

CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

1.1 The Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. The preliminary study used quantitative and qualitative data. In this preliminary study was intended to know the students' speaking skill ability. In this preliminary study the researcher gave speaking test with used look and say method through flash card of picture, interview and observation. All these data were taken from a class of 32 students.

Preliminary study was conducted at SMP Sinar Husni Medan to obtain data on factual conditions in the problems faced by teachers and students in the process of teaching and learning English. In order to obtain action data carried out in class VII-2, there were several problems in the class that were found by the researcher. For the first problem was class situation, the class was very crowded, the class consisted of 32 students and the teacher had difficulty in managing the class. The second problem was the shortage students' interest in learning English. Researcher conducted research by assigning students to do tests to identify students' problems in speaking English.

Before Class Action Research (CAR) activities begin, pre-test activities carried out on students who were given by researcher to find out the extent of their knowledge in understanding English and also to identify the problems faced by students when starting to spoke English, the test

given was that the researcher gave questions to students in the form of text images to find out student's English speaking ability. The school made 75 as the Minimum Mastery Criterion – Kriteria Ketuntasan Minimum (KKM) – in that school.

Table 4.1 The result of Pre Test Score

No	Respondents	Pre- Test Score
1.	IR	84
2.	SVN	62
3.	RY	58
4.	SW	0
5.	AF	59
6.	LA	0
7.	LY	0
8.	AM	48
9.	MP	60
10.	ADL	48
11.	SWL	40
12.	NY	46
13.	RN	0
14.	AY	48
15.	DH	54
16.	FK	80
17.	DW	55
18.	RP	0
19.	KS	59
20.	AR	57
21.	SYN	80

22.	PS	55
23.	FZ	49
24.	MF	72
25.	AR	80
26.	KA	49
27.	MD	50
28.	NS	65
29.	RR	56
30.	RP	75
31.	FK	56
32.	MA	48
$\Sigma total$		1593
Mean score		49.8

In order to determine students' ability to spoke English and before applying the look and say method in learning, researcher gave a speaking test to the students. In this activity the researcher explained a little about what look and say and accompanied by a flash card of the picture. Then the researcher gave directions to students to answer the questions with own understanding.

Based on these activities, the researcher found that the students' ability speaking test was still difficult for them. Students still looked lazy to take the test that has been given and only a few of them do the test. Students' interest in speaking the language was very low judging from the tests carried out. The main reason they were lazy to speak English was

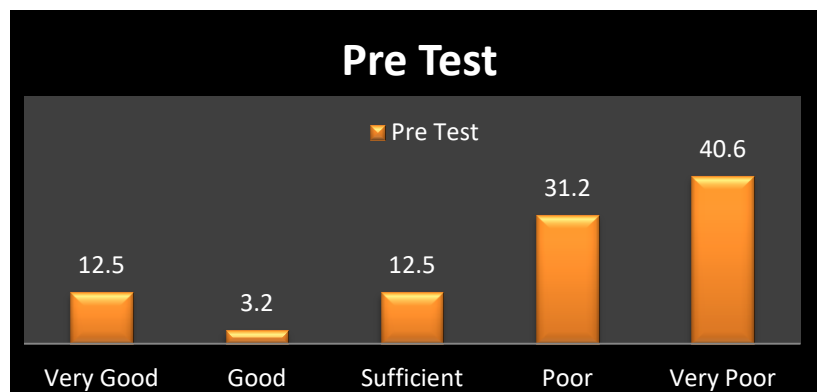
because difficulty in understanding basic English and they were lazy to speak English. Student tend to be less able in understanding the vocabulary, they were also less confident. From the results of the Pre Cycle, it could be seen that the English speaking ability of students in class VII-2 SMP Sinar Husni Medan before the research was carried out can be seen in the following table:

Table 4.2. The Percentage of Students' score in Pre Test

No	Category	Value range	Frequency	%
1.	Very Good	80- 100	4	12,5%
2.	Good	75- 79	1	3,2%
3.	Sufficient	60- 74	4	12,5%
4.	Poor	50- 59	10	31,2%
5.	Very Poor	0- 49	13	40,6%
Total			32	100%

Based on the test result, it indicated that the students' speaking skill ability was low. It could be seen from the percentage of the students' score of the test was 5 students' who succeeded or got score up to 75. On the other hand, 27 students' unsuccessful or didn't got score up to 75.

