

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents is performed the data that data had been collected during research. The chapter contains the research findings and the discussion about the findings.

#### A. Research Findings

This research was done by researcher on April up to Mei 2023. This section covers the action of research, those are finding from preliminary, finding from cycle 1, and finding from cycle 2.

##### 1. Finding From Preliminary

The researcher interviewed students from SMPN 16 Gresik class VII A before applying CAR. The researcher asked the students various questions about teaching and studying English, particularly vocabulary mastery. 1) Do you find it enjoyable to study English? 2) What are your challenges with learning English vocabulary? 3) Does your English teacher regularly include games or videos in class? and other similar inquiries. The students did not enjoy studying English since it was tough; we did not understand the message, and the teacher used a boring method of teaching English. The teacher handed them some terminology from the students' book and instructed them to learn the entire vocabulary. Furthermore, the teacher forced students to learn some boring talk, and they quickly forgot what they had studied because the vocabularies were never recalled.

The researcher offered the students a preliminary test before adopting the CAR. It was done to find out how well the children knew their vocabulary. As a result, the researcher could compare the Preliminary-test and Cycle-Test scores.

The researcher calculated the score after administering the Preliminary-test. The maximum score was 76, and the lowest score was 44.

**Table 4.1**  
**The result Preliminary-test**

Score	Frequensi	Percentage
0-54	16	50 %

55-64	8	25 %
65-74	8	25 %
75-100	0	0 %
Total	32	100 %

## **1. The Implementation of Classroom Action Research (CAR)**

The action was divided into two cycles, each with four meetings. The impediment and failure discovered in Cycle I were investigated, and the solution was found and applied to the next cycle. The study's findings could be summarized as follows:

### **a. Cycle I**

#### **1. The Planning phase.**

In this first planning procedure the researcher prepared the syllabus, prepared lesson plan to learn speaking in the first cycle then the researcher prepared the material of group discussions technique for first cycle with the theme “DESCRIPTION”. The researcher use expressing happiness material because that material will make the students more interesting to learn speaking use FGD, expressing happiness will make them enjoy the learning process and make all students more fun in learning speaking.

#### **2. The Acting phase.**

##### **a. Pre- Teaching**

The researcher began the meeting with greetings and explained the procedure of learning for this meeting before the researcher starts the lesson. Next step, the researcher gave the students Preliminary-test and explained for the students about FGD as the media that will be used.

##### **b. While – Teaching**

The teacher divided students into 5 groups and each group consists 6-7 of members, where each group has its own group name, and then the researcher taught the material by using FGD Strategy with the lesson plan and the materials prepared.

Before the focus group discussion begins, the facilitator should background information such as their age, background knowledge about the topic, skill and other pertinent information.

The type of information to collect depends on the FGD topic. Once this is done, this sequence of steps is carried out:

- a. After a brief introduction, the purpose and scope of the discussion are explained.
- b. Students were asked to give their names and short background information about themselves.
- c. The discussion is structured around the key themes using the questions about the topic prepared in advance.
- d. During the discussion, all students are given the opportunity to students.
- e. Use a variety of moderating tactics to facilitate the group.
- f. These tactics that the moderator can use include:
  1. Stimulate the participants to talk to each other, not necessarily to the moderator.
  2. Encourage shy participants to speak.
  3. Discourage through verbal and nonverbal. The following may be used when the situation permits:
    - a) Call on other students.
    - b) Politely intervene by saying, "Maybe we can discuss that on another occasion."
    - c) occasion."
    - d) Look in another direction.
    - e) Take advantage of a pause and suggest that the subject can be discussed in detail in another session.
  4. Pay close attention to what is said in order to encourage that behavior in other students.
  5. Use in-depth probing without leading the students.

### **c. Post- Teaching**

The researcher gave conclusion about the material or allowed the students who want to give a conclusion about the material and discovered that the students' score is higher than the Preliminary-test based on the data. The top score was 80, while the lowest was 68.

### **3. Observing phase.**

Based on the data obtained from observing the learning process in cycle 1, the researcher found the obstacles experienced by students that had an impact on the FGD method.

In addition, the FGD was the first time for them, the students had not enough vocabulary to use. Some students are still shy to speak in front of the class. There are two observations made by researchers, namely observation sheet of students and the observation sheet of the teachers.

