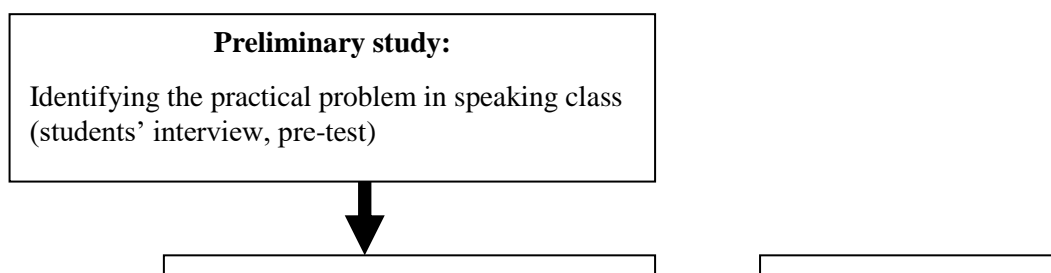
B.   Subject and Setting of the Research

Subjects of the research were students in MIA III first grade of MAN Kunir who had not active in speaking practice in the class and their score did not pass the minimum competence standard as they were found in the preliminary observation. The school had ten classes of the first grade, three classes of MIA (Math and Science), five classes of IIS (socials), and two classes of IIK (religious). The researcher chose MIA III's students as a subject because the researcher found the speaking problems in this class during preliminary study. This class consisted of 40 students with 24 of students had problems in speaking. Hence, that the subjects of this research of the research were the 24 students.

C.   Procedure of the Study

After sending the letter of research permission and getting the permission, then the researcher met the teacher of English to share about the highlight of research program, research activity, and timetable to conduct the research. Besides, the researcher conducted a preliminary study. The procedures of the study were presented in the figure 3.1 below:

Figure 3.1: the procedures of the Classroom Action Research in this research

Preliminary study:

Identifying the practical problem in speaking class
(students' interview, pre-test)

As stated above, the design was Classroom Action Research. There were four components in each cycle for doing the research. They were planning, implementing, observing, and reflecting.

The researcher has conducted the preliminary study during teaching practice in the class for about two months. During conducting that activity, it was found that majority of students had problems in speaking practice because; the students were

shy to speak English, they had lack of motivation, they had less of practice, and they had less of vocabulary. Besides, the researcher also interviewed and took students' speaking scores a day before conducted the first day implementation by administering preliminary test. The table 3.1 bellow presents the students' scores in preliminary test.

Table 3.1: Result of students' preliminary test

N	NAME	PASSED	FAILED	NO	NAME	PASSED	FAILED
1.	A S		V	21	M D I	V	
2.	A M		V	22	M K S		V
3.	A H		V	23	M N U	V	
4.	A I Z		V	24	M T A		V
5.	A N F		V	25	M W F		V
6.	A M I		V	26	M Y S	V	
7.	A R A	V		27	M Y M	V	
8.	A M		V	28	M Q I		V
9.	B Z		V	29	N N F		V
10	C CH		V	30	N L F	V	
11	D S	V		31	N W		V
12	D KH		V	32	N F A	V	
13	D N A	V		33	N L T	V	
14	E F L		V	34	R S A		V
15	G W P		V	35	R H N	V	
16	H A	V		36	S S		V
17	I H		V	37	U H	V	
18	KH A		V	38	Y I F	V	
19	K Z	V		39	Y M		V
20	L K	V		40	Z A U		V

Based on the result of preliminary observation done through the process of observation, interview, and administering preliminary test, the researcher planned to implement a Scavenger Hunter Game to solve the student's speaking problems through planning, implementing, observing and reflecting.

1. Planning

Planning was the first step where the researcher prepared all needed to conduct teaching learning process in the research. Here the researcher carried out some activities such as, socializing the research program, providing a suitable strategy, designing a lesson plan, and preparing the criteria of success.

     a.   Socializing the research program.

Before conducting the research, the researcher applied the letter of research permission to the school head master of MAN Kunir, and then he researcher saw a teacher of English class to ask some information needed such students' speaking scores, strategy used to teach students in speaking class, and Minimum Standard Competence.

Then researcher shared the highlight of the research, start from research back ground, teaching model in the research, lesson plan, until the evaluation. It is ended by asking the teacher to be a collaborator.

     b.   Providing the strategy.

On the basis of the students' problems, the researcher provided Scavenger Hunt Game as a suitable strategy to overcome their problems.

Basically, the Scavenger Hunt Game was about an outdoor full day game. It was needed large area because students needed to look for real stuffs on the scavenger list such as ball, spoon, globe, story book and so on. Applying this strategy the researcher engaged students' participation to improve their speaking skill in term of dialog conversation through this Scavenger Hunt Game. For that reason the researcher modified the Scavenger list of the game. It was not the real stuff but rather than a list of experiences that students have ever done.

c. Designing the lesson plan.

After providing the strategy, the researcher developed the lesson plan to make a frame of teaching learning process. To make the lesson plan, the researcher also discussed with the teacher of English.

