CHAPTER IV

FINDING AND DISCUSSION

This chapter described the finding and the discussion of the observation in using Buzz group strategy in teaching speaking report to English students of STKIP PGRI Sidoarjo. The finding and discussion including the answer to the research problem which are as follows (1) How is the implementation of Buzz Group Strategy in teaching speaking report?(2) How is the student's response learning speaking report by using of Buzz Group Strategy?. To answer the first question, the research needed to describe the data from finding of the observation that contains the explanation of the application of the Buzz group strategy in teaching speaking report text. Based on the observation with the second data was the student's response in using Buzz group strategy for describing students in speaking activity.

4.1 Finding

The researcher described the implementation of Buzz group strategy in teaching speaking report text and the response of the students in speaking activities during the teaching learning process.

4.1.1 The Implementation of Buzz Group Strategy in Teaching Speaking Report Text

The observation was obtained two meetings, which were conducted from 29th November until 6th December 2019. The first meeting

wonly explained material of report text, and the second meeting was activity using Buzz group strategy.

4.1.1.1 First Meeting

The first meeting was conducted on 29th November 2019 and the lecturer started class at 18.00 pm. The teacher entered the class followed by the researcher. The researcher sat at the right corner in the back row of the class to observe the teaching learning process and sometimes the researcher come to in front of the class to took photos for documentation picture for the data. When the lecturer entered the class situation were conductive and the lecturer made the class active. Before starting teaching learning process, the teacher showed a motivation video to students.

At 18.15 pm the lecturer started the teaching learning process by greeting "Assalamu'alaikum Warrohmatullahi Wabarokatuh", and also said "Good evening my sweet student? How are you today?" and praying together to start the lesson. Next the lecturer check the attendant list and called their name one by one to know who was absent that day to make sure that all the students were present.

While the lecturer prepared the material, many students were still busy with their smartphones. Before entered the main was point, the lecturer asked questions to the students report text. The

students were just silent when the lecturer asked questions about definition of report text. After all of the students payed attention to the lecturer at 18.30 pm the lecturer explained about report text, the generic structure of report text, and language features of the text.

The example of the lecturer asked about definition descriptive text before entered point.

Lecturer : (Gave a slide about "Report Text")Do you know what is the descriptive text based on your opinion?

Students : (Silent…. And start to pay attention to the lecturer)

Lecturer : (Repeat the question) Do you know what is report text?

Students : I don't know mom.

Lecturer : Okay now please pay attention and lets check the slide!

