

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. The Sharpening of the Problems

There were some steps to do to find the field problems of the research. The first steps was conducting an observation of the English teaching and learning process in class XI-A2 and the second was holding interviews with the research members.

In the first step, the researcher identified some problems. But before going further to the problems in the field, it might be important to view the following facts in the English teaching and learning process in the class XI A-2 before the actions were conducted.

Observation in the English lesson of class XI A-2 (August, 3<sup>rd</sup> 2009)

The teacher greeted the students before the lesson started, “Good morning. How are you?” They answered “Good morning. Fine. And you?” The teacher, then, introduced the researcher to the students who seem curious. The students seemed enthusiastic to ask about her age, status, and address but they all spoke in Indonesian. The teacher, then, let the researcher to sit behind the class.

The teacher started the teaching and learning process by checking the students’ attendance. After that, he asked one of the students to take the textbooks titled Look Ahead 2 in the library for the whole students. After that, he told the students that they would learn about Expressions of embarrassment and angry. He asked the students, “*Apa yang kalian ketahui tentang expressions of embarrassment and angry?*” There was no one answering the question, so the teacher answered by himself, “Expressions of embarrassment and angry *adalah ekspresi untuk mengungkapkan perasaan malu dan marah, contohnya ada di halaman 159.*” The teacher, then, read the examples of the expressions and asked the students to repeat after him. After that, he told them the Indonesian meaning of those expressions one by one. At that time, most students did not give their full attention to the teacher. Some of them chatted with friends and some other seemed

sleepy.

Next, the teacher asked them to write the expressions in the textbook to their book. When the students were writing, the teacher was busy with his cell phone. He did not give any attention to the students' activity. After fifteen minutes, the students finished their work. The teacher continued the teaching by reading the expression and asked the students to repeat after him. Then, the teacher wrote one example of embarrassment expression and one angry expression in the blackboard. He showed the both expressions in the dialogues. He asked the students whether they were able to differentiate the expressions or not. Some students said "No." The rest preferred to silent. The teacher, then, explained one more time and asked them to write the dialogues and found-out the meaning of those dialogues in Indonesia.

Then, he asked them to write the dialogues. After that, he asked them to open page 159 and did the task. The task was about finding out the most appropriate expression based on the situation and making a simple dialogue of the expression. The students were allowed to work together and open dictionary. When the students worked the task, the bell rang. Then, the teacher asked them to finish the task at home as homework.

The field note above was one of the observation data before implementing actions in the class XI A-2. Based on the data in the observations, there were some existing problems in the process of the English teaching and learning process in that class. Those identified problems presented below.

No	The Field Problems	No	The Field Problems
1.	The students were not ready to learn.	13.	It was difficult for the students to comprehend English texts.
2.	Most students were not paying attention to the teacher.	14.	The students couldn't understand what the teacher explained in English.
3.	The students were passive.	15.	The teacher didn't use interesting activities.
4.	The English teaching and learning process was monotonous.	16.	The teacher's media were only books.
5.	The students were only asked to write and answer the questions by writing the answers.	17.	The teacher couldn't gain students' attention.
6.	The students were afraid to ask, especially in English.	18.	The students were not interested in the lesson.
7.	It was difficult for the students to answer simple questions orally.	19.	The teacher sometimes used his hand phone in the teaching and learning process.
8.	The students were busy with their own activities.	20.	The teacher rarely moved around the class to check the students' work.
9.	Students talked to each other when the teaching	21.	The students always wanted to take a rest or go

	and learning activities were still going on.		home.
10.	Some students missed pronounce some words.	22.	The teacher didn't know how to modify the speaking lesson.
11.	The teacher often did not know that there were students playing games during the teaching-learning process.	23.	The students had difficulties in pronunciation.
12.	The students could not carry out simple dialogues fluently.	24.	The students preferred to silent than answer the teacher's questions.

Table 3.  
Lists of existing problems in the field

After conducting observations, the next step was holding interviews with the teacher and the students. From the interviews, the teacher mentioned that from the four basic skills, speaking is the most difficult skill to master by the students. The students were able to write, read and listen but when the teacher asked them to speak, the students preferred to keep silent. The teacher also uttered that there were some factors that influenced students' development in learning to speak. They were lack of motivation to learn English and self-confidence. Their psychological condition and limited supporting facilities also gave an impact.

In the interview with the students of class XI-A2, it was found that they had the same opinion with the teacher that speaking was the most difficult language skill in learning English. According to the students, some factors which made learning English speaking difficult were boring explanation, monotonous and uninteresting English speaking teaching and learning process, their opinion that English is a difficult subject, and also the students' lack of confidence to speak English.