Table 3.2: Lesson plan cycle 1

Subject	: English
School	: MAN Kunir
Grade/ Semester	: X MIA III / II
Genre	: Recount Text (speaking)
Time Allotment	: 6 X 45 Minutes
Minimum Competence Standard	:B

A. Standard competence

KI 1   : Comprehend fully and apply their religion learned

KI 2   : Comprehend fully and apply the behavior of honesty, discipline, responsibility, care (communally, cooperation, tolerant, peace) polite, responsive and pro-active and act as part of solving the problems in effective interaction with social circles and nature in the world

KI 3   : To understand, apply and analyze the factual, conceptual procedural of knowledge base on inquisitive about knowledge, technology, art, culture then apply according to talent and proclivity oneself to solve the problem.

KI 4   : Processing, analyzing and supply in the concrete and abstract meadow which is concerned with development of knowledge that has been learned in the school independently, and will be able to use the method according to the principles of science

B. Basic competence

1.1 Be grateful for the opportunity to learn English as a language of international communication embodied in the spirit of learning.

2.2 Demonstrate honest behavior, discipline, self-confident, and responsible in implementing transactional communication with teachers and friends.

3.6 Analyzing social function, text structure, language substance to explain and ask about action/activity/which happen in the past.

Indicator:

3.6.1 Understanding, explaining and answering a question about action/activity/which happen in the past.

4.6 Arrange oral and written texts to express and inquire about the actions / events undertaken / occurring in the past that having regard to the social function, the structure of the text, and linguistic elements, which correct and appropriate context

Indicator:

4.6.1 asking and responding the questions about the actions / events occurred in the past

C. Instructional Aims:

After learning this lesson,

3.6.1   Students are able to Understand, explain and answer a question about action/activity/which happen in the past

	4.6.1	To ask and respond the questions about the actions / events occurred in the past

D. Instructional model:
  1. **Approach**   : Scientific approach
  2. **Model**   : Scavenger hunter game.

E. Media, instructional source and tools
  1. **Media**   **:** folio
  2. **Tools**   **:** White board
  3. **Instructional sources**   **:** K13 Curriculum

F. Teaching and learning activities
  - **First meeting**

Activities	Activities description	Time	Teaching learning	Sintak
Opening	Teacher greets the students "Good morning. How are you?" Students responds "I'm fine. How about you?" Teacher may continue teaching learning process if all students responded Teacher asks students "who is absent today?". Teacher checks the attendant list	15'	Classical	
Main activities	Teacher asks students how usually they greet their friend using English. Teacher asks students to write it on the white board Teacher asks students how usually they close the conversation using English. Teacher asks students to write it on the white board	15'	Classical, Individual	stimulation
	Teacher adds necessary greeting on the white board Teacher asks students to write down the greeting utterances	15'	Classical, Individual	Data collection
	Teacher gives example how to make dialog Teacher asks students to practice a dialog with their chair-mate.	20'	Peer conversation	Data process

	Students ask their chair-mate what they have done during holiday Teacher helps students having difficulties.			
	Teacher distributes peer assessments rubrics Teacher explain how to assess by the peer assessment rubric Teacher asks students to assess their peer	15'	Group Discussion	Verification
Closing	Teacher give home work to have a pair and make short conversation which uses past tense Teacher closes the class.	5'		
- **Second meeting**				
Opening	Teacher greets the students "Good morning. How are you?" Students responds "I'm fine. How about you?" Teacher may continue teaching learning process if all students responded Teacher asks students "who is absent today?". Teacher check the attendant list	10'	Classical	
Main activities	Teacher distributes the folio Teacher tells students they will have a game	10'	Classical	Stimulation
	Teacher and students reviews the material will be used in the game. Teacher tells students how the game runs. *You all have gotten a folio. You can see there are 16 boxes with verb in each box. Now your job is to look for information that of your friend got the experiences in the boxes. You will read your friend name. The winner is the one who the first to fulfill all the boxes.*	15'	Classical	Data collection
	Teacher pleases students to start the game. Students look for information by making a conversation with her/his chair mate. Teacher observes students to make sure they make good conversation,	30'	Individual	Generalization

	Teacher guides students have difficulties in conversation			
	If a couple of students have got information (they must answer their friend's question) they may live to meet and ask other friend.			
	The conversation may consist of more than two students. They free to choose their friend to make conversation			
	If there is a winner or the time is up the game is stopped. And the winner must tell what her/him have gotten.			
	Teacher asks a student to tell whose name they have gotten.	10'	Individual	Verificati on
Closing	Teacher distributes questionnaire sheet.	15'		
	Students do the questionnaire.			
	Teacher asks students what their difficulties to speak English and give solution and motivation.			
	Teacher closes the class.			

- **Third meeting**

Activities	Description	time
Opening	Teacher greets the students	10'
	"Good morning. How are you?"	
	Students responds	
	"I'm fine. How about you?"	
	Teacher may continue teaching learning process if all students responded	
	Teacher asks students "who is absent today?".	
	Teacher checks the attendant list	
Main activities	Teacher tells that today they will have speaking test in a peer conversation.	70'
	Teacher distributes the speaking rubric.	
	Teacher calls pears of students one by one.	
Closing	Teacher asks students what their difficulties to speak English and give solution and motivation.	10'
	Teacher closes the class.	