Picture 4.1. The Definition of Report Text

Next the lecturer opened the next slide. It was generic structure of the report text. While the teacher explained about the slide, all of students keep calm and pay attention to the lecturer, they were good attitude. The lecturer gave an example and explained the location of generic structure of report text through the example. After they understood about that, at 19.15 pm the lecturer asked   one student to read the example of report text, and the lecturer always accompanied to made sure the students who read in her set to felt comfort and not afraid. And then the lecturer asked the students to wrote the point in the slides.
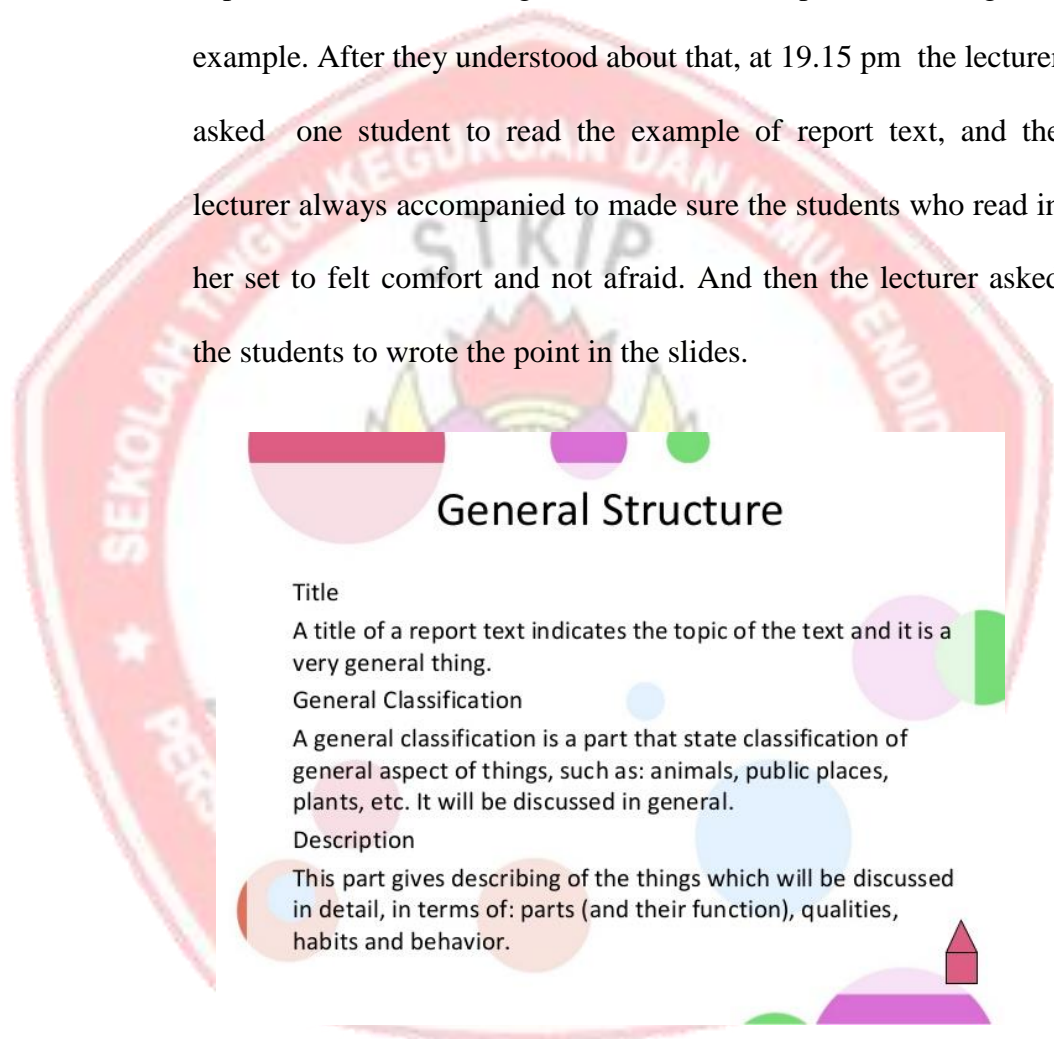
Picture 4.2. The Generic Structure of Report Text

At 19.30 pm the lecturer explained about the language features of report text. The first meeting the lecturer only gave explained the materials of report text. After all of the materials

have been explained. At 20.00 pm the lecturer gave a ice breaking to active students in the class.

- Use of general nouns
  ex : animal, vertebrates

- Use of relating verbs
  ex : is, are, has

Language Features

- Use of timeless present tense to indicate usualness
  ex : cow usually eat grass and plants

- Use of action verbs when describing behavior
  ex : emus can not fly

- Use of technical terms
  ex : kangaroos are marsupials

Picture 4.3. The Language Features of Report Text

After that, the lecturer summarized and reflected the lesson. The reflectection here the lecturer asked some students about the material. At 20.15 pm the lecturer closed the meeting because the time was over, thus the next meeting will be made some group to present secret material from the lecturer.

4.1.1.2 Second Meeting

In the second meeting 1st semester English students, it was conducted on 6th December 2019. The class started at 18.00 pm. The lecturer began the class by greeting to the lecturerr with said Assalamu'alaikum WR WB, like a previous day and ask the condition of the students. When the students and the researcher

came to the class, like usually the class clam and quite. After five minutes lecturer prepared the class and make sure that all of students were sat on their chair, the teacher start the lesson.Firstly the lecturer check the attendant list, praying together before started the lesson and then the teacher gave a motivation's video to the students. After that, the lecturer asked to students "what is moral value about the video" and some students tried to answer the question.

Picture 4.4. Students Watched the Motivation Video

At 18.15 pm the lecturer instructed the students to make a random group consist three or four students in a group by themselves to shorted the time. The teacher chose a big leader in the class and small leader every group.