Based on observation data, there is increase in the teaching and learning process, where the teacher is able to improving students understanding about Focus Group Discussion to improve ability in speaking skill.

**Table 4.2**

**The observation sheet for students**

No	Students Activity	Score			
		1	2	3	4
1	The students look excited before class starts.		√	√	
2	Students provide question, answer, and opinions on stimulus from the teacher		√		
3	Students conduct learning in accordance with the media used		√		
4	Students pay attention to the teacher when presenting the material		√		
5	Students discuss according to the picture instructions given by the teacher		√		
6	Students describe the result of their group discussions in front of the teacher		√		
7	Students express their opinions with clear reasons		√		
8	Students ask the teacher about things they don't understand (confirmation)			√	
9	Students together with the teacher conclude today's learning outcomes			√	
10	Students with the teacher close the lesson together		√		
			<b>14</b>	<b>9</b>	
<b>Total Score</b>		<b>23</b>			
<b>Percentage</b>		$\frac{23}{40} \times 100 = 60\%$			

Based on the table 4.2 the observation sheet for students the result show 60% students have not mastered the FGD method in speaking skill about the descriptive text. So, the researcher will explain more about FGD method by used video in cycle 2.

#### 4. Reflecting phase.

After finished in the class, the researcher and collaborator discuss the result of the action, researchers observed that found some point like as:

1. The students speaking skill was not good enough but they are still low in speaking because they did not used to speak English at school.
2. The condition of the class was noisy when the researcher divided groups and when the researcher gave Material about FGD.
3. Most students cannot accept the researcher's explanation quickly, but thereare some who can accept.

**Table 4.3**  
**Result list score of pre-test**

No	Name	Score of Pre-test	Qualification	Score of Post-test	Qualification
1	ADINDA	44	Poor	68	Fair
2	AHMAD	44	Poor	72	Good
3	AISYA	56	Fair	68	Fair
4	AJENG	52	Fair	72	Good
5	ANANDA	44	Poor	68	Fair
6	BUDIONO	76	Good	76	Good
7	DINDA	52	Poor	72	Good
8	FARHAN	52	Poor	76	Good
9	FELICIA	56	Fair	68	Fair
10	FERNANDO	44	Poor	76	Good
11	FERNANDO	52	Poor	72	Good
12	GILANG	56	Fair	68	Fair
13	HELENA	76	Good	80	Good
14	HYLMI	52	Poor	72	Good
15	IBRA	44	Poor	68	Fair
16	IMRO'ATUS	76	Good	72	Good
17	IVANDER	52	Poor	76	Good
18	KIRAN	44	Poor	80	Good

19	MARSYA	76	Good	68	Fair
20	ADITYA	44	Poor	76	Fair
21	FADHIL	56	Fair	80	Good
22	GHOZY	76	Good	76	Good
23	NADZIFATUL	56	Fair	76	Good
24	NAILA	52	Poor	68	Fair
25	RAIHAN	76	Good	80	Good
26	RANDY	56	Fair	68	Fair
27	RISTANIA	52	Poor	68	Fair
28	SALWA	56	Poor	80	Good
29	VALERIA	76	Good	68	Fair
30	VANESSA	44	Fair	80	Good
31	VELLANI	76	Good	68	Fair
32	ZEHAN	56	Fair	80	Good
<b>Total <math>\Sigma X</math></b>		1824		2340	
The mean score		57		73	

From the data above the students average score is 73 and the students are 14 students (48,5%) students complete using this method and 18 students (56,3%) did not complete using this method, so the researcher choose to continue to cycle II to improve students speaking skill with different material and situation. So the researcher continued to apply next cycle with different atmosphere.

## **b. Finding from Cycle 2**

### **1) Planning**

The two meetings of Cycle II were held. The activities in cycle II were similar to those in cycle I, but with improvements that were still lacking in cycle I. The researcher generated fresh plans and created new lesson plans during this period. The researcher made the class more engaging and enthusiastic for the students. So, in this portion, the researcher took the following steps: The researcher made a lesson plan by Focus Group Discussion, the researcher determined the topic of ability in speaking, and the researcher prepared evaluation tests about the material that has been taught.