G. **Assessment:**

1. Observation 2. Peer assessment 3. Questionnaire 4. Rubric

Because the result implementation of the strategy of Cycle 1 did not improved all students' speaking ability yet, the researcher modified the strategy which was expected couldsolve the students' problems. The design of lesson plan in Cycle 2 is presented below:

Table 3.3: Lesson plan cycle 2

Subject   : English School   : MAN Kunir Grade/ Semester   : X MIA   / II Genre   : Recount Text (speaking) Time Allotment   : 6 X 45 Minutes Minimum Competence Standard: B
A. Standard competence KI 1   : Comprehend fully and apply their religion learned KI 2   : Comprehend fully and apply the behavior of honesty, discipline, responsibility, care (communally, cooperation, tolerant, peace) polite, responsive and pro-active and act as part of solving the problems in effective interaction with social circles and nature in the world KI 3   : To understand, apply and analyze the factual, conceptual procedural of knowledge base on inquisitive about knowledge, technology, art, culture then apply according to talent and proclivity oneself to solve the problem. KI 4   : Processing, analyzing and supply in the concrete and abstract meadow which is concerned with development of knowledge that has been learned in the school independently, and will be able to use the method according to the principles of science

B. Basic competence

    1.1 Be grateful for the opportunity to learn English as a language of international communication embodied in the spirit of learning.

2.2 Demonstrate honest behavior, discipline, self-confident, and responsible in implementing transactional communication with teachers and friends.

    1.6 Analyzing social function, text structure, language substance to explain and ask about action/activity/which happen in the past.

Indicator:

        3.6.2 Understanding, explaining and answering a question about action/activity/which happen in the past.

    4.7 Arrange oral and written texts to express and inquire about the actions/events undertaken/occurring in the past that having regard to the social function, the structure of the text, and linguistic elements, which correct and appropriate context

Indicator:

        4.7.1 asking and responding the questions about the actions/events occurred in the past

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C. Instructional Aims:

After learning this lesson,

    3.6.2   Students are able to Understand, explain and answer a question about action/activity/which happen in the past

    4.6.2   To ask and respond the questions about the actions / events occurred in the past

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D. Instructional model:

Approach   : Scientific approach

Model   : Scavenger Hunt Game.

E. Media, instructional source and tools

Media   **:** folio

Tools   **:** White board, Projector

Instructional sources **:** K13 Curriculum

F. Teaching and learning activities

- **First meeting**

Activities	Activities description	Time	Teaching learning	Sintak
Opening	Teacher greets the students "Good morning" "How are you?" Students responds "I'm fine. How about you?"	15'	Classical	

Activities	Activities description	Time	Teaching learning	Sintak
	Teacher may continue teaching learning process if all students responded Teacher asks students "who is absent today". Teacher checks the attendant list			
Main activities	Teacher asks students whether or not they remember how to greet and start a conversation. Teacher asks students to write it on the white board Teacher asks students whether or not they remember how to close a conversation. Teacher asks students to write it on the white board	15'	Classical, Individual	stimulation
	Teacher adds necessary greeting on the white board Teacher asks students to write down the greeting utterances	10'	Classical, Individual	Data collection
	Teacher gives example how to make dialog by playing a video and explain how they start and close a conversation Teacher calls a couple of students to practice a dialog in front of class. Teacher pleases students to ask questions. Teacher asks for students to make a conversation with their chair-mate about unforgettable experiences. Teacher looks around and helps students having difficulties.	25'	Peer conversation	Data process
	Teacher distributes peer assessments rubrics Teacher explain how to assess by the peer assessment rubric Teacher asks students to assess their peer	15'	Group Discussion	Verification
Closing	Teacher give home work to have a pair and make short conversation which uses past tense Teacher closes the class.	5'		
- **Second meeting**				
Activities	**Activities description**	**Time**	**Teaching learning**	**Sintak**
Opening	Teacher greets the students	10'	Classical	

	"Good morning. How are you?" Students responds "I'm fine. How about you?" Teacher may continue teaching learning process if all students responded Teacher asks students "who is absent today?". Teacher check the attendant list			
Main activities	Teacher distributes the folio. Teacher tells students they will have a game. Teacher explains how the game runs. Teacher pleases students to ask questions.	15'	Classical	Stimulation
	Teacher asks for students to get out of the class to play a game. Teacher divides students into two groups Students make a circle. Teacher divides the peer of conversation. Teacher asks students to start the game. Teacher pleases students to start the game. Students finished the conversation may get into middle of the circle an waiting for a new friend, then make conversation with him/ her in circle's line Teacher observes students and helps student who has difficulty.	40'	group	Generalization
	Teacher asks a student to tell whose name they have gotten.	10'	Individual	Verification
Closing	Teacher distributes questionnaire sheet. Teacher explains how to fill the questionnaire. Students do the questionnaire. Teacher asks students what their difficulties to speak English and give solution and motivation. Teacher closes the class.	15		

- **Third meeting**

Activities	Activities description	Time
Opening	Teacher greets the students	10'