Table 4.1. *Table of member and leader of the group*

BIG LEADER IN THE CLASS			
M. Syahri			
NO	LEADER OF GROUP	NAME OF MEMBERS	THE TITLE
1.	Santy Ayu N.	Silvia Erika S. Novi Ardiani Theresia R.S. Dewi	Tsunami
2.	Mei Shia O.	Aulia Anaya P. Nailul Khirom M. Syahri R.	Vulcanic Eruption
3.	Taufan Ramadhan F.	Putri Nova R. Eka Nanda T.	Earthquake

Picture 4.4. The Lecturer Explained
That Students Analyzed Natural Disaster Text (Report Text)

After the students made a group and sat with their group, at 19.00 pm the lecturer explained that they analyzed a text about report text.Then, the lecturer asked to come forward every leader in group and they can choose one of title of report text. The topic of report text was natural disaster like earthquake, tsunami, and volcanic eruptions. The analysis about generic structure, language features, and the so forth. There are only three group in the class. The students were gave time 15-20 minutes to discuss their topic. The students have to search the information about natural disaster and report text in the internet. They were enthusiastic with assignment and have a good attitude, but the class was a little bit noisy because they started to browse with their own smartphone

and confirm each other that each member will shared about the information.

When the students discussed their assignment, the lecturer come to one by one of group to check and make sure that all of member did the assigment to gether. They were busy to answer of the question from the text. in one group they were one student to wrote the information that they get from the internet. While they were discussed, the have a conversation in a group

The example of conversation between each member of group.

Student A   : I found the information of language features in the internet
Student B   : Really?
Student A   : Yes, sure can you search in the text which one is suitable with this?
Student C   : Okay, I will write that.
Student B   : Come on guys, it is limited time to finish this assignment!

The conversation happen when theydiscussed, but they spoke only a language, that was English. When teacher monitored the students, sometimes the students active to asked question about what is the meaning of the question.

Picture 4.5. Students' Discussion

At 19.20 pm the lecturer asked the students to pay attention that time was prepare the performance in group. Before students's performance the lecturer gave a game "Buzz game" that is related with the strategy. The students were happy and enthusiastic with the game. The lecture want to build the class more active because the class is evening. Some students looked weak and not enthusiastic in the lesson.

Picture 4.6. The Lecturer Gave Buzz Game

At 19.30 pm the firstgroup was ready to presesented in front of the class, therefore all of member come in front of the class and start to their presentation. They presented about Tsunami and when they started to said " Good evening", all of students in 2019 C class gave attention to them.

The example of the result presentation infirst group.

Student A   : Assalamualaikum WR.WB. We are from first group. My name is santy, and my friend who named silvi, and novi. Now, we are going to present about tsunami.The first is the typeof the text is report text.

Student B   : The generic structure of the text consists of general clasification and description. For general clasification of the text is the first paragraph and for description of the text is the second until the last paragraph.

Student C   :Next, the function of text is to present information
something in generally. The language featur, there are general
noun is tsunami,relative verb is are, and technical term is richter
scale. The last, the conclusion of the text that the tsunami is
dangerous disaster. The preparation and maximum vigilance, we
can minimze the impact of the tsunami itself.

Picture 4.7. Students's Performance (first group)

And then at 19.40 pm the first group came in front of the
class and started the presentation. The situation of the class was
good atmosfer and they were ready to listen the presentation. They
present about Vulcanic Eruption.

Picture 4.7. Students's Performance (Second Group)

At 19.50 p.m the second group was finished their presentation and closed the question answer. In the second performed the students more active to speak up and they was very enjoy when performed in front of class. There is one question from the other group.

After they prepared the material, the last group come in front of the class and started their presentation. Same with the previous group, they open the presentation by greeting salam and said that want to present about the material that have been discussed. They present about Earthquake.

Picture 4.7. Students's Performance (Third Group)

The presentation finish at 20.15 pm and they ended the presentation with giving applouse to each other and they felt enjoy to join the leason. The last a big leader gave previous the lesson and the result of the presentations. And the lecturer felt so proud of the students because they can more active, more confident to speak English, and gave their opinion about some informations from the report text.Before the lecturer ended the lesson, she asked students to sing a sog together.

4.1.2 Students' Response

In the end of the study, the lecturer gave the students a piece of paper that contained the questionnaire of learning process. And then, the researcher asked them to fill it by themselves without

any compulsion from anywhere. The questionnaire was administered in order to know the student's response in learning speaking report text by using buzz group strategy. This instrument was distributed to 11 students. This questionnaire was distributed on Friday 6th December 2019 at 20.15 pm this questionnaire was designed for te last meeting only for 10 minutes. There were eleven question in the questionnaire. The questionnaire was in thw form of "Yes" or "No" questions.