Figure 4.1 Chart of Pre Test



Based on table 4.2 above, it can be seen that from 32 students, 4 students (12.5%) were in the very good category, 1 students (3.2%) had the ability to speaking test in the good category, 4 students (12.5%) were in the sufficient category, and in the poor category there were 10 students (31.2%). while 13 students (40.6%) in the very poor category. In the results of the initial test given, it appears that only 12.5% of students have completed, so researcher need to follow up in Cycle I, namely making efforts to increase students' ability to speaking test by applying look and say and with used text flash card picture.

The Quantitative data above was strengthened Based on the results of the analysis, it could be concluded that students' ability to master comprehension for speaking English was still low in the pre-test. So the researcher continued to the first cycle.

1.2 Quantitative Data

The First Cycle of CAR

The researcher also did some steps in the first cycle, they were planning, action, observing and reflecting. Here are the activities that have done in every steps:

4.2.1 Planning

In this cycle, researcher had prepared all the materials used during learning, such as analyzing and observing, conducting student tests, preparing materials used in English speaking techniques (such as markers, picture texts, and others), preparing observation sheets. And researchers also prepare lesson plans that will be used for teaching. The time allocation will be 80 minutes for one meeting.

At this stage, there are several activities carried out by researcher, namely: making lesson plans (RPP) consisting of actions, preparing teaching materials, some pictures related to the research, preparing tests to measure the results of the research, preparing observation sheets, interview sheets.

4.2.2 Action

At this stage, there were several activities carried out by researchers, including: introduction, core activities, and closing. In the preliminary activities, there were several activities carried out by researcher, including: (1) The teacher explained the learning objectives and procedures. (2) The teacher made apperception by greeting the students, checking the students' attendance list, giving motivation to the students about the benefits of English. motivation to students about the benefits of English. During the main study, an investigation was conducted by researcher which involved a series of tasks. Firstly, a question was posed to the students. Next, the reseacher were asked to identify and record the objects present in their homes. Afterwards, the students were instructed to document their

findings. Finally, the researcher had done the speaking test was administered to the students for a duration of 15 minutes. Last activity of the action is closing. In closing, there were some activities had done by the researcher, such as: (1) the researcher gave appreciated to the students and gave motivation to be harder than before. (2) The researcher and the students conclude the material.

4.2.3 Observation

The researcher carried out observations to gather information about the researcher actions in the classroom. Observations were made to observe what was done by the students during the teaching and learning process. This includes behaviour, attitudes and all activities during the action process. Thus, the results of the observation at this stage, there are two types of observation results, namely quantitative and qualitative observation results, researchers gave a post-test in this first cycle. servations are collected as data to be used as a basis for reflection.

At this stage, the researcher provided two types of post-test observation results: quantitative and qualitative. The results of the first cycle post-test indicate that students are speaking abilities improved when the look and say method was used in the teaching and learning process. Quantitatively, data from the first cycle post-test showed that students achieved a total score of 1924, with an average score of 60.1. Analysis of Table 4.2 the result of post test score in cycle I below shows that students' scores in the first post-test improved compared to the pre-test, leading to the classification of the first cycle post-test as a success. The researcher decided to proceed to the second cycle, with the aim of achieving further improvement.

Following the results of student responses and scores, a second cycle was held to improve student achievement.

Table 4.2 The result of Post Test score in Cycle I

No	Respondents	Post- Test Score
1.	IR	57
2.	SVN	80
3.	RY	77
4.	SW	70
5.	AF	78
6.	LA	45
7.	LY	72
8.	AM	82
9.	MP	0
10.	ADL	80
11.	SWL	67
12.	NY	70
13.	RN	82
14.	AY	58
15.	DH	80
16.	FK	46
17.	DW	61
18.	RP	57
19.	KS	85
20.	AR	75
21.	SYN	76
22.	PS	45

23.	FZ	58
24.	MF	0
25.	AR	57
26.	KA	58
27.	MD	53
28.	NS	47
29.	RR	54
30.	RP	53
31.	FK	54
32.	MA	47
$\Sigma total$		1924
Mean score		60.1

4.2.4 Reflection

At this stage, the teaching and learning process was evaluated through observations, tests, documentation, and interviews to obtain objective feedback. The researcher assesses the effectiveness of the teaching and learning process at the end of the meeting. Questions posed to students by the researcher focus on their experience with the "look and say" method of improving speaking ability, as well as the difficulties and challenges they faced during the learning process. The researcher ask these questions again at the conclusion of the meeting.

