

CHAPTER IV

FINDING AND DISCUSSIONS

In this chapter, the writer tried to describe the finding of this study, they were 1. To describe the implementation of teaching speaking using English British Council Teens Website to the first semester student's year 2021-2022 at STKIP PGRI Sidoarjo. 2.To find out the achievement of students' speaking using English British Council Teens Website to the first semester students year 2021-2022 at STKIP PGRI Sidoarjo.

4.1 Findings

To describe the implementation of teaching speaking using English British Council Teens Website to the first semester students' year 2021-2022 at STKIP PGRI Sidoarjo, the following steps were implemented.

4.1.1 The Implementation of English British Council Teens Website in Teaching Speaking

4.1.1.1. Observation Field Note

This research was conducted by lecturers who taught speaking class at STKIP PGRI Sidoarjo. The lecturer conducted 3 teaching activities, namely pre-teaching, core-teaching and post teaching. In the pre – teaching, the lecturer entered the classroom then kept conversation with the students by greeting, praying, checking the attendance list, after that the lecture gave warming up to motivate students. The lecture gave pre - speaking test to know the achievement of students' speaking skill before implementing English British Council Teens Website. Here's a students' speaking score in pretest as in table 4.1

Table 4.1

26

Student test Score

No	Initial of Names	Pronunciation	Accent	Fluency	Grammar confidently	Total score
1	IU	15	20	15	15	75
2	NLSUPS	20	20	15	15	80
3	MYP	15	20	15	17	77
4	MAL	16	20	16	16	78
5	AF	16	15	20	20	71
6	MS	25	10	25	15	75
7	MRF	25	20	12	25	82
8	AN	20	15	15	15	70
9	BLSY	20	15	15	20	70
10	FLY	20	20	15	19	74
11	HRA	15	20	15	15	75
12	LFA	16	15	20	20	71
13	MDW	16	10	25	25	76
14	NPM	25	10	17	25	77
15	NF	15	25	15	25	80
					TOTAL	1131
					AVERAGE	75

The average standard of minimum completeness of mastery learning (KKM) is ≥ 80 , as much as students 80%. The lecturer has an assessment criteria in the speaking test below

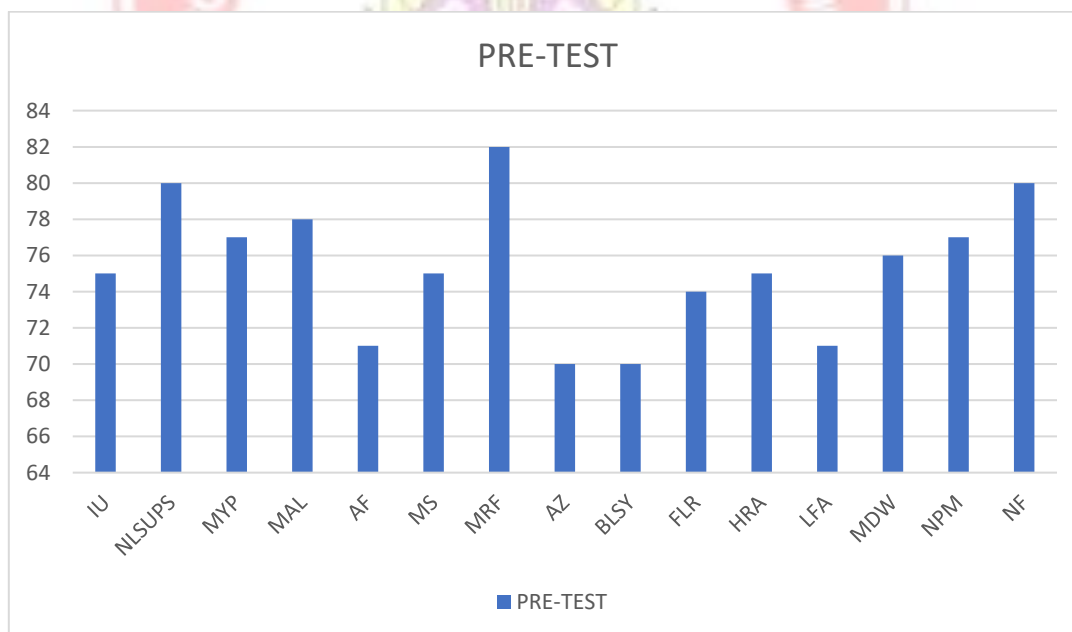
Table 4.2

The Assessment Criteria in The Speaking Test

The assessment criteria in the SPEAKING-1 FBL Lecture is as follows:		
Number	Category Range Point	Value
A	4.0	80-100 Very satisfying
B	3,0	66-79 Satisfactory
C	2	56-65 Enough
D	1	40-55 Less
E	0	0-39 Very less