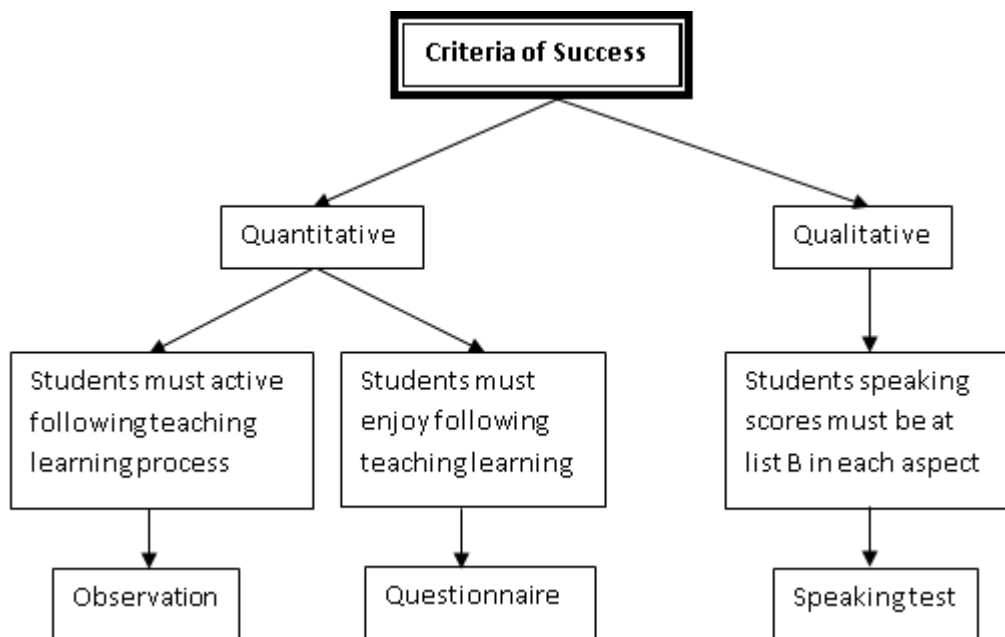|	"Good morning. How are you?" Students responds "I'm fine. How about you?" Teacher may continue teaching learning process if all students responded Teacher asks students "who is absent today?". Teacher checks the attendant list	
Main activities	Teacher tells that today they will have speaking test in a peer conversation. Teacher distributes the speaking rubric. Teacher calls pears of students one by one.	70'
Closing	Teacher asks students what their difficulties to speak English and give solution and motivation. Teacher closes the class.	10
G. Assessment: 5. Observation 6. Peer assessment 7. Questionnaire **8. Rubric**		

d. Preparing the criteria of success.

The researcher helped by the English teacher determined the Minimum Standard Competence used in MAN Kunir as a criteria of success. This was became a limitation to determine whether the research should to be continued or stopped.

In this research the researcher prepared the criteria of success in the form of qualitative and quantitative criteria. The criteria of success in the form of qualitative were indicated by: 1) the students had to be active to follow the teaching learning process indicated by the observation check list. 2) The students felt enjoy following the teaching learning process indicated by questionnaire. Whereas, criteria of success in the form of quantitative was that students' speaking score must be at least B in each aspect on rubric.

Figure 3.2: Figure of criteria of success

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                    │  Criteria of Success │
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Quantitative		Qualitative
Students must active following teaching learning process	Students must enjoy following teaching learning	Students speaking scores must be at list B in each aspect
Observation	Questionnaire	Speaking test

2.   Implementing

After everything has been planned, the researcher implemented the teaching learning process based on the lesson plan. The instructions, steps, time, allocation, and activities of the teacher and the students' are stated clearly the lesson plan. Entirely, this research was conducted in 2 cycles consisted of 3 meeting in each cycle. They were conducted on:

Cycle 1:	Meeting 1:	March 24th 2016
	Meeting 2:	March 25th 2016
	Meeting 3:	March 31st 2016
Cycle 2:	Meeting 1:	April 20th 2016
	Meeting 2:	April 21st 2016
	Meeting 3:	April 27th 2016

3.   Observing

The next step was observing. It was attended to collect the students' scores in implementation, see the strengths and weaknesses of the implemented strategy. To collect the data the researcher was helped by the collaborator teacher who observed the effect of the applied strategy. In this research the researcher collected the data trough doing observation, peer assessment, questionnaire, and administering test.

a.   Observation.

Here, the researcher prepared the observation sheet. It was done to observe effect of the strategy implemented in the class. In this case, the observation was to observe students' behavior and motivation. Whereas it was to know how effective the strategy could solve the students' speaking problems.

Table 3.4: Observation sheet

ObservationChecklist						
Instruction: *check your observation result by giving checklist (v) in every activity*						
A: Very active (4) B: Active (3) C: Enough (2) D: Passive (1)						
Teachingstage		**Studentsactivities**	**Response**				**point**
			A	B	C	D	
Opening		Student gives response to the teacher's greeting					
		Student pays attention					
		Student responses to the teacher instruction					
Main activity	Pre-speaking	Student pays attention to the teacher's explanation					
	While-speaking	Student starts the game by making conversation using English with their chair mate					
		Student pays attention to the teacher explanation personally					
		Student makes other conversations with other friends					
		Student makes conversations enthusiastically					

		Student tells in front of clash					
Closing		Student responses to the teacher question					
		Student pays attention to the teacher					
		Student responses to the teacher greeting					
Result		Accumulation					
		Percentage					
Standard percentage:							
Percentage (%)		Category		Percentage(%)		Category	
85 – 100		Very active		55 – 74		Little bit active	
75 – 84		Active		55 – 64		Passive	

b.   Distributing peer assessment

Beside to know how far the progress of students' speaking ability, the peer assessment sheet was expected to improve students' motivation through the wash back of peer assessment. The peer assessment sheet was checked and filled by each student.

