CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher explains about the process of the research that each cycle consists of planning, acting, observing, and reflecting. The data have been gotten from test, observation, and questionnaire

4.1 Finding

The problem of this thesis is the students had lack of pronunciation ability. The researcher prepared the classroom action research that was conducted in class VIII A at SMP N 1 Kauman on July 15th 2019 until August 1st 2019. In this research, the researcher got permission from the headmaster school and was helped by Mr. Iswandi as the English teacher of SMP N 1 Kauman. The subject of this research was the VIII A students and consists of 32 students. The researcher got data from the students' ability in learning English after the researcher was done for two cycles that consists of six meetings, there were three meeting for each cycle, three meeting in cycle 1 and three meeting in cycle 2. Below were the details of each cycle:

4.1.1 Cycle 1

1) Acting

In this cycle, there were three meetings, in the first and second meeting the researcher gave the material, and the last meeting for conducting the test.

The First Meeting

Date: July 23th 2019

Day: Wednesday

Time: 07.40 – 09.00 WIB

Steps:

In this activity, the researcher get started the class by greeting before beginning the lesson. The researcher asked the students attendance and also asked the students' condition such as "good morning?" or "how are you?". After that the researcher gave apperception to attract the students' attention for the lesson.

Before beginning the lesson the researcher explained the material. The material was *asking and giving information* with cartoon conversation video media and how to pronounce the conversation well. The title of the video was "Asking and Giving Information about Personal Information"

The researcher began the material by telling the students about how to ask and give information. The researcher asked the students to give one example about asking and giving information after that the researcher explained about the expression of asking and giving information. To have a better understanding, the researcher displayed the cartoon conversation video; while the video was played the students listened and paid attention how to pronounce it.

Then the students analyzed the expression of asking and giving information from the video. The students ask to the researcher whether this sentence was the expression of asking and giving information or not.

In the next steps, the researcher asked to the students to make a pair. Next, the researcher gave the transcript about the cartoon conversation video to all pair. While the video was played, the students paid attention and try to pronounce the conversation. Then, each pair practiced the conversation in good pronunciation.

When the students learned in the class, the researcher observed the activities of the students, including the students' attitude and class situation, the students have good attitude, but some students do not pay attention to the video. This observation aimed at recording data about aspect that occurred during learning in the classroom.

The researcher appreciated to the students' participation in teaching learning process, and gave motivation to the students to practice English at home. After that, the researcher closed the meeting.

The Second Meeting

Date: July, 25th 2019

Day: Thursday

Time: 12.40 – 14.00

Steps:

The researcher used greeting, asked the students' condition, and asked about the students' attendance. After that, the researcher asked the memorization about the previous material.

In this meeting, the researcher gave the cartoon conversation video about asking and giving information. The students paid attention and observed to the video. After that the students analyzed the expression of asking and giving

information from the cartoon conversation video and listen how to pronounce that conversation well. If, some of the students there were did not understand yet, the video was played repeatedly.

The students practice well with their pair that has been made in previous meeting in front of the class. The researcher also reminded that they not to be afraid to make mistake and always confident in every meeting because the researcher took score from their performance. Before the learning process was ended the students fill the questionnaire that has been given by the researcher.

The researcher ended the meeting by saying thanks to the students and tries to be better in the next meeting and also could apply their English in real life. The last, the researcher said good bye and see you to the next meeting.

At the third meeting the researcher gave evaluated to measure the students' achievement about pronunciation that was test. The researcher gave short conversation that consists of two characters, after that the students with their pair practice to pronoun it as the speaker 1 and speaker 2, and then the researcher recorded their voices.

Then, students tell about their results in their tests. The researcher closed the meeting and tries to be better in the next meeting.

2) **Observing**

The researcher knew the situation of the students from the observation checklist while acting was running. The researcher knew the advantages and the weakness of the use of cartoon conversation video to improve pronunciation

ability. The observation checklist was used to obtain the students data activity in

cycle 1.