This was the graph showing the students' pretest results:

Figure 4.1
Chart of the Students' Pretest Score



From the chart above, the students' speaking skill was low. There was 3 students or 20% that passed the criteria minimum score, there were 12 students or 80% that didn't pass the criteria minimum score. It showed that the students needed a media to improve their speakings' score. The lecture implemented the English British Council Teens Website, in thos website there was a video from native speaker.

4.1.1.2. Interview the Lecture

This finding was based on an interview between a researcher and a lecture. (*See Appendix 1*). The researcher started by asking the lecturer about her planning for teaching speaking using English British Council Teens Website through joyful learning. The lecturer replied that she had made some preparations, such as creating the lesson plan, reminding students to prepare mobile phone to open the website of English British Council Teens and setting aside a set amount of internet time, an LCD, and wire.

Second, the researcher questioned the lecturer about how she implemented English British Council Teens Website through joyful learning. The lecturer retorted that she used one of material in English British Council Teens Website, entitled *A friend in need*.

The third question the researcher posed was about what kind of the difficulties that the lecturer had in teaching speaking using English British Council Teens Website through joyful learning. The lecturer responded that some of the difficulties she had in teaching speaking for example in students' pronunciation, vocabularies.

Fourth, the researcher enquired as to what motivated the lecturer interested in teaching speaking using English British Council Teens Website through joyful learning by having conversation among lecturer and students, use humor, game's apperception etc. Due to the lecturer's thorough preparation before class, the students' enthusiasm increased, and the lecturer needed less energy to instruct. as students' enthusiasm grew, the lecturer didn't need to spend as much time.

Fifth, the lecturer was questioned about how she used English British Council Teens Website through joyful learning in teaching speaking. The lecturer then responded by saying a lot of materials in English British Council that supported the teaching speaking. As a result, the students had begun to evaluate and analyze some dialogues from the video.

Sixth, the researcher questioned to the lecturer about any challenges she had using English British Council Teens Website through joyful learning in teaching speaking. The

lecturer cited the students' limited pronunciation and vocabularies as one of her implementation challenges when using English British Council Teens Website through joyful learning in teaching speaking.

Seventh, the question was the lecturer feel helped by English British Council Teens Website through joyful learning in teaching speaking and what the reason. The lecturer said “Yes, of course”. It meant that the lecturer felt helped by using English British Council Teens Website through joyful learning in teaching speaking. She also confirmed that using English British Council Teens Website through joyful learning in teaching speaking made students' enthusiasm increase. Furthermore, lecturer didn't need too much energy in teaching because it prepared well before the class.

Eighth, the researcher's questioned the lecturer about how the pupils responded to learning English in class using English British Council Teens Website through joyful learning in teaching speaking. The lecturer then firmly retorted that the students were genuinely excited and intrigued.

Ninth, the researcher asked to the lecturer's opinion about did English British Council Teens Website through joyful learning could increasing speaking. She answered that the video made the students more understand the material and it was interesting. However, it also depended on students' vocabularies. Students who were rich in vocabularies and would be easier about pronunciation.

Tenth, the researcher asked to the lecturer's opinion about it was helpful or not for the students to better understand in speaking skill by applying English British Council. The lecturer answered that absolutely yes. It was very helpful for her students, not only having better understanding in vocabularies and pronunciation, but also increase their learning motivation.