Table 3.5: Peer assessment sheet

Peer-assessment
Speakers name ....Date..
Your name...
Part 1: Circle the world *Yes, some,* or *No* to tell how you feel about the speakers.
1.   My friend could answer my question clearly   Yes   Bit   No 2.   My friend answered my question detail enough   Yes   Bit   No 3.   My friend was able to   Yes   Bit   No 4.   My friend spoke loud enough   Yes   Bit   No 5.   My friend was able to produce pronunciation correctly   Yes   Bit   No 6.   My friend could simply understand what I want to say   Yes   Bit   No
Part 2: (suggestion for your friend) Complete the information
7.   I liked when the speaker ....…..

8. The speaker was good at	
....	
9. Maybe the speaker could	
………………..	

c. Questionnaire

The questionnaire of the research was to know the students' responses toward the Scavenger Hunt Game provided by researcher whether they liked or disliked, whether they felt more confident or not, whether they were enjoyed the teaching learning process not to speak English. Such as peer assessment, the questionnaire was checked and filled by every student

Table 3.6: Questionnaire sheet

QUESTIONNAIRE				
Name:		No:		
*Mark the list as you got during the process of teaching-learning speaking!				
no	Statement	Optional answers		
		Yes	Bit	No
1.	I like learning speaking English by the Scavenger Hunt Game			
2.	I enjoy learning speaking English by the Scavenger Hunt Game			
3.	After learning speaking by the Scavenger Hunt Game I was more motivated in learning speaking English			
4.	I was always active in every meeting during learning speaking by the Scavenger Hunt Game			
5.	The Scavenger Hunt Game thought me much about how to make a good dialog conversation			
6.	By the Scavenger Hunt Game, I can open and close a dialog conversation			
7.	I had many problems in speaking English before learning speaking by the Scavenger Hunt Game			
8.	After learning speaking by the Scavenger Hunt Game, I have solved my problems in speaking English such as, vocabulary, pronunciation, grammar, and so on.			

Fill with your own answers
1) What are speaking problems did you have until know?
2) Give your comments about teaching learning speaking by the Scavenger Hunt Game!

       d.   Administering test

The test used to assess students' speaking skill was an achievement test. Speaking skill was in form of a dialog recount conversation. Here the researcher providing 4 element of speaking to be measured. They were pronunciation, fluency, grammatical, and intonation.

Table 3.7: Scoring rubric

RUBRIC OF ORAL LANGUGAE					
points Aspects	A	B	C	D	score
PRONUNCIATION	All utterances are pronounced correctly (less than 10 incorrect pronunciation)	More than a half of utterances are pronounced correctly (10-25 incorrect pronunciation)	A half of utterances are pronounced correctly (25-40 incorrect pronunciation)	Almost all of utterances are incorrect pronunciation (more than 40 pronunciation)	
FLUENCY	Less than 3 lack of fluency	3-9 lack of fluency	10-15 lack of fluency	More than 15 lack of fluency	
GRAMMATICAL	All grammar are correct	Less than 6 are incorrect grammar	6-10 are incorrect grammar	More than 10 are incorrect grammar	
INTONATION	Always use intonation correctly	Not all intonation are used (1 or 2 do not use intonation)	Sometime use intonation (more than 2 do not use intonation)	Flat (without intonation)	

Note :	
A: Advanced	C: Bad
B: Good	D: Worst

4.   Reflecting

After the implementation and observation were done, here the researcher provided the next step that was reflecting. The aim of this phase was to analyze the collected data. By this phase, the researcher could decide whether the problems have been solved or not, then he researcher could make a decision whether the research would be stopped or be continued to the next cycle. Reflecting was done as a finishing of each cycle to show an analysis of teaching learning process and the result.

In this section, the data analysis was done by getting the data of students' behavior, motivation, and score which has been taken in observing phase. To analyze the data, the researcher attempted to compare the students' score with the criteria of success. The data in term of qualitative showed that students' motivation and responses during teaching learning process were increased well. The atmosphere of speaking class did so. In the preliminary study in which most of students had lack of motivation, they became motivated and very active to practice a dialogand follow teacher instruction.

In term of quantitative, the data were taken from administering test. As mentioned above that the students could pass the test if none of their scores in each component of rubric lower than B. The result showed that most of students have achieved the criteria of success in the end of the research.

CHAPTER IV

FINDING AND DISCUSION

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

A.   Finding

The data presented in this research are data collected from planning, implementing, observing, and reflecting in two cycles of this Classroom Action Research. However it is really important for the researcher to present the result of preliminary study first.

1.   Preliminary study

The preliminary observation was conducted during teaching learning process while the researcher thought the students in teaching practice about two months and done before the researcher conduct research.

Based on the result of conducting observation in the preliminary study the researcher found out that only 1 student who was active in following the teaching learning process.