The result of interview was the same with the reality in the field. In the observation of teaching and learning process, the researcher found that the English teaching and learning process in SMA N Wukirsari was lack of media, silent and

seemed monotonous. The media, which use by the teacher, was textbook and the activities were not attracting students to follow the lesson. In fact, to reach the English teaching, especially in teaching speaking skills purposes the class had to be interesting, attractive, contextual, and the use of various media were needed to support the speaking teaching and learning process.

To obtain validated data of the field problems, the researcher gave questionnaires to the students. And the result of the questionnaire was almost the same with the interview's that the students were not interested in speaking English because it was difficult. They also mentioned that the ways the teacher taught were not interesting and monotonous. And they were lack of confidence to speak English.

Considering the priority and visibility of the problems to be solved, both the researcher and the teacher thought that it was difficult to overcome all the problems. Then, based on the result of the observation, interviews and questionnaires, the researcher and the teacher made a list of solvable problems. These are formulated as follows:

- a. The teacher did not use appropriate media in teaching.
- b. The speaking activities in the classroom were monotonous.
- c. The students were not interested in speaking English.
- d. The students were lack of confidence to speak in English, and

Those problems were chosen because to build the students' confidence to speak in English, the interesting media and activities in the speaking teaching and learning process were needed. The interesting media that were used in this research

were electronic media. This use of the media were believed to make the speaking class more interesting and attractive.

Based on the identified and feasible problems to be solved, the researcher and the English teacher formulated some actions to overcome those problems. They were:

- 1) Using electronic media such as (a) computer and LCD, (b) video, (c) song, (d) pictures, and (e) sound recordings.
- 2) Using interesting speaking activities as (a) games, (b) role play and (c) discussion, and,
- 3) Improving teacher's knowledge of teaching speaking through giving supporting media.

## **B. The Implementation of the Actions**

### **1. Cycle 1**

#### **a. Planning of Cycle 1**

As mentioned previously, the students' main problem in learning English was speaking. The students were able to write, read and listen but when the teacher asked them to speak, they just kept silent.

Based on the problem, the first cycle of the action research was expected to improve the students' speaking skills, so that:

- a. The appropriate electronic media for teaching speaking are used.
- b. The speaking activities are interesting.
- c. The students are confident to speak English, and,

d. There is an improvement in the teacher's speaking teaching skills.

In this cycle, the researcher planned some efforts to improve the students' speaking skills, they are:

- 1) The use of the electronic media such as computer, LCD, video, song and pictures.
- 2) The use of interesting speaking activities such as discussion and "throw the ball" game.
- 3) Improving teacher's knowledge of teaching speaking by giving some printed materials about the speaking English teaching and learning.

#### **b. Action and Observation of Cycle 1**

The actions on cycle 1 were implemented on 18<sup>th</sup>, 25<sup>th</sup> of January 1<sup>st</sup> and 8<sup>th</sup> February 2010. Before the implementation of the actions the pre-test was conducted on 18<sup>th</sup> January 2010 in order to know the students' speaking ability before the actions were implemented. The implementation of the actions was conducted on 25<sup>th</sup> January and 1<sup>st</sup> February 2010. And the post-test was carried out on 8<sup>th</sup> February 2010.

##### 1) The Use of Electronic Media

The use of media will help both learners and the teacher in the process of teaching and learning. Electronic media have some functions that are different from conventional media. Electronic media have the ability in conveying objects accurately and in vividly presenting materials that cannot be expressed or communicated well through conventional media. Thus, the teacher and the

researcher implemented the use of electronic media that was believed to be able to attract the students to speak in English. In the first cycle, the media used were a computer, a LCD, a song, and some pictures. The implementation of using those electronic media is described below.

a) Computer and LCD

A computer was used as the main electronic media in demonstrating the teaching materials in the whole process of the research. The purpose of using the computer was to give the real experience to the learners through some pictures and sound of the teaching materials. It was expected that the students would be able to master the speaking learning materials.

In the first cycle, the material was the expressions of love and sadness. So, the teaching materials consisted of a love song, a video clip, and some pictures of love and sad situations. The teacher explained the slides which were made by the researcher and had been agreed by the teacher. The slides were made full of colors, animations and organized interestingly to attract the students' interest.

In the use of these electronic media, there were some technical problems occurred. The first came from the room. The class of XI-A2 did not have a ready used LCD, so the principal and some teachers suggested moving to another class. They said that it was better to use the ready used LCD in that class. Even though the researcher and the teacher got the advantage of the ready used equipment, some students complained about the class moving. It is indicated in the following interview transcripts.

S :” *Repot Mbak kalau pindah-pindah kelas. Kalau mendadak kaya tadi kan malah ngabis-ngabisin waktu*”.  
 (It is so troublesome to move to another class, *Mbak*. If we moved suddenly like this, it was just wasting times)

(Interview 12, taken on January, 25<sup>th</sup> 2010)

The problem happened because the researcher announced of the moving right before the class began. So, in the next meeting the researcher announced of the moving during the break so the students knew before.