The amount of the students who chosen an option for each question inreflected in percenteage (100%). The formula will be given as follows :

$$\frac{\text{The number of students who answer the options} \times 100}{\text{The number all of the students}}$$

The questions were about 11 point. They were : Do you like English? In question number 1, the opinion of find difficulty in learning English in question number 2, the opinion of often readnatural disaster on newspaper or online article in question number 3, the opinion of like speaking in question number 4,the opinion of difficulty in speaking in question number 5, the opinion

of difficulty in speaking about report text to identify generic structure in question number 6, the opinion of difficulty in speaking about reporttext to find the main idea in question number 7, the opinion of difficulty in speaking about reporttext to identify language features in question number 8, the opinion of like using buzz group strategy in teaching speaking report in question number 9, the opinion of difficulty in using buzz group strategy in question number 10, and the opinion of effect of using buzz groupstrategy with your encouraging in speaking ability especially in report text in question number 11.

The table of the student's response result of the questionnaire can be as follow :

NO.	QUESTIONS	STUDENTS' RESPONSE		PERCENTAGE
		A : Yes	B : No	
1.	Do you like English?	11	0	100% (Yes)
2.	Do you find difficulty in learning English?	8	2	90% (Yes)
3.	Do you often read tpes of natural disasters on newspaper or online article?	4	7	63% (No)
4.	Do you like speaking?	11	0	100% (Yes)

No.	Question	Yes	No	Percentage
5.	Do you find difficulty in speaking?	9	2	81% (Yes)
6.	Do you get difficulty in speaking about report text to identify generic structure?	5	6	54% (No)
7.	Do you get difficulty in speaking about reporttext to find the main idea?	4	7	63% (No)
8.	Do you get difficulty in speaking about report text to identify language features?	6	5	54% (Yes)
9.	Do you like using buzz group strategy of teacher's application in teaching speaking report	10	1	60% (Yes)
10.	Do you get difficulty in using buzz group strategy?	5	6	54% (No)
11.	Is there any good effect of using buzz group strategy with your encouraging in Report text	10	1	90% (No)
	TOTAL	83	37	

Table 4.1.2 the student's response result of the questionnaire.

The researcher also precentage of each questionnaire

1. The first question was "Do you like English?" and the precentage were 100% answered Yes and 0% answered No. It means that all of students like with English.

2. The second question was "Do you find difficulty in learning English?" and the precentage were 90% answered Yes and 10% answered No. It means that almost all the students find difficulty in learning English.

3. The third question was "Do you often read types of natural disasters on newspaper or online article?" and the precentage were 37% answered Yes and 63% answered No. It means that most of the students did not often read natural disaster on newpaper or online article.

4. The fourth question was "Do you like speaking?" and the precentage were 100% answered Yes and 0% answered No. It means that all of the students like speaking.

5. The fifth question was "Do you find difficulty in speaking?" and the precentage were 81% answered Yes and 19% answered No. It means that almost of the students find difficulty in speaking.

6. The sixth question was "Do you get difficulty in speaking about report text to identify generic structure?" and the precentage were 46% answered Yes and 54% answered No. It means that

most of the students did not get difficulty in speaking about report text to identify generic structure.

7. The seventh question was "Do you get difficulty in speaking about report text to find the main idea?"and the precentage were 37% answered Yes and 63% answered No. It means that most of the students did not get difficulty in speaking about reporttext to find the main idea.

8. The next question was "Do you get difficulty in speaking about report text to identify language features??" and the precentage were 54% answered Yes and 46% answered No. It means that almost half of the students like using buzz groupstrategy in teaching speaking report.

9. The ninth question was "Do you like using buzz group strategy of teacher's application in teaching speaking report?" and the precentage were 60% answered Yes and 40% answered No. It means that almost of the students get difficulty in using buzz group strategy.

10. The tenth question was "Do you get difficulty in speaking about reporttext to identify language features?" and the precentage were 46% answered Yes and 54% answered No. It means that most of the students get difficulty in speaking about report text to identify language features.

11. The last question was "Is there any good effect of using buzz group strategy with your encouraging in report text" and the precentage were 90% answered Yes and 10% answered No. It means that almost all the students were any effect effect of using buzz group strategy with your encouraging in report text.

4.2 Discussion

The data obtained two meetings. The observation process included the topic and the teaching learnig process. The researcher observed the activity directly with documentation picture, field note and the questionnaire.