Based on interview conducted on March 22nd 2016, Most of them admitted that they were not confident in translating Bahasa into English orally, worry in making mistakes in pronunciation and grammar. Some students said that they got embarrassment when they

were making mistake in speaking and they were laughed by their classmates. In addition, the English teacher confirmed that MIA III had only once speaking class so far. It was really reasonable that the students of MIA III had lack of motivation in speaking class.

In the test conducted in March 23rd 2016, the researcher got a result that 24 of 40 students of MIA III could not achieve the minimum competence (see page 18).

2.   Finding on Cycle 1

In this study, Cycle 1 was consisted of four steps; planning, implementing, observing, and reflecting. Each cycle consisted of three meetings.

In the planning, the researcher decided the topic, basic competence, and instructional objective that would be delivered to the students by applying Scavenger Hunt Game. Furthermore, the researcher made a lesson plan for Cycle 1 including material, media, teaching learning activities, and assessment instruments that would be used in meeting 1, 2 and 3. In the implementing, the researcher applied teaching learning strategy based on the lesson plan. Meanwhile, in observing the main activity was collecting the data by using some instruments. They are observation check list, questionnaire, and test. The last step was reflecting. The aim of this phase was to analyze the collected data. By this phase, the researcher could decide whether the problems have been solved or not, whether the research would be stopped or be continued to the next cycle. Reflecting was done as a finishing of each cycle to show an analysis of teaching learning process and the result.

In this subheading the researcher presented the finding of Cycle 1 in the chronological order of implementing. The first meeting was conducted in March 24th 2016. From this Meeting 1 the researcher found out that none of students was very active, they just follow teacher's instruction without passion to improve their own speaking skill. More over four students usually did not

follow teacher instruction. The atmosphere speaking class was not really good. 20 minutes which the researcher prepared for speaking practice was not used efficiently. In spite of that, compared with preliminary student motivation to follow speaking class, in the first meeting was a little bit increased. The increase seemed in first meeting Cycle 1 were 4 students were just enough and 20 other were active.

Table 4.1: Result of observation Cycle 1 Meeting 1

Very active	Active	Little bit	Passive
0	20	4	0

The second meeting was conducted in March 30th 2016. The agenda of this meeting was conducted the scavenger hunt game. From this second meeting, the researcher found out that 5 students were very active, 17 students were active, and 2 students were just little bit active. In this second meeting, students' motivation was much better than the first meeting. The atmosphere of speaking class is formed well. They were so enthusiasm to play a game. As the result, class which consists of 40 students was really crowded. Some students just listened to the other talks.

Table 4.2: Result of observation Cycle 1 Meeting 2

Very active	Active	Little bit	passive
5	17	2	0

In the end of second meeting the researcher distributed a questionnaire sheet. The questionnaire is to know students' feel toward the teaching learning process. Based on the data taken from questionnaire that 49.0% of students agreed the questionnaire stated which meant that they enjoyed the teaching learning process, 47.9% of students were not sure, 3.1% of students disagreed the questionnaire stated.

Table 4.3: Result of distributing questionnaire Cycle 1

Agree	Not sure	Disagree
49.0%	47.9%	3.1%

The questionnaire was also in form of written answer which consists of 2 points. They are: 1) What are speaking problems did you have until know? 2) Give your comments about teaching learning speaking by the Scavenger Hunt Game! The result showed that: 1) All of them still have the same problems with the preliminary study. They are vocabulary, pronunciation, grammar. 2) In point 2 they had misunderstanding in filling the questionnaire. They filled it with their feeling toward the Scavenger Hunt Game such as expressions, good, nice, fun, etc.

The third meeting was conducted in March 31st 2016. The agenda of this meeting was speaking test in form of dialog conversation. A peer of the students called by the researcher randomly. The researcher took the students' scores during the conversation were conducting using prepared rubric. From this post-test, the researcher found out that 12 of 24 students were passed and 12 others were failed.

Table 4.4: Result of administering test Cycle 1

Passed	Failed
12	12

From the explanation above, the researcher and the collaborator analyzed that there were some obstacles in the Cycle 1. Those were the students' scores in the post test could not achieve the criteria of success yet, the students still have difficulty to speak fluently and enjoy the speaking. On the basis of the weaknesses above, some revision were made to be implemented in the Cycle 2 as follows:

a. The researcher gave example of dialog recount conversation by playing video dialog recount conversation while give the explanation how they started until closed a dialog recount conversation. So they really understood the step they had to take to start and close dialog conversation. With this video, it was hoped that student motivation would be increased

b. The researcher called a peer of students to practice a dialog conversation about their unforgettable experience in front of class which attract their interest. So they had confidence to practice the dialog conversation because their fellow friends also were able.

c. The researcher asked for the students to make a dialog conversation with their chair-mate by the theme unforgettable experiences. This unforgettable experiences were expected could increase the interest of students

d. The researcher asked for students to have peer of dialog conversation. So they will practice more at home and ready for the next meeting.

e. The researcher asked for students to start the scavenger hunt game outside the classroom. So they would have enough space to walk around.

f. The researcher divided the students into two groups. It was because the number of students was too large.

g. The students were only allowed to make a dialog conversation in a peer not more than two students. It was to give a chance to passive students

All of the revisions above could be seen in the lesson plan of Cycle2 which is stated in chapter III.