4.1.2. The Students' Achievement using English British Council Teens Website in Speaking Test

In the core teaching, the lecturer gave preliminary apperception after that the lecturer presented the video of *A friend in need*, asked the students to write sentences text spoken by native speakers on the home work book individually, asked the students to reorder the text of *A friend in need* sentences spoken by native speakers to understand the meaning of the sentence individually, asked the students to match the text of *A friend in need* sentences spoken by native speakers individually, asked the students to fill gap the text of *A friend in need* sentences spoken by native speakers individually, asked the students to determine a speaking partner, based on their experience while watching video so the lecturer asked the students to practice in front of the class in group that in addition, there were some interaction, communication each other so it made the atmosphere's class safe and comfortable, asked some questions, gave feedback of the students's performance, gave students' score. The researcher observed the suitability between the lesson plan of the lecturer and her teaching process. The indicators of it were students are able to understand some expressions of *A friend in need*, students are able to observe some dialogue some expressions of *A friend in need*, students are able to reorder the dialogue of *A friend in need*, students are able to match the dialogue of *A friend in need*, students are able to fill gap of the dialogue of *A friend in need*, Students are able to speak and master the speaking interaction entitled *A friend in need*, especially in fluency, pronunciation, accent, grammar confidently. (See Appendix 3)

In the post activities were students listen and imitate utterances in video spoken by native speakers, to improve pronunciation, spelling, vocab, and fluency, expression and speaking style, on the title *A friend in need*, students write sentences text spoken by native speakers on the home work book individually, students reorder the text of *A friend in need* sentences spoken by native speakers to understand the meaning of the sentence individually, students match the text of *A friend in need* sentence spoken by native speaker individually, students fill gap the text of *A friend in need* sentences spoken by native speaker individually, students determine a speaking partner, students practice in front of the class in group, students answer the questions

individually, students pay attention to the lecturer's feedback. The lecturer had done all of the core activities while the teaching and learning process was going on.

Table 4.3
Students' Post test Score

No	Initial of Names	Pronunciation	Accent	Fluency	Grammar confidently	Total score
1	IU	25	25	25	15	90
2	NLSUPS	25	20	25	20	90
3	MYP	25	20	20	24	89
4	MAL	25	25	15	25	90
5	AF	20	19	25	25	89
6	MS	20	20	25	25	90
7	MRF	20	25	20	25	90
8	AN	20	25	25	20	90
9	BLSY	25	20	20	20	85
10	FLY	25	22	20	20	87
11	HRA	19	24	25	25	93
12	LFA	20	25	20	25	90
13	MDW	18	20	25	25	88
14	NPM	20	25	25	20	90
15	NF	19	25	25	20	89
					TOTAL	1340

	AVERAGE	89
--	---------	-----------

The average standard of minimum completeness of mastery learning (KKM) is ≥ 80 , as much as students 80%. The lecturer has an assessment criteria in the speaking test below

Table 4.4

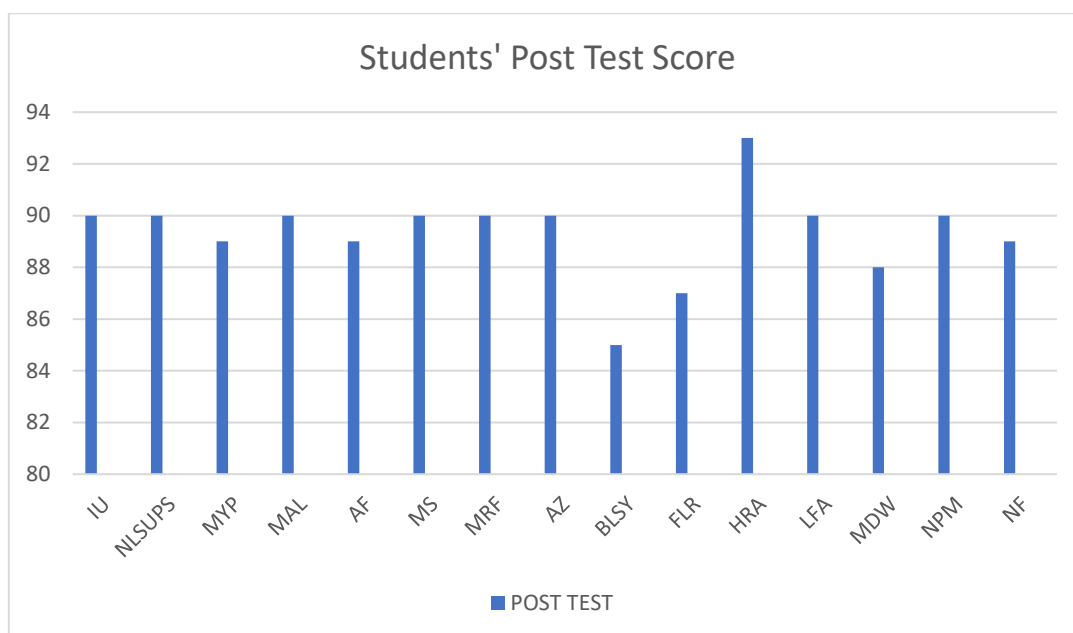
The Assessment Criteria in The Speaking Test

