CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of teaching speaking using analytic team technique to the senior high school in the academic year of 2019/2020. The researcher conducted this research through two meetings in the teaching and learning process. The researchergot the data trough two meetings and the data analysis could be obtained from observation made by researcher during the teaching process.

4.1 Findings

4.1.1 The implementation of Analytic Team Technique

On implementation of Analytic Team Technique carried out during two meetings on august 21th 2019 and august 28th 2019. The students consisted of 36 students.

4.1.1.1 the first meeting

The first meeting on august 21th 2019. The time for teaching learning process was 2x45 minutes. The class began at 11.20 a.m 13.30 a.m. The class was X MIPA 5,it consisted of thirty six students. Before teaching learning process began the teacher told to the students that the English lesson would be observed by researcher for two meetings. The teacher hoped the students could follow the teaching learning

process actively, and it gave the best attention. After that the teacher started the teaching and learning process.

1. Pre-activity

First The teacher greeted the students and checked the attendance list by calling their name one by one. After that the teacher asked about the condition of students to make the English good atmosphere. The teacher started with greeting, she greeted them by saying:

Teacher : "good afternoon my students"
Students:"good afternoon miss"
Teacher:"how are you today"?
Students:"fine miss. What about you"?
Teacher:"I am fine too. Thank you."

After greeted the students, the teacher asked about last material they had learned and explained aboutthe new material. Before the teacher started a new material the teacher tried to build critical thinking of the students, and the teacher also didn't forgot to explain about the outline of a new materialand the final goals to be achieved.

2. Whilst-activity

After the students understood about the outline, the teacher showed some picture to the students. The picture was about a view to stimulate their brain then the teacher asked the students to identify the picture. After the students could identify the picture, the teacher started to explain about material. The material was expressing intention. The teacher explained using power point to make easier for students

understand. The content of power point were definition, language feature, function, and some text. In the middle of teaching the teacher was showed a text for reading by the students.

Santi	: So, what about you, Bayu? Do you have any plans?
Bayu	: Definitely! My dad and I are going to go fishing. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?
Santi	: I don't really like fishing. I would rather stay at home than go fishing. What about you Riri? What would you like to do on the long weekend?
Riri	: I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.
Bayu	: Are you going to bake choco chips cookies like that the last time?
Riri	: Well, yes. That is my favorite. But we will also try to make ginger cookies.
Riri	: Oh, would you like to join me to learn baking cookies? You can come to my house.
Bayu	: It's a good idea! Or will you go fishing with me and my dad?
Santi	: Uhm, not fishing I guess. But I think I would like to bake cookies with Riri. Thanks for asking me to join you Riri.

figure 2. The dialogue of material about expressing intention

This activity was important because the teacher could know who was the active student. The teacher called the students one by one for reading a text with the right language feature and the right pronunciation. Then the teacher gave exercise for the students. The exercise was make a dialogue about expressing intention using a picture they have chosen.

3. Post-activity

After the students did the exercise about expressing intention, they submitted themto the teacher and students concluded the material. The teacher delivered a

new plan about material to be explained   in the next meeting and gave some motivations for students.

4.1.1.2 Second Meeting

The second meeting on august 28ᵗʰ 2019 at 11.20-13.30.In this meeting the teacherstarted to apply Analytic Team Technique and get the score then the teacher calculate using scoring rubric.

1. Pre-activity

The teacherentered the class and said greeting to her students and asked about their condition for making English good atmosphere after asking the condition the teacher started to check the attendance list by calling one by one. The teacher gave some brainstorming to make the students comfortable and the students followed the teaching process

2. Whilst-activity

After giving some brainstorming the teacher started to review the last material about the definition, language feature, and function of expressing intention. The teacher asked the students to make some groups. One group consisted 4 students, theychose their friends by themselves. After the students chose their group, the teacher started explaining about the exercise. The exercises were asking the students to make a dialogue from the pictures given by the teacher

Figure 3. Student exercise

Then the teacher explained about the rules.Each student must have their respective roles in their assignment. After the students presented their dialogue they should write on the paper and show their dialogue in front of the class. Every group submitted their dialogue and the teacher gave score to them, sometimes gave suggestion to them.

3. Post-activity

After the students presented their dialogue and show in front of the class, the teacher gave them feedback about their speaking. The teacher and students made a conclusion about their activity and what they could get from that activity. After that the teacher delivered the lesson plan in for the next meeting. At the last the teacher closed the lesson and left the class.

4.1.2 The Students' Speaking Ability

Students performance would be assessed by the teacher and this activity had been

done in the second meeting.