### **2) Action**

The researcher used this segment to undertake teaching and learning activities in order to achieve better results than cycle I. Cycle II's action was split across two meetings. The steps for the first meeting can be summarized as follows:

#### **a. Pre- Teaching**

The researcher began the meeting with greetings and explained the procedure of learning for this meeting before the researcher starts the lesson. Next step, the researcher gave the students Preliminary-test and explained for the students about FGD as the media that will be used.

1. The researcher started the activity by greeting and praying together before started the teaching and learning process.
2. The researcher checked student attendance and explained more about FGD with example video. .
3. And the last, researcher explained the teaching objectives to be and related how to use the Focus Group Discussion to students.

#### **b. While – Teaching**

The researcher divided students into 8 groups. Each group consists of 4 students. The steps for the second meeting were the same as for the first meeting. However, the researcher recalled earlier content and verified that students were present to impart learning objectives. Before the focus group discussion begins, the facilitator should background information such as their age, background knowledge about the topic, skill and other pertinent information.

At this stage students compete in groups to see if they have mastered the material. If each group knows the answer, the researcher asks them to raise their hands. Each group must come forward and describe the questions that have been shared by the researcher, after which the group researcher asks the group's opinions and questions..

#### **c. Post- Teaching**

The researcher gave conclusion about the material or allowed the students who want to give a conclusion about the material and discovered that the students' higher score.

### **3. Observation**

In cycle II, the researcher conducted observations. In cycle II, the observation phase was focused on each student's active participation in the English learning process. The students' activity was acquired using observation sheets in each cycle's meeting; the observation sheet was used to determine the students' engagement or motivation in studying English in order to increase their vocabulary through the use of a FGD .

**Table 4.4**

**The observation sheet for students**

No	Students Activity	Score			
		1	2	3	4
1	The students look excited before class starts.				√
2	Students provide question, answer, and opinions on stimulus from the teacher			√	
3	Students conduct learning in accordance with the media used			√	
4	Students pay attention to the teacher when presenting the material			√	
5	Students discuss according to the picture instructions given by the teacher			√	
6	Students describe the result of their group discussions in front of the teacher			√	
7	Students express their opinions with clear reasons			√	
8	Students ask the teacher about things they don't understand (confirmation)				√
9	The students can summarize the learning activity well.			√	
10	Students with the teacher close the lesson together			√	
				23	8
<b>Total Score</b>		<b>31</b>			
<b>Percentage</b>		$\frac{31}{40} \times 100 = 77\%$			

Based on the categories and student frequency of class activities in cycle II, student activity in learning English was more active than cycle I, and based on the results of teacher and researcher observations, around 77% of students were active. This indicates that the majority of students participate actively in the learning process and enjoy the session; besides, most of them got good grades, and the researcher and teacher felt confident that this cycle would be successful based on their observations.

#### 4. Reflection

Students' vocabulary mastery was stronger in cycle II than in cycle I, as evidenced by their ability to recall words and their translations. Furthermore, they received a higher grade than the cycle I students. The researcher compares and reports the results of the preliminary test, test 1, and test 2 in the following section.

**Table 4.4**  
**Result list score of Cycle II**



Score of Post-test	Qualification	Score of Pos-test	Qualification
1	ADINDA	88	Excellent
2	AHMAD	80	Good
3	AISYA	88	Excellent
4	AJENG	88	Excellent
5	ANANDA	72	Good
6	BUDIONO	88	Excellent
7	DINDA	88	Excellent
8	FARHAN	84	Good
9	FELICIA	88	Excellent
10	FERNANDO	72	Good
11	FERNANDO	80	Good
12	GILANG	84	Good
13	HELENA	72	Good
14	HYLMI	84	Good
15	IBRA	80	Good
16	IMRO'ATUS	80	Good
17	IVANDER	88	Excellent
18	KIRAN	88	Excellent
19	MARSYA	80	Good
20	ADITYA	80	Good
21	FADHIL	76	Good
22	GHOZY	72	Good
23	NADZIFATUL	80	Good
24	NAILA	88	Excellent
25	RAIHAN	80	Good
26	RANDY	88	Excellent
27	RISTANIA	76	Good
28	SALWA	84	Good
29	VALERIA	76	Good
30	VANESSA	88	Excellent
31	VELLANI	88	Excellent
32	ZEHAN	76	Good
<b>Total <math>\Sigma X</math></b>		2624	
The mean score		82	

The researcher discovered that the students' score was higher than the Test in Cycle II, based on the data above. The greatest possible score was 88, while the lowest possible score was 72.