The assessment criteria in the SPEAKING-1 FBL Lecture is as follows:		
Number	Category Range Point	Value
A	4,0	80-100 Very satisfying
B	3,0	66-79 Satisfactory
C	2	56-65 Enough
D	1	40-55 Less
E	0	0-39 Very less

This was the graph showing the students' post test results:

Figure 4.2:

Chart of the Students' Posttest Score



Based on the students' post speaking test's table above, each student who got a score of 93, as many as 1 students (A = 6,6%), who got a score of 90, as many as 8 students (A = 53,3%), who got a score of 89, as many as 3 students (A = 20%), who got a score of 88, as many as 1 student (A = 6,6%), who got a score of 87, as many as 1 student (A = 6,6%), who got a score of 85 as many as 1 student (A = 6,6%).

Based on the score in pre test and post test, there was an evidence that by using English British Council Teens Website could increase the speaking's skill because in the website there was a video from native speaker, so the students could shadow after watching it.

There was difference score between pretest and posttest, it was shown from the average or mean from pretest and posttest. It could see in the table 4.5

Table 4.5

The Comparison between Pre-Test Scores and Post-Test Scores, and Difference Score as Improvement Scores

No	Initial of Names	Pretest	Posttest	Difference
1	IU	75	90	15
2	NLSUPS	80	90	10

3	MYP	77	89	12
4	MAL	78	90	12
5	AF	71	89	18
6	MS	75	90	15
7	MRF	82	90	8
8	AN	70	90	20
9	BLSY	70	85	15
10	FLY	74	87	13
11	HRA	75	93	18
12	LFA	71	90	19
13	MDW	76	88	12
14	NPM	77	90	13
15	NF	80	89	9
	TOTAL VALUE	1131	1340	209
	AVERAGE/MEAN	75	89	14

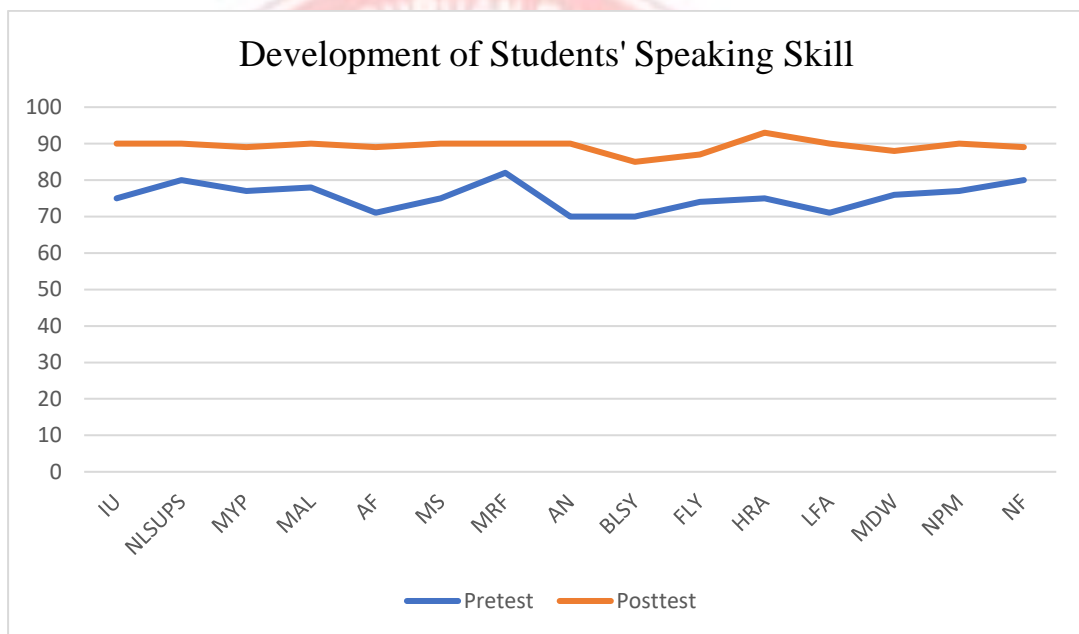
In the pretest, the total value was 1131 with average 75, after giving English British Council Teens Website as a