Table 4.1 the Result of Observation Checklist 1

No		A/5	O/4	S/3	R/2	N/1
1	The students pay attention toward the teacher explanation		√			
2	The students are enthusiastic in learning English				√	
3	Students pay attention to the cartoon conversation video			√		
4	The students actively practice the pronunciation task			√		
5	The students accomplish the task				√	
6	The students make a note while the teacher explain the material				√	
	Total	0	1	2	3	0
	Score	0	4	6	6	0

Total score 5 x 6 = 30

Percentage $= \dfrac{\sum amount\ of\ obtained\ score}{\sum all\ of\ maximal\ aspect}\ x\ 100\%$

$= \dfrac{(0 + 4 + 6 + 6 + 0)\ x\ 100\%}{30}\ x\ 100\%$

$= 53\ \%$

Based on observation above, that the total score is 53%, the researcher

knew why the students were not active in the class, the students still not confident

in the learning process.

1. Data from Questionnaire 1

The questionnaire consists of 6 questions, from this questionnaire the researcher found some facts:

Table 4.2 The result of Questionnaire 1

No	Statement	Answer		Total	Max	(%)
		Yes (1)	No (0)			
1	I like English lesson *(Saya suka pelajaran bahasa inggris)*	29	3	29	32	91
2	Learning pronunciation is fun *(Belajar pronunciation itu menyenangkan)*	31	1	31	32	97
3	Learning pronunciation using cartoon conversation video is interesting *(Belajar pronunciation menggunakan cartoon conversation video itu menarik)*	32	0	32	32	100
4	Cartoon conversation video improves my interest in learning English *(Cartoon conversation video meningkatkan minat saya untuk belajar bahasa inggris)*	24	8	24	32	75
5	Cartoon conversation video makes me easy to learn pronunciation *(Cartoon conversation video memudahkan saya untuk belajar pronunciation)*	31	1	31	32	97
6	I am very happy learning pronunciation using Cartoon conversation video *(Saya sangat senang belajar pronunciation menggunakan Cartoon conversation video)*	31	1	31	32	97
Total Percentage				178	192	93 %

$$Complete\ percentage = \frac{\sum amount\ of\ obtained\ score}{\sum all\ of\ maximal\ aspect} \times 100\%$$

$$= \frac{29+31+32+24+31+31}{192} \times 100\%$$

$$= 93\ \%$$

Based on the data above 91 % of the students answered that they like English lesson, 97 % of the students agree that learning pronunciation is fun. All of the students answered that learning pronunciation using cartoon conversation video is interesting, 75 % of the students interesting to learning English using cartoon conversation video. However, 97 % of the students were felt easy to learn pronunciation and only 97 % of the student's happy learning pronunciation using cartoon conversation video

From the questionnaire result above, the researcher knew what the problem of the teaching learning English in the first cycle. So, the researcher must to repair the implementation of teaching English at the next meeting.

2.   **Data from test 1**

In this phase, the researcher gave a test to get the students comprehension in pronunciation. The data were presented in the appendix VI, below were the students percentage of the result test 1:

Table 4.3 The result of test 1

Score	Criteria	Percentage
90-100	Extremely good	0
80-89	Good	56
70-79	Fair	41
50-69	Low	3
0-49	Extremely low	0

Based on the score above, there were 4 students who have low score. And the other students can get more than 75 as the KKM. But, it can still be upgraded again on the next test to get extremely good score.

3)   Reflecting

After the researcher doing action and observation, the researcher made a reflection as follows:

a. The students were active in learning pronunciation that was proved by 93% students who answered yes, but there were 7% of students were less confident to practice.

b. Based on the test data, there were some students who have under criteria of score, and from questionnaire data, the students was still not interested in learning activity

c. The researcher concluded that the student's ability and confidence still need to be improved, the researcher decided to continue in the second cycle.

4.1.2   Cycle 2

1)   Revised Plan

In the next cycle, the researcher tried to improve the strategy in delivered the material by using cartoon conversation video. It was important to make the students not bored in the learning process. Following is the researcher planned:

1. The researcher changed the video's title

2. The researcher explained the material more clearly

3. The researcher guided the student to pronounce English word

4. The researcher conducted the students' test

2)   Acting

In this cycle, there were three meetings, the first and second meeting for material, and the last meeting for test.

The First Meeting

Date: July 30th 2019

Day: Tuesday

Time: 07.40 – 09.00

Step:

In this meeting, the researcher changed the title of the video material. The researcher set the activities like the first cycle.

The researcher gave greeted the students, and then checked the students' attendance list. After that, the researcher gave the motivation in order to engage the students not to be afraid to make mistake and to be more confident.

In this meeting, the title of the video is "personal information". The researcher began the lesson by displaying this video, and then the students paid attention how to pronounce the conversation, the students asked to repeat the video again, because it was still unclear.