Group 1 performance

> *Assalamualaikum wr.wb (waalaikumsalam wr.wb)*
> *Good afternoon my friend! (good afternoon)*
> *We from first group*
> *This is :*
> *Achmad Ilham Nafi Putra Fadillah*
> *Edith Firjatullah*
> *Muhammad Brillian Adi Saputra*
> *Rizky Kurniawan*
> *We will present about our dialogue please listen it.*

Ilham : "Hello guys I want to plan our vacation in Jogjakarta"

Edith : "That's good idea may I join with you"

Ilham : "Of course! Invite Bian and Rizki"

Edith : "That's a great"

Bian: "Yes, I am join your vacation"

Rizki : "Yes, I am join too"

Bian : "BTW, where are we going?"

Ilham : "We will going to Borobudur temple"

Rizki : "Let's go"!!

Bian : "We should taking a picture in Borobudur temple"

Ilham : "Yes, and we should buy souvenir"

After they done performance they say:

Thank for your attention and wassalamualaikum wr wb.

(the other exercise can be seen at appendix no 1.4)

After all of the students presented the dialogue in front of the class the teacher gave some feedback to the students' performance. From the dialogue which had been presented, the teacher gave value using scoring rubric. Below were the table of scoring rubric.

Table 3.4.2 Score's Criteria of Oral Assessment Modified by the Researcher

Aspect	Poor (1)	Fair (2)	Good (3)	Very good (4)
Pronunciation	The student bad in their pronunciation	The student has a lot of mistake in pronunciation	The students make a little mistake in their pronunciation	The students have not any mistake in their pronunciation
Vocabulary	Repeat the same vocabularies	Use limited vocabulary	Uses adequate vocabulary: some word usage irregularities	Uses varied vocabulary
Fluency	Cannot read fluently	Repeat words and phases	Speaks with occasional hesitation	Speaks fluently
Grammar	Cannot use grammar	Use little grammar and make some mistake with it.	Uses a variety of structures with occasional grammatical errors	Masters a variety of grammatical structure
Content	The content is not clear and not understandable	The content is understandable	The content is understandable and has a good structure	The content is clear, understandable, has very good arrangement.

This is the formula for getting score of the students

$$\text{Score} = \frac{totalscore}{scoremaximal} X100$$

Criteria	Score
Very good	85-100
Good	70-84
Fair	55-69
Poor	25-54

(Brown, 2001)

The result score of students' dialogue about Holiday to Borobudur

Table 4.1.2

Scoring Criteria							
Students	P	V	F	G	C	Total	Score
S1	3	3	3	3	4	16	80
S2	3	4	3	3	4	16	80
S3	2	3	3	3	4	14	70
S4	3	3	3	3	4	16	80
S5	4	3	3	3	4	17	85
S6	3	3	3	4	4	17	85
S7	2	3	3	3	4	15	75
S8	3	3	3	3	4	16	80
S9	3	3	3	4	4	17	85
S10	4	4	4	2	4	18	90
S11	3	3	3	3	4	16	80
S12	3	3	3	3	4	16	80
S13	3	3	3	2	4	16	80
S14	2	3	3	2	4	14	70
S15	4	3	3	3	4	17	85

S16	3	3	3	2	4	16	80
S17	3	3	3	3	4	16	80
S18	2	3	3	3	4	15	75
S19	3	3	2	3	4	15	75
S20	3	3	3	3	4	16	80

P: Pronunciation, V: Vocabulary, F: Fluency, G: Grammar, C: Content

Based on the table above there were 5 students who got very good in speaking . The students present the dialogue with very good. The students could describe the content with good. Although there were some false grammar but they pronunciation, vocabulary and fluency was very good.