In the first meeting, the researcher found that the implementation of teaching speaking report text by using buzz group strategy almost was done goodly and effectively it related with the statement of Mandal (2009), A buzz group is a small group discussion which is used to help overcome the problem of silence in group situations and to ensure that everyone got a chance to contribute to the discussion, within a specific period of time. It wasalso beneficial because it gave all participants the space and freedom to express themselves equally, thus ensuring that as many creative voices as possible contribute to solving the problem in question. In the research the students really enthusiastic to study report text. For the first meeting the teacher only explained about the materiat that is

report text such as definition, generic structure, language features of report text. While the students were more active to answered some question from the teacher. The implementation of buzz group strategy was in the second meeting.

In the second meeting. The teacher dicided some small group that are conducted three until four students. The students expressed their idea to their group about natural disaster and they can answered and analysis well the report text. The students have a good interact with other friends, the work together to finished the assignment and while the students were performed in front of class they showed the best performed the tried to spoke English. Buzz Group strategy was a strategy that makes students work in small group in limited time. The room soon filled with less noise as each sub-group 'buzzes' in discussion. There were some factors why the room soon filled with less noise when presented their assigment. The first reason was evening class that almost students worked and tired their agenda before the study. The second was the last season of meeting that was at 18.00 until 20.15, thus sveral students less spirit. While the stratgey ran well.

Buzz groups consisted in pairs, trios, or more depending on the activity. While they are buzzing, participants was able to exchange ideas and draw on their wide collective experience. Buzz Group was the strategy organize the students into group work in time already

spesified. In discussion, the class was noise because students' buzzing. Buzz group may be duo, more than two or more. While they was speaking, the other group must share their ideas and explained their large story (Tarigan Eunike, 2012,p.2). But several group did not give response in the presentation. The teacher could felt the students effort to speak english. The teacher really appreciated it and felt so proud of the students.

4.2.1The Students' Response

After the teaching strategy was implemented, the students gave a piece of paper that contained the questionnaire of learning process.

From the questionnaire the researcher got the result that there were more students like using buzz group strategy, they could focus,interested,enjoy the lesson, critical, confidence and understood the material. But there were some of students were not like buzz group strategy in learning speaking English. It related with statement of Gratton (2010), Buzz Group Strategy can enhance students' learning in many ways. When teaching a skills course, such as critical thinking, they get all the students involved, and give each one of them an opportunity to practice the skills taught, and to offer and receive feedback, and help to increase their self-confidence.

In the first previous, the researcher finds a previous study has same topic. It is written by Elisabeth Milaningrum (English Education Department state Sebelas Maret University Surakarta, 2013) entitled "The Efectiveness Of Buzzz Groups Method to Teach Reading Comprehension Viewed From Students' Learning Motivation (An Experimental Study at The Eighth Grade Students Of SMPN 1 Jaten, Karang Anyar in the 2012/2013 Academic Year)". By using quantitative research design. In her thesis she is using buzz group methods. The objectives of the study are whether buzz group methods is more efective than direct instruction methof to teach reading comprehension, whether students who have high motivation have better reading comprehension than those who have low motivation, and whether there is interaction effect between teaching methods and students' reading comprehension, and is there any interaction effect between teaching methods and students' motivation on the students' reading comprehension. The researcher presents the finding of her study including description, normally and homogeneity test, hypothesis test, and discussion of the result of the study.

In second previous, the researcher finds a previous study has same topic. It is written by Khampheng Sengbounthanh (English Education Department state Sebelas Maret University Surakarta, 2011) entitled "Improving the Students Speaking Skills by Using

Buzz Group (A Classroom Action Research at Seventh Grate of Nong Bone Public High School in Laos, the First Semester in Academic Year of 2010/2011)". By using action research design. In her thesis she is using buzz group. The objectives of the study are to know whether and to what extent Buzz Group improve the student's speaking skill, and to know the teaching and learning situation when Buzz Group is applied in the class. The researcher presents the finding of her study including research finding, the implementation of the research, and discussion of the research findings.

The similarity between the reearch and the previous study used Buzz Group. While the difference was research design and finding of the researchers. The research used qualitative research, the first previous used quantitatvie research, and for second previous used action research. The researcher presented the finding of the study including research finding and discussion, the first previous presented the finding of her study including description, normally and homogeneity test, hypothesis test, and discussion of the result of the study ,and the second previous presented the finding of her study including research finding, the implementation of the research, and discussion of the research findings.