After watched the video, the students analyzed the expressing of asking and giving information from the cartoon conversation video. The students discussed with the pair about the expressing of asking and giving information from the video.

After identifying the expression of asking and giving information, the researcher gave transcript text to all of pairs. Then, the students listened carefully and tried to pronounce the word in the text with pair based on cartoon video voice.

When the students were doing learning process, the researcher observed the implementation of the activity, most of the students paid attention and more confident to practice the pronunciation. The observation was done to record data about aspect occurred during the implementation of the technique by using cartoon conversation video to improve pronunciation ability.

The researcher ended the meeting by saying thanks to the students and tried to be better in the next meeting. Then, the researcher reminded to the students to prepare the next meeting.

The Second Meeting

Date: August 1st 2019

Day: Thursday

Time: 12.40 – 14.00

Steps:

In this meeting, there were two students who were absent. The researcher gave reviewed about the previous material by displays the cartoon conversation video, and then the students pronounce the conversation together.

The students had given time to prepare the practice. And then, the researcher calls students by pair to practice the conversation. The researcher also reminded in this meeting the students had to do better, because the researcher took the students score from their performance in the next test.

The students fill questionnaire because there was the last meeting. The results of the questionnaire were most of the student's interested with cartoon conversation video in pronunciation learning. The researcher closed the meeting, and prepared to the next meeting.

For the next planning at the third meeting, the researcher giving the student test, it was to know their achievement toward the two meeting before which same short conversation that consists of two characters, but in this test they have to exchange role, if at the first test as speaker 1 then at the second test as speaker 2 and otherwise. After that the researcher recorded their voices pair by pair.

Finishing the activity on that day, the researcher ended the class by saying thank to the students attention and participation for joining the class well. Before closing the class the researcher didn't forget to remind them to study English harder. Finally, the researcher said "good bye and see you next time."

3)   Observing

In the observation II, most of the students were more active to speak up than before it was showed from the result of observation checklist. The researcher knew the real situations during the technique were applied in the classroom. The result showed that some students got improvement in their activity.

Table 4.4 the Result of Observation Checklist 2

No		A/5	O/4	S/3	R/2	N/1
1	The students pay attention toward the teacher explanation	√				
2	The students are enthusiastic in learning English	√				
3	Students pay attention to the cartoon conversation video	√				
4	The students actively practice the pronunciation task		√			
5	The students accomplish the task		√			
6	The students make a note while the teacher explain the material			√		
	Total	3	2	1		
	Score	15	8	3		

Total score 5 x 6 = 30

Percentage $= \dfrac{\sum amount\ of\ obtained\ score}{\sum all\ of\ maximal\ aspect}\ x\ 100\%$

$= \dfrac{(0 + 15 + 8 + 3 + 0)\ x\ 100\%}{30}\ x\ 100\%$

$= 87\ \%$

From the data of observation checklist 2, the total score of the observation in cycle II was 87 %. It means that the students' activities were increasing by using cartoon conversation video to improve pronunciation ability.

1. **Data from questionnaire 2**

In this cycle, the questionnaire was distributed to know the students responses about the implementation of cartoon conversation video to improve pronunciation ability during teaching and learning process in the class.

Table 4.5 the Result of questionnaire 2

No	Statement	Answer Yes (1)	Answer No (0)	Total	Max	(%)
1	I like English lesson *(Saya suka pelajaran bahasa inggris)*	28	2	28	30	93
2	Learning pronunciation is fun *(Belajar pronunciation itu menyenangkan)*	29	1	29	30	97
3	Learning pronunciation using cartoon conversation video is interesting *(Belajar pronunciation menggunakan cartoon conversation video itu menarik)*	30	0	30	30	100
4	Cartoon conversation video improves my interest in learning English *(Cartoon conversation video meningkatkan minat saya untuk belajar bahasa inggris)*	29	1	29	30	97
5	Cartoon conversation video makes me easy to learn pronunciation *(Cartoon conversation video memudahkan saya untuk belajar pronunciation)*	30	0	30	30	100
6	I am very happy learning pronunciation using Cartoon conversation video *(Saya sangat senang belajar pronunciation menggunakan Cartoon conversation video)*	30	0	30	30	100
	Total Percentage			176	180	98 %

$$Complete\ percentage = \frac{\sum amount\ of\ obtained\ score}{\sum all\ of\ maximal\ aspect}\ x\ 100\%$$

$$= \frac{28+29+30+29+30+30}{180}\ x\ 100\%$$

$$= 98\ \%$$

In this questionnaire, only followed by 30 students because there were 2 students who were absent, so the total score of this questionnaire was 30. From this questionnaire the researcher found some fact about the students there were all of the students were felt interest, easy, and happy learning pronunciation by using cartoon conversation video, 97 % felt fun and interested in learning English by using cartoon conversation video, and 93% the students who like in learning English.