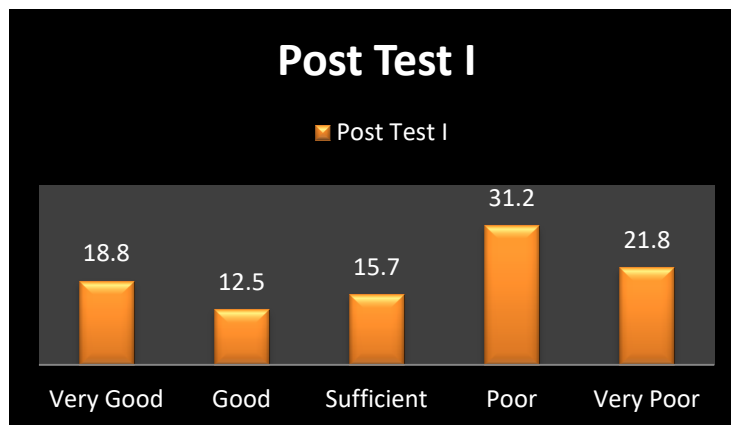
By reflecting on the test, the researcher has identified the problems encountered by the students, as well as the outcomes achieved. Evidence of this could be found within the students' test results, observations, and daily notes in the appendix. Based on the collected responses and results, the researcher decided to proceed to the second cycle in the aim of achieving improved outcomes. The second cycle was conducted to enhance the students' ability to spoke English.

Table 4.3 The percentage of Students' Speaking test Score Post Test in Cycle I

Activities

No	Category	Value range	Frequency	%
1	Very Good	80- 100	6	18.8%
2	Good	75- 79	4	12.5%
3	Sufficient	60- 74	5	15.7%
4	Poor	50- 59	10	31.2%
5	Very Poor	0- 49	7	21.8%
Total			32	100%

Figure 4.2 chart of Post test in Cycle I



Based on Table 4.3 above, it could be seen that of the 32 existing students in the very good category there 6 students (18.8%), and only 4 students (12.5%) Have the ability to spoke English in the good category. While those in sufficient category amounted to 5 students (15.7%). While in the poor 10 category students, there were people (31.2%), and the very poor category amounted to 7 students (21.8%), These results also showed an increase in students speaking skill.

4.3 The Second Cycle of CAR

The researcher continued the second stage of the study with the main objective of improving the students' scores in the post-test of students' speaking ability conducted in the initial stage. In addition, there was an improvement in the students' speaking ability, as evidenced by the researcher observation of the students who were enthusiastic and excited when using the Look and Say method to speak English. This change was evident in the classroom. The students showed better engagement and attention to the teacher, and each interaction showed improvement in the students' performance as monitored by the researcher. Then it could be seen from the additional activities that have been done by the

researcher while teaching reading comprehension in four steps, planning, action, observing and reflection.

4.3.1 Planning

In this cycle, the researcher prepared new material that was enclosed in lesson plan, and added some activities, so that the students would be more active in the teaching learning processing.

4.3.2 Action

At this point, researcher carry out a series of activities, which include an introduction, core activities, and a conclusion. Beforehand, the researcher conducted several preliminary activities, namely: (1) the teacher explained the learning objectives and procedures; and (2) the teacher carried out an apperception exercise by greeting the students, checking the attendance list, and motivating the students to enhance their speaking proficiency.

During the core activities, several procedures were performed by the researcher. these included: (1) Administering a speaking test utilizing the look and say method with the aid of picture flashcards (2) Inquiring with students regarding classroom objects (3) Requiring students to write the names of objects they had observed. The researcher administered a speaking test to assess students' object pronunciation skills. Following this, the students responded.

Based on the object name that they observed, The final stage was the closing activity, which involved several actions, such as (1) the researcher

demonstrating appreciation to the students and encouraging them to work harder, and (2) the teacher and students summarizing the lesson content.

4.3.3 Observation

The Observation was made for the second cycle. Students' activities during the teaching and learning process were observed. (1) Most students were active and enjoyed the class. (2) Most students performed the speaking test effectively. (3) The average score of the students was categorised as successful 75.4.

Observation was proposed to find out the information action of the researcher in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behaviour, attitude and all the activities during the action process. Thus, the result of observation was collected as the data which is used as a basic reflection.

At this stage, there were two types of observation results, namely quantitative and qualitative, the author gave a post-test in the second cycle. The results of the post-test in the second cycle showed that the students' performance increased when the Look and Say method was used against flash cards with pictures in the process of improving the students' speaking ability. Based on the observation data, there was an improvement in the teaching and learning process. Students became more interested in speaking English.

