

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter the researcher focuses on analyzing the collected data. The researcher gives details of the findings. In this research, the researcher analyzed data collected from students of the class VIII B SMP Negeri 01 Sajingan Besar in the academic year of 2018/ 2019. The findings consist of the results cycle I, cycle II. Two cycle which consisted of four meetings in each cycle included the speaking test. In this research, the research findings discussed about the result of speaking test, observation checklist, field note and video recording which were observed by the researcher during the implementation of Scaffolding Talk technique toward teaching learning process in the classroom.

1. Qualitative Data

In this qualitative data, the researcher displays the findings based on the data obtained from observation checklist and field notes which were used in every cycle.

a) The First Cycle (Wednesday 25th July 2018)

1) Plan

In this stage the researcher met the teacher to prepared the lesson plan which was written based on syllabus in the first semester of eighth grade. Then, the researcher prepared the observation checklist, field note as the tools to observe

teaching and learning process in the classroom. Moreover, the researcher prepared speaking test to measure students achievement in speaking skill. It can be concluded that in this stage, the researcher prepared everything which would be needed in teaching and learning process by using Scaffolding Talk Technique.

2) Action

In acting stage, the researcher would be action in the classroom to teach the students with used Scaffolding Talk Technique to improve speaking skill. In the first meeting, the students were taught to develop the indicators of speaking which was comprehension, grammar, fluency, pronunciation and vocabulary. In order to help the students to improve students speaking skill. The first activity on first cycle in the classroom, the researcher introduced itself. Then, the researcher started to explain the material. The researcher used Descriptive Text as the material. The researcher was asked the students about the material. Moreover, some the students did not understand related the researcher explain. Beside that, they looked confused with the teaching method applied. And also some of them did not pay attention and enthusiastic with this technique. Meanwhile, the researcher explain the instruction clearly

and speak faster, the researcher consider the student had understood the instructiona was.

3) Observation

a) Observation checklist

In observation checklist, the resesearcher made checklist based on the rule and make an option of each statement start from option 1 : not obsered, 1 : sufficient, 3 : Good and 4 : Excellent. There were 13 observation items which divided into 3 parts, namely students performance, teacher performance and class enviroment were expected to emerge by the researcher in teaching and learning process. In the students performance there were only 3 observation item marked in the option number 2 and 1 observation item marked in the option number 3. Then, the teacher performance 2 observation item marked in the option number 2 and 3 observation item marked number in the option number 3. Afterthat, the class enviroment 4 observation item marked in the option number 3. It concluded the class is not control. The researcher less more attention for the students.

b) Field Note

In this research, the researcher used field note as a tools, which field note consists the the students activity,

the classroom situation and the teacher performance. Field note is very important for the research because the researcher would be know condition in the class. Beside that, in first meeting at the cycle 1 students looked confuse. Then, the classroom condition was not comfortable and the teacher performance the teacher taught the students in order and suitable with the material and lesson plan and also the teacher did not controlled the class.

4) Reflection

In the last stage the researcher would be reflect for the students. During teaching and learning process the students felt bore because they was not understood about the researcher teach. It caused they was confused so before finished the lesson the researcher would be gave a motivation and support for the students to next meetings.

b) The Second Cycle (Wednesday 1st August 2018)

1) Plan

Based on the previous cycle, the students had some problem in pronunciation, fluency, and still lack vocabulary. In this phase, the researcher and the teacher prepared the observation checklist and field note as a tools to observe the teaching and learning process in the

classroom and also prepared speaking test to measure students achievement in speaking skill.

In this phase the researcher focused on the students performance. It means the researcher have to the students more brave to convey their ideas to solve the problem and able to present in front of class also had to speak a lot. Moreover, the researcher prepared the lesson plan, teaching media, observation checklist and field note to help the researcher to obtain the information of students activity.

2) Action

In this meetings, the students were present they result in front of the class. The students could present their speaking well and they were not shy anymore. They attention to their friends speaking and the class was condusive. Some of the students already confidence to performance in front of the class, but the students pronunciation is not well. So the researcher gave correctly every word until the students know what to do their.

At the end of the class, the researcher gave some feedack toward students performance the students and the researcher make a summary together about what they had learned.

3) Observation

a) Observation checklist

In observation checklist, the researcher made checklist based on the rule and make an option of each statement start from option 1 : not observed, 1 : sufficient, 3 : Good and 4 : Excellent. There were 13 observation items which divided into 3 parts, namely students performance, teacher performance and class environment were expected to emerge by the researcher in teaching and learning process. In the students performance there were only 2 observation item marked in the option number 3 and 2 observation item marked in the option number 4.