From the questionnaire above, most of the students of VIII A at SMP N 1 Kauman were interested in learning English pronunciation and could improve their pronunciation ability by using cartoon conversation video.

2.   **Data from test 2**

In this step, the researcher gave test to the students for measuring students achievement there was pronunciation test. In the test 2 the students exchanged role from the test 1 before. In the last test the ability of the students was increasing. It could be seen in the appendix VI. The percentage from the test 2 as follows:

Table 4.6 the Result of Test 2

Score	Criteria	Percentage
90-100	Extremely good	19
80-89	Good	75
70-79	Fair	0
50-69	Low	0
0-49	Extremely low	0

From this data above, six students got extremely good, and all of the students got more than 75. But, there were two students were absent. The score of the students was increasing from the test 1 to test 2. It means that the

implementation of cartoon conversation video to improve pronunciation ability was successful, effective, and it was interesting in improving pronunciation ability of the students. Based on the fact, the researcher decided to stop the research.

4)   Reflecting

In the cycle 2 there were better than cycle 1 in teaching pronunciation using carton conversation video. Below the reflection from the researcher:

a) The students were active and more confident, so the implementation of cartoon conversation video to improve pronunciation ability was running well.

b) The students more interested and enjoyed in learning process

c) In the last test, all of the students got more than 90. It means that the implementation of cartoon conversation video to improve pronunciation ability was successful because the students got extremely good and there were increasing from cycle 1 to cycle 2.

4.2   Discussion

The researcher stated that classroom action research was done in two cycles, based on the explanation in finding. Most of the students had lack of pronunciation, but they enjoyed in following learning pronunciation by using cartoon conversation video. Below the progress of each process:

4.2.1 Observation Progress

In cycle 1 most of the students were less interested in learning English. Then the researcher provided the solution to make the process of English lessons

were not boring, by using cartoon conversation video. Some of the students were shy to appear in front of the class.

In cycle 2, students were active in learning process than cycle 1. In this cycle, the students felt more confident to practice the pronunciation, and ask about the material. Below was the result of cycle 1 and 2 could be seen on the chart:
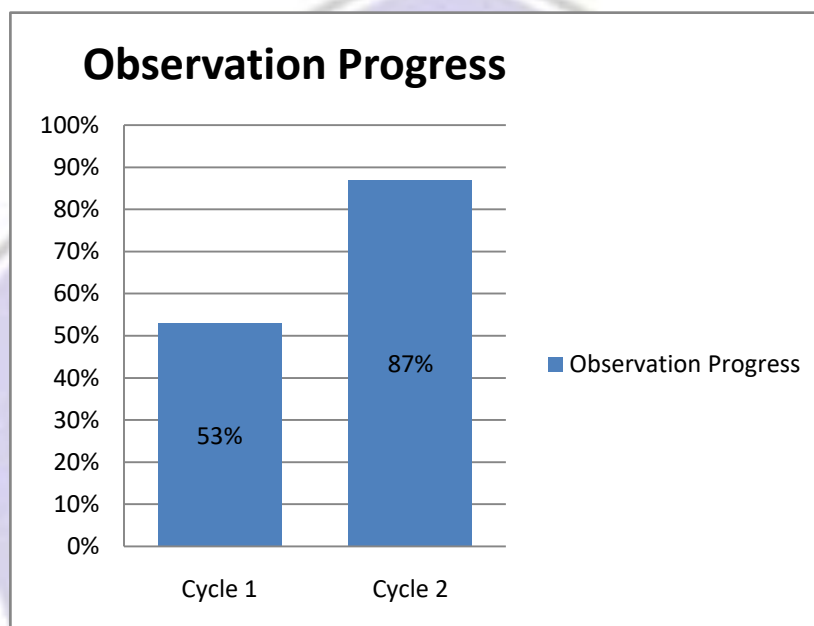

Figure 4.1 Observation Progress in Cycle 1 and Cycle 2

From the discussion above, it could be concluded that cartoon conversation video was successful to improve the activity and attention of students. It made the students interested and easy to understand about the English pronunciation.