Quantitatively, the post-test results of the second cycle showed that the total score of the students was 2412 and. So the average test score of the students is 75.4. It can be concluded that the students' scores in post-test II increased. seen in Figure 4.3. Chart of post-test II below The percentage of students' scores that

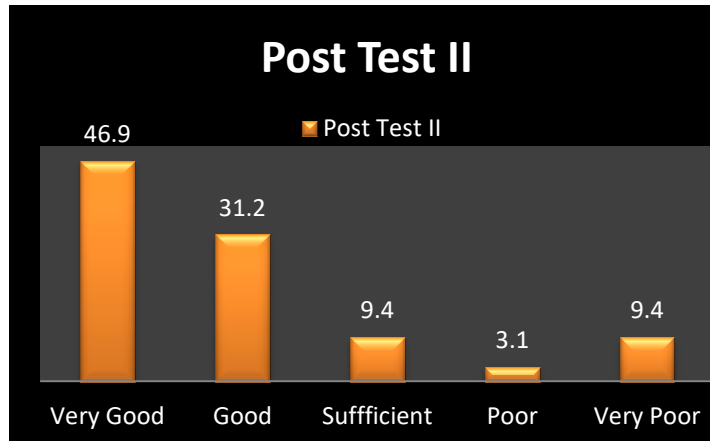
succeeded in getting an increase from the post-test in the previous cycle I. Thus, the post-test in the second cycle is classified as successful. The post-test in the second cycle is therefore considered successful.

Table 4.4. The Result of Post Test in Cycle II

Respondents	Pre- Test Score
IR	85
SVN	78
RY	85
SW	75
AF	90
LA	78
LY	88
AM	86
MP	75
ADL	77
SWL	75
NY	78

RN	86
AY	88
DH	76
FK	75
DW	90
RP	90
KS	0
AR	80
SYN	89
PS	88
FZ	85
MF	59
AR	45
KA	86
MD	68
NS	85
RR	70
RP	48
FK	84
MA	60
$\Sigma total$	2412
<i>Mean Score</i>	75.8

Figure 4.3 Chart of Post Test in Cycle II



The quantitative data above was strengthened. This was evidenced by the marked improvement in students' scores from pre-test to post-test I and post-test II.

4.3.4 Reflection

At this stage, feedback from the teaching and learning process was taken from the results of observations, tests, documentation, and interviews. The researcher can conclude as follows: (1) after checking the students' test results, the researcher found that the students' scores showed improvement. Based on the observation sheet, the teacher's ability to teach students' speaking skills also showed improvement. The teacher's ability to motivate students also showed improvement. This could be seen from the students' average score, in the pre-test the students' score obtained was 49.8. In the post-test of the first cycle, the students who got an average score were 60.1 In the post-test of the second cycle, the students who got an average score were 75.4 From the data of the students' average scores, most of the students' scores increased from the first test to the third test. This made the researcher feel that the cycle could be stopped because

the students' achievement in English speaking ability increased by using the Look and Say method.

Table 4.5. The percentage students' Speaking score in Post Test in Cycle II

No	Category	Value range	Frequency	%
1	Very Good	80- 100	15	46.9%
2	Good	75- 79	10	31.2%
3	Sufficient	60- 74	3	9.4%
4	Poor	50- 59	1	3.1%
5	Very Poor	0- 49	3	9.4%
Total			32	100%

Based on table 4.5 above, it could be seen that from 32 students, 15 student (46.9%) who were in the very good category, and 10 students (31.2%) who had the ability to speaking skill were in the good category, while those in the sufficient category were as many as 3 students (9.4%). While in the less category there were 1 student (3.1%), and 3 students (9.4%) were in the very poor category. the quantitative data came from students'speaking test. The students must did the test in every cycles. There are two kinds of tests, namely: pre-test and post test. From pre-test until post test II, the students' gave the positive feedback. It could be seen from the score of students that increase in every test. Improving students' skills in students' ability to speak English in class VII-2 at SMP Sinar Husni Medan, students obtained a comparisons English speaking skills in the pre-cycle, cycle I and cycle II activities as following:

Table 4.6. Comparison of Students' speaking skill in Pre Test, Post Test I, and Post Test II

No	Research	Category	Frequency	%
1	Pre Test	Complete	9	28.2%
		Incomplete	23	71.8%
2	Post Test I	Complete	15	46.8%
		Incomplete	17	53%
3	Post Test II	Complete	28	87.5%
		Incomplete	4	12.5%

Based on the data in table 4.6, it could be seen that the percentage of students' grades between pre-cycle, first-cycle, and second-cycle has increased. In the pre-cycle condition, the percentage of students' completeness score was 28.2%, which mean that students do not understand how to speak through Look and Say explained by the researcher. In the first cycle the percentage of students' completeness scores increased to 46.8%, and then in the second cycle it increased significantly to 87.5%. When compared between students' speaking skills in pre-cycle conditions and after the application of authentic materials, there was an increase of 87.5%. Thus, this study approved the successful use of this method and it can be said that the use Look and Say could improve students' Speaking Skill.