3. Cycle 2

After reflecting phase Cycle 1, the researcher needed to continue in Cycle 2. In this study, Cycle 2 was consisted of four steps; planning, implementing, observing, and reflecting. Each cycle consisted of three meetings.

In the planning, the researcher made a lesson plan based on the weaknesses on Cycle 1 that would be implemented in Cycle 2 including meeting 1, 2 and 3. In the implementing, the researcher applied teaching learning strategy based on the lesson plan. The observing was conducted while the researcher was doing the implementing. The main activity was collecting the data by using some instruments. They are observation check list, questionnaire, and test. The last step was reflecting.The aim of this phase was to analyze the collected data. By this phase, the researcher could decide whether the problems have been solved or not, whether the research would be stopped or be continued to the next cycle. Reflecting was done as a finishing of each cycle to show an analysis of teaching learning process and the result.

In this subheading the researcher presented the finding of Cycle 2 arranged in the chronological order of implementing. The first meeting was conducted in April 20th 2016. From this Meeting 1 the researcher found out that most of them were very active. They were very enthusiasm to practice a dialog conversation. The atmosphere was very good and conditional. In the classroom situation, it showed that the progression was increased well. It can be seen, the students used full 20 minutes given the researcher to practice dialog conversation. Thus, the teaching and learning process can be run well. The students 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 and make good change. Only two students were enough and all the rest were very active.

Table 4.5: Result of observation Cycle 2 Meeting 1

Very active	Active	Little bit	passive
22	0	2	0

The second meeting was conducted in March 21th 2016. The agenda of this meeting was conducted the Scavenger Hunt Game. From this second meeting, the researcher found out that 19 students were very active, 3 students were active, and 2 students passive. More interesting, students' activities could be seen in the teaching and learning atmosphere that the students' could increase their portion of speaking English. They were more active and enjoyable to practice dialog conversation and fulfill the scavenger list.

Table 4.6: Result of observation Cycle 2 Meeting 2

Very active	Active	enough	Not active
19	3		2

Like as the Cycle 1, in the end of second meeting the researcher distributed a questionnaire sheet. Based on the data taken from the questionnaire that 94.3% of students agreed the questionnaire stated, 05.7% of students were not sure, none of students disagreed the questionnaire stated.

Table 4.7: Result of distributing questionnaire Cycle 2

Agree	Not sure	Disagree
94.3%	05.7%	00.0%

From of written form, the result showed: 1) All of them still have the same problems with the preliminary study. They are vocabulary, pronunciation, grammar. 2) They feel that their problems in vocabulary, pronunciation, grammar were much more increased although need more practices.

The third meeting was the post test conducted in April 27th 2016. The same way with the posttest of Cycle 1, a pear of the students is called by the researcher randomly. The researcher took the students' scores during the conversation were conducting using prepared rubric. From this posttest, the researcher found out that 22 of 24 students passed and 2 others were failed.

Table 4.8: Result of administering test Cycle 2

Passed	Failed
22	2

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 students' scores in the Post-Test 2 could release the criteria of success. The students involved themselves in learning speaking English. On the basis of the good results in the Post-Test 2, the researcher did not need to continue the study. These diagram below pictures the increase of the achievement.

Figure 4.1: Increase of students' achievement toward applying of the Scavenger Hunt Game by observing.
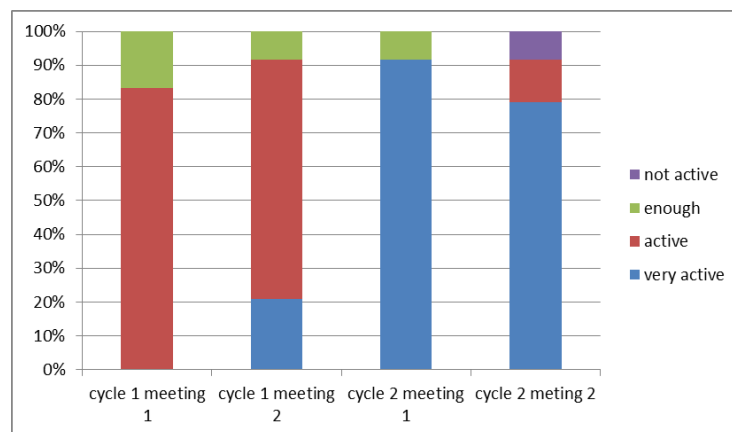