treatment, the total value was 1340 with average 89. It proven that after giving the treatment, the students' speaking score increased with total score was 209 and the average was 14, so it answered the second statement of the problem about how was the achievement of students' speaking skill through English British Council Teens Website. To find the differences one group pre-test and post-test design could be counted as post-test value minus pre-test value stated by Sugiyono (Sugiyono, 2022).

To make clearly the comparison between pretest and posttest students' speaking score. It shown in this figure.

Figure 4.3

Chart of Students' Speaking Skill Development



Based on the chart above, the blue line was pretest. The score was low, after the lecture gave the materials of English British Council Teens Website included preparation, checking understanding in true or false, checking understanding in gap fill, asking about the students' advice after watching the video, asking the students to write their new words after watching the video and asking the students to pay attention to the conversation in the website's video, the students' speaking score improved significantly.

I this research proven that after watching the video of English British Council Teens Website, after doing some exercises from the English British Council Teens Website. The students' speaking score improved significantly.

I the post teaching, the lecture gave feedback of the students' speaking, gave score of the exercises in English British Council Teens Website, gave appreciation to their spirit for speaking English, and the lecture gave the materials for next meeting, she said to the students to keep health. The last, the lecture closed the class with praying together.

4.2 Discussion

The discussion described about the implementation English British Council Teens Website to improve the speaking skill and the achievement of the speaking skill after giving the English British Council Teens Website treatment.

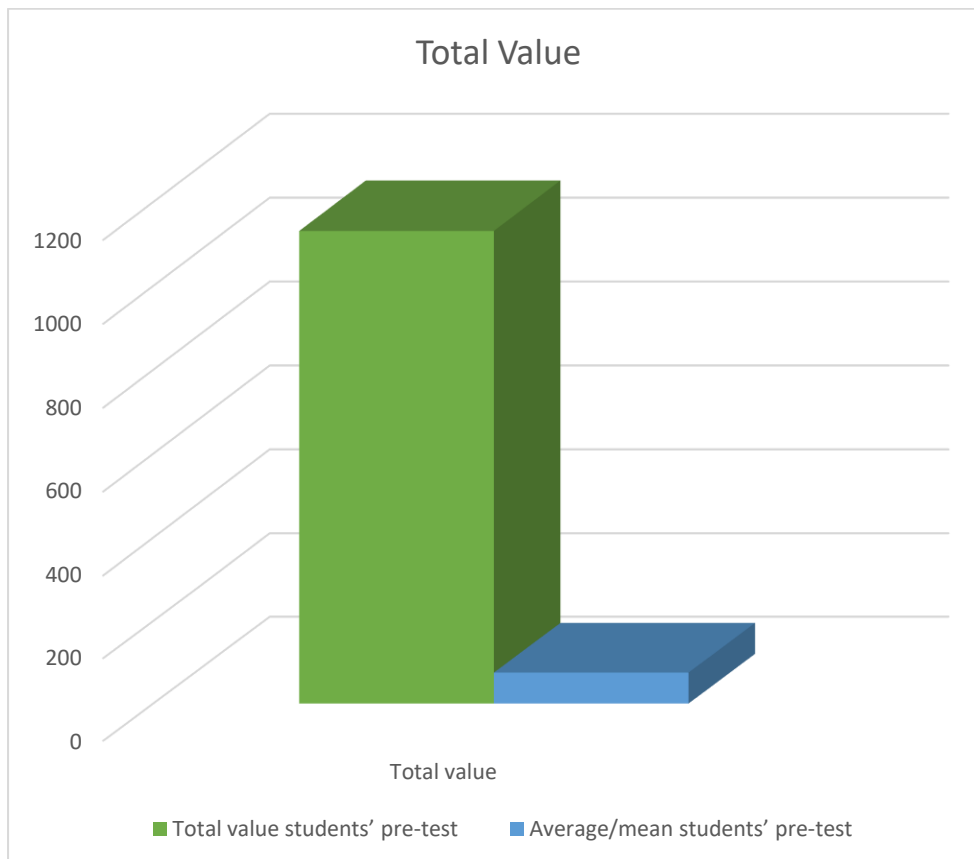
Based on the findings obtained by the author through several instruments, there were several findings that can be compared and produced with previous research. The first researchers previously examined the application of communicative game to improve the speaking skill and the significance was 13,9%. In the findings of this study, English British Council Teens Website was applied to teach speaking's skill and the significance was 14%. The second researchers previously examined the application of role play techniques to improve the speaking skill and the significance was 10,9%. In the findings of this study, English British Council Teens Website was applied to teach speaking's skill and the significance was 14%. The third researchers previously examined the application of picture strip stories to improve the speaking skill and the significance was 14,9%. In the findings of this study, English British Council Teens Website was applied to teach speaking's skill and the significance was 14%.