4.4 Qualitative Data

4.4.1 Interview

The interview was done before conducting the first cycle. The researcher interviewed an English teacher and found out that the problem in teaching English

was student's interest especially to improve their ability in speaking skill. It also found that the students still had lack of vocabularies. It was showed from the result of interview with the English teacher as follow:

"Most students were not interested in learning English, especially in speaking English. This is because most of them lack motivation and also most of them are not confident so they have difficulty understanding English texts themselves. They need guidance in understanding English texts". **English teacher**

This is reinforced by the results of interviews with students before using Look and Say method as follows:

I love English, but I have difficulty understanding the text" especially speaking English, but the problem was I cannot speak English well. I would probably enjoy it very much if I know the techniques in speaking English". **Student 1**

"English is difficult, sir, what is written is different, what is spoken. If you do not teach us, I definitely will not be able to understand, Sir, especially if you asked to speak English". **Student 2**

"I do not like English, sir, but I can say a few English sentences". **Student 3**

From the data above, it showed that students were interested in English. By the qualitative data taken through interview, interview was also done when the researcher implementing the method with English teacher and students who got low and high mark during learning process. The results of interview with the teacher and students that were written below.

"The Look and Say method encourages my students to be more active during the learning process. They are more enthusiastic in speaking class because,

firstly, they all want to practice speaking English and, secondly, they do not hesitate to share suggestions while learning. Most students are not interested in learning English. Researcher also saw students making noise in class, not focusing, and always asking for permission to leave class.” **English teacher**

From the results of interviews with English teacher above, it showed that students' abilities in understanding English were still low, especially in speaking English.

”The method you taught made us easier to speak, Sir”. **Student 1**

“The method motivated me to learn English, I was not bored at all during speaking class, Sir”. **Student 2**

“It was easy to study with the method you taught, Sir, Look and Say, I loved it so much”. **Student 3**

Based on the result of interview above, the students showed significant improvement. It was noted in the documentation that the students showed a high level of engagement and concentration during the teaching and learning process after the implementation of the Look and Say approach.

4.4.2 Observation

Based on the researcher observations, students' responses in accepting the teaching and learning process were sufficient. This can be seen in the list of observation sheets that have been carried out by the English teacher as a collaborator in the class. From the results of the collaboration, the results showed that they still had difficulty speaking English, the classroom atmosphere was

unpleasant and quiet, many students were silent and confused about English teaching and did not pay attention to the teacher when studying.

Furthermore, students felt bored in learning English because they were still difficult in pronouncing English words. This was because they rarely practiced their English speaking. Besides the English teacher at this school fully used English when explaining and when giving instructions, so the students were confused and did not understand by what the teacher said.

4.5 Discussion

This study was conducted to determine the improvement of students' English speaking ability by using the Look and Say method. Look and Say method was one of the methods that can be used by researchers in teaching English, especially to motivate students to improve their English speaking ability.

Based on the quantitative data, the results show that the students improved their speaking skills. The students' scores improved from the first to the third session of the test. The average score of the students in the pre-test was 49.8. The score was classified as low. The average score of the students in the post-test I was 60.1 and in the post-test II was 75.4. This score was higher than the pre-test to post-test I and post-test II. This research has proved that Look and Say method is effective to be used in teaching English. This could be seen in the table of students' score improvement from pre-test, post-test I and post-test II. This increase was due to the teacher being able to control the class better. In addition, the used of the Look and Samethod was more helpful in improving students' English speaking skills. Teachers also find it easy to use the Look and Say method to improve their English speaking skill.

Moreover, on the qualitative data it was found that the lesson was effective. The students paid attention to the teacher during the teaching and learning process. They were also enthusiastic about learning English and enjoyed the learning process. Then it could be said that the qualitative data also showed the improvement of the teacher (researcher) and the students. The qualitative data also showed the improvement of the teacher (researcher) and students' activities during the teaching and learning process. This indicates that the implementation of Look and Say method can motivate students to be more enthusiastic in learning in order to improve students' English speaking ability. The qualitative data also showed that the teacher became better at controlling the class and the students became more active and enthusiastic in learning English, and learned to improve the students' ability to spoke English better.

From the above explanation, it could be concluded that the results of the study show that the implementation of the Look and Say method can improve students' speaking ability in English. This could be proved by the quantitative data which shows an increase in the students' scores from pre-test, post-test I and post-test II. In addition, the qualitative data also showed that the teacher became better at controlling the class and the students became more active and enthusiastic about learning English.