Afterthat, the teacher performance there were 2 observation item marked in the option number 3 and 3 observation item marked in the option number 4. Then, the class environment 1 observation item marked in the option number 3 and 3 observation item marked in the option number 4.

It concluded during the researcher teaching and learning process in this class, the students could receive all the material. So this technique can improve speaking skill.

b) Field Note

In second cycle the students already improve speaking skill. The students felt confidence to speak in front of class. Moreover, the pronunciation their is well, just some the students felt affraid and shy when the researcher ask about the material. In the last meeting the students activity is some of the students already good in asking question about the material discussed. Then, classroom situation the classroom condition was not comfortable and teacher performance the teacher already use scaffolding talkn procedure in order and suitable with the procedure.

4) Reflection

Finally, the reflection in this cycle was to evaluate the result the implementation of the actions. It was conducted by speaking test. In this reflected the researcher gave a motivation and support for the students. Meanwhile, the students and the researcher could be solve the problem together.

2. Quantitative Data

In quantitative data was obtained from individual score. The data was taken from the speaking test. The speaking test was used to measure the progress of students speaking skill.

a) Cycle 1

In this research the researcher focused on speaking skill, which in first cycle the researcher provided the plan to teach the students. In speaking skill have some indicators such as grammar, vocabulary, pronunciation, fluency and comprehension. During teaching and learning process the researcher found some the problem in speaking skill especially in pronunciation vocabulary. So in first cycle the researcher used scaffolding talk. In teaching and learning process the researcher gave a descriptive text form. Which the researcher gave a picture for the students and than the students was explained of picture based on their idea.

However , the most of students felt less confidence to speak in English. The students also confused to speak in English because they not mastered of vocabulary. The teaching and learning process in first cycle was not satisfied yet. The students were still mispronounced. Sometime the students hard to speak without looked their book. In this case the researcher offer scaffolding talk technique. Which scaffolding talk is a teching method that help the students learn more by working with teacher or more advanced students to achieve their learning goals.

In first cycle the researcher was implemented the scaffolding talk to improve speaking skill. However, the most of

students were still mispronounced. So the researcher used next cycle to improve the students speaking skill.

b) Cycle 2

In this cycle the researcher still used plan in first cycle. In teaching and learning process the researcher still gave descriptive text form. Which the students explained a picture by the researcher, so the students performance in the class. During the researcher doing research in this class most of the students already know to speak in English. The researcher implemented scaffolding talk technique to improve speaking skill used of descriptive text.

In this cycle the students already performance in front of class. The students brave to speak in English because they understood about that. Although most of them mispronounced in speaking but they can performance in front of class. So scaffolding talk technique helped the researcher in learning process. In teaching and learning process especially in speaking, the students have to mastered of vocabulary and than the students has to practice to speak everyday. Without practice to speak the students can not speak in English.

Finally, in the second cycle, the result showed that the students score increased and got better result. The students start practice with their partner in the class. They was brave open their mouth to speak without felt not confidence with their friends.

B. Discussion

In this discussion scaffolding talk technique helped the researcher in teaching and learning process. Which the students already know to speak in English without felt not confidence. So to support this technique the researcher gave a test for the students is descriptive text form. In this test the students success doing speaking in English with used scaffolding talk technique.

Meanwhile , the use of scaffolding talk in speaking instruction supported student learning of new technique and concepts which lead to students who became more independent learners who initiated their own speaking problem solving. These students came to internalize their own self image as a speaker. Each became more confident and independent. They began to self monitor and self regulate their own speaking.

As presented above in the theoretical framework, scaffolding can be classified the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone Pauline (2015 : 16). Moreover, this technique also have purpose which to supported the students speaking in English. In line with the purpose of scaffolding is to help develop the snense of competence in problem solving, Tan (2004: 30). So scaffolding helped the researcher in teaching and learning process. The students more easy to speak in English without felt not confidence.

The implementation of speaking performance as interesting activity was success in increasing students' interest, involvement, and enthusiasm toward speaking. The students got not only experience in doing speaking but also pleasure when they do the activity. The scaffolding talk technique to make the students mastered of vocabulary. The scaffolding talk contributed a significant amount of strengths that are critical to teaching.

From the discussion above, it can be concluded that scaffolding talk technique can improve students speaking skill. The scaffolding talk is a technique English that can help the teacher in learning process especially speaking in English class. In this technique the researcher gives a support for the students so that they felt confidence to speak in English.