The researcher did the pretest about teaching speaking skill. The result was shown in table 4.6

Table 4.6.: Total Value of Students Pre-test

No.	Descriptions	Total Value
1	Total value students' pre-test	1131
2	Average/mean students' pre-test	75

Figure 4.4 : Total Value of Students' Pretest



The average score was 75. The minimum completeness score of 80 was <80%, while the pre-test score achieved has not reached completion. The value achieved at >80 is only 20%.

The next step was the lecture implemented the English British Council Teens Website, It included some speaking materials the lecture gave preliminary apperception after that the lecturer presented the video of *A friend in need*, asked the students to write sentences text spoken by native speakers on the home work book individually, asked the students to reorder the text of *A friend in need* sentences spoken by native speakers to understand the meaning of the sentence individually, asked the students to match the text of *A friend in need* sentences spoken

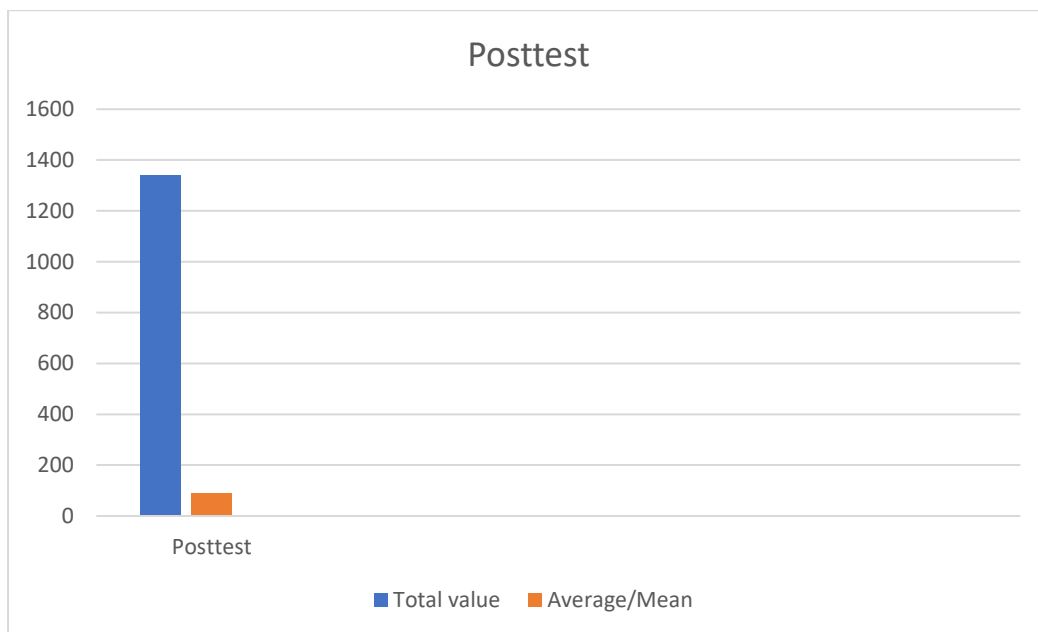
by native speakers individually, asked the students to fill gap the text of *A friend in need* sentences spoken by native speakers individually, asked the students to determine a speaking partner, based on their experience while watching video so the lecturer asked the students to practice in front of the class in group that in addition, there were some interaction, communication each other so it made the atmosphere's class safe and comfortable, asked some questions, gave feedback of the students's performance, gave students' score. The researcher observed the suitability between the lesson plan of the lecturer and her teaching process. The indicators of it were students are able to understand some expressions of *A friend in need*, students are able to observe some dialogue some expressions of *A friend in need*, students are able to reorder the dialogue of *A friend in need*, students are able to match the dialogue of *A friend in need*, students are able to fill gap of the dialogue of *A friend in need*, Students are able to speak and master the speaking interaction entitled *A friend in need*, especially in fluency, pronunciation, accent, grammar confidently.