The students' Test score in cycle II was shown in the rate percentage of students' score of test in cycle II. There are 25 students (75%) students complete using this method and there were 7 students (25%) students did not complete using this method.

## **B. Discussion**

This is a classroom action research (CAR) study with two cycles. Two meetings make up each cycle. This study uses Focus Group Discussion to help students in class VII A of SMPN 16 Gresik enhance their Speaking ability in speaking.

The findings of two cycles of research demonstrate that students in class VII A can increase their Speaking ability by using Method Focus Group Discussion. The improvement in learning outcomes of the students who are the topic of the study demonstrates the research's success. Students' replies to FGD studies show that they are passionate about learning since studying makes them pay more attention to what they are learning, and studying it makes them more active than before.

According to the results of the student evaluation at the Preliminary-test in cycle I, the 1 group from 4 group received the highest score of 76 and the lowest score of 44. During Test Cycle I, only 2 group from 5 received the highest score of 76-80 and the lowest score of 68-72. The researcher and collaborator examined the students' weaknesses based on the findings of the research students' actions in class. Students were not disciplined, they were unsure how to study using FGD, they lacked English vocabulary, there was insufficient time for students to complete The method FGD, and some students were misbehaving when learning began. In this cycle had not been successfully seen students' learning process and the students' score test was low.

While in cycle II there was an increase from cycle I, the researcher found that 4 out of 8 groups got scores of 80 and 88, and 4 other groups got scores of 72-76. This occurs because students have learned how to use the method FGD to encourage students to study seriously, make learning fun, motivating, and challenging, improve students' vocabulary mastery, encourage students to find new vocabularies, and when working in a group, students can share. As a result, the researcher can conclude that using Focus Discussion Group can help students enhance their speaking ability.

From the result, the researcher concluded that teaching-learning focus Group Discussion made the students' easy to speaking and made the students' more active in the class and the result also showed

good responses from students, most of students felt interest and like to learn in learning process of using Focus Group Discussion.

The final part of this action research was to discuss the findings as a final reflection. To begin, the teacher and researcher identified the following issues: (1) still having low mastery in English, when they speaking in English; (2) the teaching learning process had a negative impact. The following are the causes of this problem: (1) When teaching speaking, the teacher utilized the same technique every time. (2) The teacher's technique is ineffective in motivating children to learn English since they are bored. As a result, they were inactive and uninterested in the teaching-learning process.

This findings is closely same with some previous research findings that support this findings including Rusydina (2016) found that Group Discussion is the method that makes the students have to be active to talk more. The teacher has to make the student remember about the purpose of this method, so the students can discuss the topic and use the time effectively. Mulyo (2015) also explained that implementation of spontaneous group discussion can enhance students' interest in learning English especially speaking. The students' response is good. They are attracted in the strategy and the media used in the class. They feel happy and regard that English is fun during English teaching learning process. In the process of learning using Spontaneous Group Discussion, students more interest followed in the learning process.

Students are given freedom to express their own about the material and exercise, and also teacher accompanied students in the learning in order to the group of discussion run well. The members of group discussion more active and interactive join the learning and want to know about new information or the material more.

Hasan (2015) explained that the students' speaking skill can increase through picture and group discussion technique. The students can be creative and great in make and retelling stories. Almost all of students seriously pay attention to the teacher's explanation and active in engaging in the learning process, such as asking question, responding question.

And finally Sasmita and Gurning (2012) found that that FocusGroup Discussion is one of good method that can invite the students to be active, have good motivation and do high activity. Many students got bored and lazy when the teaching learning process. Because, they are said that English study is so boring and difficult.

However, the researcher invites the students to know about focus group discussion method. So , the student have the motivation and want to know how about focus group discussion in learning process. Finally, the lazy students have a motivation to learn, and they have previous learning which low score, in this moment the students that can know to write especially writing recount. And all of the students got high score in teaching learning process through focus group discussion.

Based on the explanation above, the researcher concludes that there is an increase in student achievement. Researchers can conclude that the implementation of FGD in teaching speaking was viewed from the aspect of ability can improve the speaking skills of SMPN 16 Gresik.