While, based on the table above there were 15 students who got good in speaking. Most of all students was low in Grammar, Pronunciation, and fluency. But all of students was very good in content and vocabulary. In grammar a lot of students was not completely correct, but the vocabulary that was used suitable with the content. And pronunciation of each word almost false.
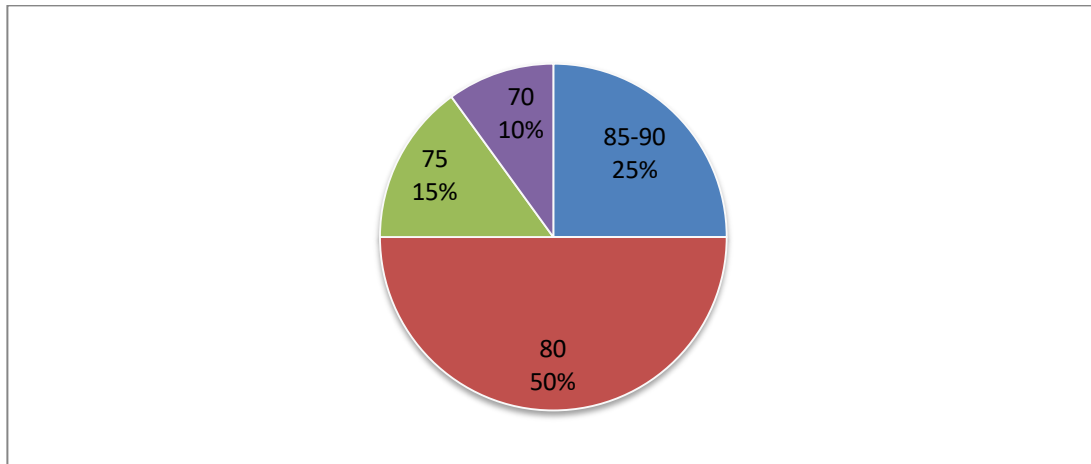
Graph no.1

From the graph no 1 we couldsee that the highest score was75 % was about 15 students and the lowest score was25% was about 5 students.

The result of the implementation of Analytic Team Technique in teaching speaking was to make the students talked and explore more their speaking skill, since the topic was familiar to the students. The familiar topic was easier for students and the students could relax and not afraid to make mistake. Step by step the students had been able to increase their confidence in speaking.

Trough Analytic Team Technique as a technique of teaching, the students could overcome their problems which dealt about less-vocabulary, afraid and making mistakes, less confidence, even the grammatical error and other.

4.2 Discussion

4.2.1 Discussion of Implementation of Analytic Team Technique

Based on the class observation in pre teaching, the teacher came to the class with greeting, checking students presence, and reviewing the previous lesson. This

was done with a supportive class atmosphere. When the teacher came to the class, the teacher should give a good atmosphere for students.

On first meeting the teacherexplained about the material. The material was Expressing Intention. The teacher gave a simple explanation about definition, language feature, and function. The teachertried to build the critical thinking of students in a way gave some question to the students. After that the teacher gave some texts to reading by students. If some students made a mistake the teacher corrected the word then the words were read together.

After that the teacher divided the students into pair and they chose a picture they like. Then the teacher asked the students to make a dialogue using expressing intention using the picture they have chosen. The teacher gave 45 minutes to do the exercise. After finish the students submited to the teacher, and the teacher gave some motivations and explain about the lesson in next meeting. And the last the teacher left the class

Based on the class observation in pre teaching the teacher came to the class with greeting, checking students presence, and reviewing the previous lesson. This was done with a supportive class atmosphere. When the teacher come to the class, the teacher should give a good atmosphere for students.

On second meeting the teacher gave some brainstorming to make critical thinking for students. The teacher asked about the last material. After that the teacher asked the students to make a group. One group consisted four students. They

couldchoose thegroup by themselves. After the students chose the group the teacher explained about the duty and the rules. The students made a dialogue using selected picture by teacher. The picture was Borobudur temple. The students made a dialogue with the picture using expressing intention. The teacher explained about the rules. The rules was each students must have their respective roles in their assignment and after that the students presented their assignment in front of the class.

4.2.2 Discussion of Students'Speaking Ability

In student's exercise,the researcher took five competences to know the students speaking ability. There were pronunciation, grammar, fluency, vocabulary, and content. Pronunciation was important of language, include some aspect like accent, stress, and intonation. Sixteen students had a good pronunciation and four students had a low pronunciation. Pronunciation was a material which requires a lot of study time and repetition. Grammar and pronunciation had a close relationship. The students were still difficult to speak in good grammatically because for studying grammar need intensive teaching. Vocabulary was range of words known or used by a person.Students that had many vocabularies would be easier for them because the students could improve their speaking but sometimes there were some studentswere confused to understand the meaning or difficult word, so the students should search in dictionary or asking the teacher. Fluency as the quality of being able to speak smoothly and easily. It meant that someone could speak without hesitation. For the

students, Analytic Team Technique was helpful because the students could share their idea and they could help each other to make dialogue and present that dialogue.

The whole students of X-MIPA 5 knew well the implementation of Analytic Team Technique. They interested with this technique because it was simple technique and easy to be understand. The researcher was got a positive response from the students. The studentwanted to apply this technique again in the next learning. From this statement, it can be concluded that the students had motivation to learn by using Analytic Team Technique.