4.2.2   Questionnaire Progress

Questionnaire was conducted in cycle 1 and cycle 2, there were increasing in questionnaire 2 that was better than questionnaire 1. Despite there was

increase, but overall the students enjoyed and understand the material given by the researcher. Below was the result of cycle 1 and 2 could be seen on the chart:
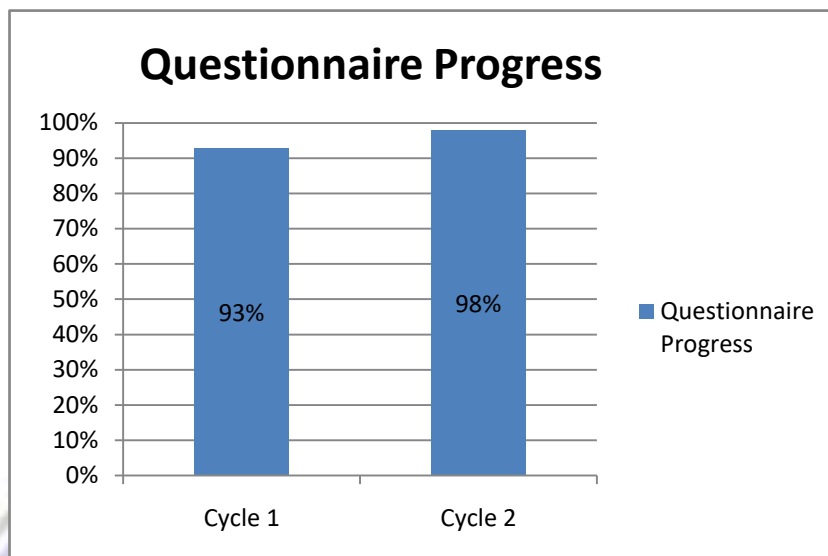

Figure 4.2 Questionnaire Progress in Cycle 1 and Cycle 2

4.2.3 Test Progress

The result of test in cycle I was not bad, but it could be better in the cycle 2, it showed in appendix VI. In the cycle I, the students who got >75 was 87.5%, Furthermore, in cycle 2, the students who got >75 was 100%. Below was the result of cycle 1 and 2 could be seen on the chart:
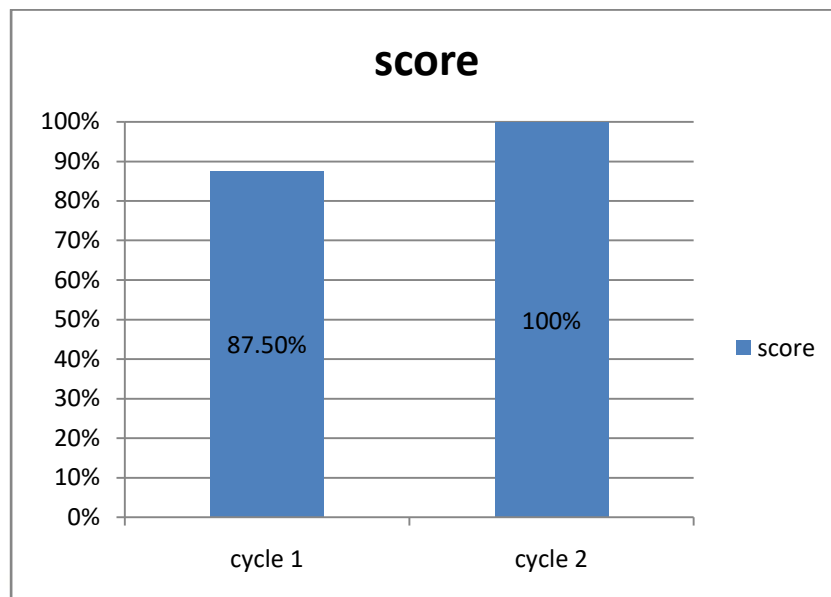
Figure 4.3 Test Progress in Cycle 1 and Cycle 2

Based on the data above, there was an increasing in cycle 2; it means that the implementation of cartoon conversation video was successful to improve pronunciation ability.