The next stage, the researcher did the post test. The result of the posttest' score displayed as the following table and chart:

Table 4.7 : Total Value of Students' Post-test

No.	Descriptions	Post-test
1	TOTAL VALUE	1340
2	AVERAGE / MEAN	89

Figure 4.5: Total Value of Students' Post-test

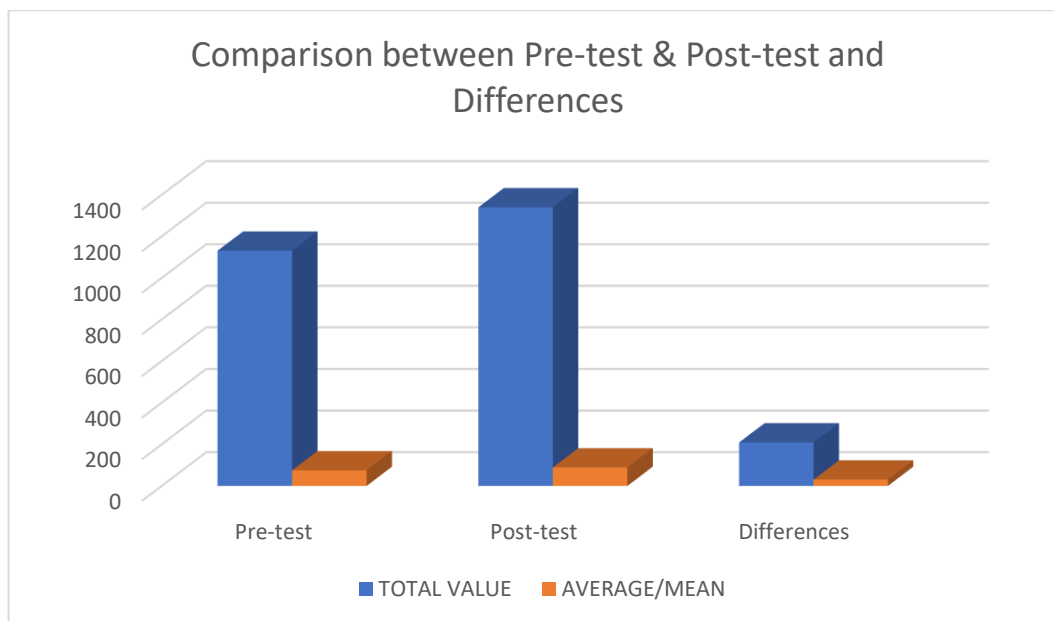


To find the differences between Pre-tests and Post-test which was meant the development of students' speaking skill.

Table 4.8: The Comparison Between Pre-Test Scores and Post-Test Scores, and Difference Score as Improvement Scores

No.	Descriptions	Pre-test	Post-test	Differences
1	TOTAL VALUE	1131	1340	209
2	AVERAGE/MEAN	75	89	14

Figure 4.6.: The Comparison between Pre-Test Scores and Post-Test Scores, and Difference Score as Improvement Scores.



From the display of Table 4.6, it can be seen that there is development of students' speaking skill 209 from the total value, and average or mean is about 14. So, it could be proven that the students' speaking skill could be developed by using English British Council Teens Website. This became an answer of statement of the problem number 2.

This research proven that using media in English British Council Teens Website could increase the speaking's skill because it included the video from the native speaker while there was some written test to check the students' understanding. All of the students from the class passed all the written test and their score was up 80. (See Appendix 2)