Figure 4.2: Increase of students' achievement toward applying of the Scavenger Hunt Game by distributing questionnaire.
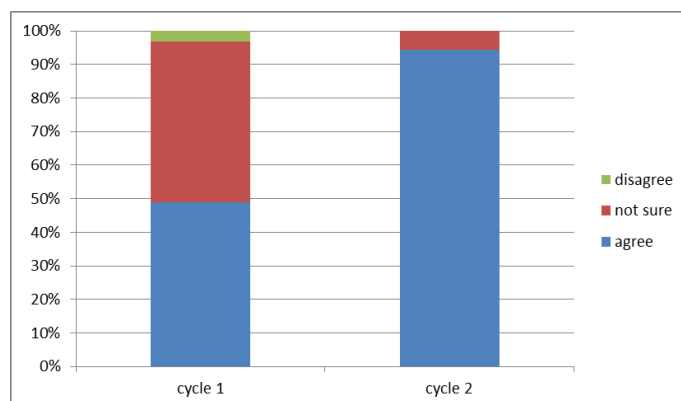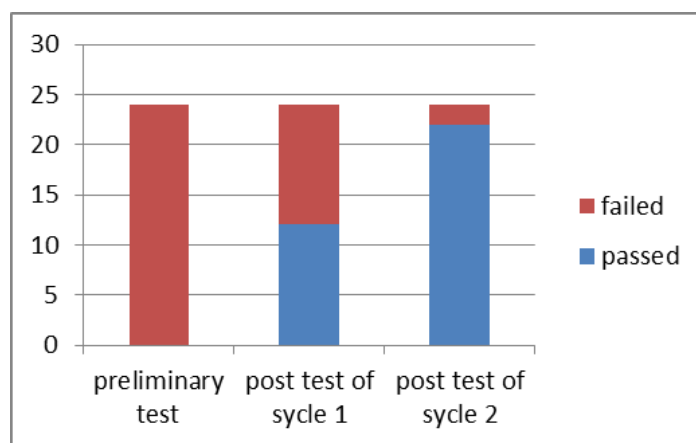
Figure 4.3: Increase of students' achievement toward applying of the Scavenger Hunt Game by speaking test

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' speaking problems of MIA III at MAN Kunir in academic year 2015/2016 through Scavenger Hunt Game by improving their speaking skill.

In this discussion it will discuss how the Scavenger Hunt Game could successfully applied for students of MIA III at MAN Kunir in academic year 2015/2016 based on the finding in Cycle 1 and Cycle 2. The discussion deals with any activities conducted in applying the modified Scavenger Hunt Game 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, observing the teaching learning process, and administering test. The result of interviewing students' was that most of them had problems in vocabulary, pronunciation, and grammar. The result administering test was that 24 of 40 students did not pass the test. The 24 failed students would be the subject of this study.

Then, the researcher planned an effective strategy to solve students' speaking problem by the modified Scavenger Hunt Game. 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 Scavenger Hunt Game could improve student's speaking skill. This phase was done by observing, distributing questionnaire, and administering test. 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 form: 1) The results of observation sheet showed that there were 5 very active students, 17 active students, and 2 enough students. 2) The result of distributing questionnaire was that 49.0% of students responded well, 47.9% of students responded not sure, and 3.9% of students did not respond well of the game. Moreover, the result of administering speaking test showed that the students' speaking skill in form of dialog recount conversation was increase although did not satisfy the researcher. That was 50% failed and 50% passed

The possibility problems of failed students in Cycle 1 were that the condition of the class was too crowded, there was not a rule in the game limited the maximum students in a conversation, so students did not have enough place and time to practice speaking because of the more active students. The second reason was that the failed students did not understand well how to open and close a dialog conversation in the game. 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 game runs.

Furthermore, to modify the application of Scavenger Hunt Game, 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, doing outdoor game. Those modification were based on the 3 principle of learning that stated by Suprijono (2009: 4-5); fristly change behaviour, secondy learning was a process, thirdly learning I sthe experiences. Based on those principles, the researcher applied the strategy through the Scavenger Hunt Game.

Theprocedure of the research in the Cycle 2 was still the same with cycle 1. Those are planning, implementing, obersving during implementing, and reflecting.

The findings showed that during the teaching learning process the students participated very actively. It could be seen form: 1) The results of observation sheet showed that there were 19 very active students, 3 active students, and 2 passive students. 2) The result of distributing questionnaire was that 94.3% of students responded well, 05.7% of students responded not sure, and 00.0% of students did not respond well of the game. Moreover, the result of administering speaking test showed that the students' speaking skill in form of dialog recount

conversation was increase although did not satisfy the researcher. That was 50% failed and 50% passed.

Hence, it could be concluded that the teaching speaking using modified application of Scavenger Hunt Game as doing modeling and simulation, grouping students, doing outdoor game run well.

The modeling and simulation modification is in line with Vangheluwev (2001); model gives an accurate description of a system within the context of a given experimental frame. The term "accurate description" needs to be defined precisely. Usually, certain properties of the system's structure and/or behavior must be reflected by the model within a certain range of accuracy. Due to the diverse applications of modeling and simulation, terminology overlap is very common. Then, simulation, which mimics the real-world experiment, can be seen as virtualexperimentation, allowing one to answer questions about (the behavior of) a system. From the expert said and even supported by Wiley & Sons (1998) that simulation is one of the most powerful activity available for studying large and complex system.

Moreover, Jacques' statement in Vicky (2007) confirmed that teaching and learning in small groups has a valuable part to play in the all-round education of students. It allows them tonegotiate meanings, to express themselves in the language ofthe subject, and to establish more intimate contact withacademic staff than more formal methods permit. It also develops the more instrumental skills of listening, presenting ideas and persuading. In addition, David and Patrick (2003) added that small group activities are not defined by numbers. They define it as any teaching situation in which dialogue and collaboration within the group are integral to learning. The key strengths of small group teaching consist of flexibility, interaction, and reflexivity and engagement indeed