The next problem came from the computer (laptop). The researcher’s laptop was not able to connect with the LCD. At that time, the English teacher had not come yet. She was a little bit panicked, but fortunately, there was a Physics subject teacher who lent her laptop to be used by the researcher.

After the teaching and learning process, the researcher uttered the incidence to the teacher. The teacher suggested not using the other subjects teachers’ laptop because it might be used. And he promised to prepare the laptop of the English subject’s to be used in the next actions.

The last problem was the coordination between the researcher and the teacher in transferring the teaching and learning process. The teacher had some difficulties in delivering the teaching materials because he was unable to operate the equipment so he had to watch both the slides in LCD and the researcher who operated the computer to transfer the teaching materials.



T : “... *sulit ya Mbak. .. ini juga hal yang baru untuk saya. Apalagi kalau mau pindah slide-nya ....*”

(...it is difficult, *Mbak. ...This is a new thing me . Especially when we move to the next slide...*)

(Interview 16, taken on January, 25<sup>th</sup> 2010)

Although there were several problems, the students generally enjoyed the speaking teaching and learning process by using the electronic media. They said that the materials were very interesting and different, so that they could enjoy them very much. It can be seen in the interview transcripts below.

R : Dengan menggunakan komputer dan LCD tadi pelajarannya jadi menyenangkan enggak? *Did you enjoy it? (Do you like learning by using computer and LCD? Did you enjoy it?)*

S : Yes. Seneng Mbak. Asik banget. *(Yes, we did, Mbak. It was fun.)*

R : *Why? (Why?)*

S : Yaaa..Biasanya enggak pernah kaya gini. Sekarang belajarnya jelas, ada gambarnya, videonya lagunya, menarik. *(Because it was different (the teaching and learning process), we could learn clearly through the video, the song, and the pictures. It was interesting.)*

(Interview 12, taken on January, 25<sup>th</sup> 2010)

According to the students, the learning process did not make them bored, so that they could learn easily. It is indicated in the following interview transcripts.

S : Menyenangkan Mbak, Jadi enggak bikin bosan dan bikin lebih mudah menangkap pelajarannya.

*(It was fun, Mbak. So that we didn't feel bored and we could understand the materials easily.)*

(Interview 12, taken on January, 25<sup>th</sup> 2010)

b) Song

One of the advantages of using songs is the students consciously and unconsciously learns the authenticity of the target language. Moreover, songs are always interesting for both children and young learners.

Based on this idea, the researcher used a song to be implemented in the first cycle. The song was used in the second meeting of the cycle and became the main material in teaching expressions of love but it was still combined with other electronic media such as pictures to support the teaching and learning speaking.

At first, the teacher asked the students whether they had someone special or not and asked them how they expressed their love to their beloved ones. Most of them understood the teacher's questions but they didn't want to answer them loudly (see Interview Transcripts 13). The teacher pointed at one of those students and repeated the questions. The students doubtfully answered "Yes, boyfriend *ada Pak, gimana ngungkapin perasaan ya Pak?Hehe*, I love (/lv/) you. (Yes, I have a boyfriend, expressing feeling, *Pak?Hehe*, I love you. )" The teacher gave a response by saying "Good, I love

(lav) you!” and asked some more students to answer the same question and the answers were all the same with the previous one. He then said he had something to show them and asked them to listen.

The first reaction of the students when they heard the song was giving excitement sounds and most of them tried to concentrate on following the song. After the song finished, the teacher asked the students whether they understood what the song was about or not. The students said that they did not understand the content of the song. The teacher, then, asked the researcher to distribute the lyrics of The Red Jumpsuit Aparatus “*Guardian Angel*”. After all students got the lyrics, the teacher asked them to sing the song together when he played the song. The students were so enthusiastic while sang the song. Therefore, when the song ended, they asked the teacher to repeat the song one more time. After the activity, the teacher asked the students to underline the expression of love in the lyric.

The activity was aimed to make the students able to understand the song easily and to know how to express love in English. In addition, the result was good, most of them finished the underlining the love expressions and enthusiastically raised their hand to tell the answer orally when the teacher gave a chance to answer. It was different when the teacher asked some questions to them in the beginning.

The students' speaking performance after the song implementation was very different from the pre-test result where the students mostly only answered "I love you (/aɪ//lʌv//ju:)" to express love feeling. After the implementation the students had more variations to express the love feeling, such as: "You are my only one (/ju://ə(r)//mɒi//əʊnli//wʌn/)", "You are my true love, my whole world (/ju://ə(r)//mɒi//həʊl//wɜ:lɪd/)".

The students' different behavior in expressing their ideas before and after the song was because they were interested in the materials being taught. Besides, teaching by using a song, in fact was able to make the students feeling fun and enjoy the learning process. Most of them felt free to sing the song from the lyrics. They had no fear to speak in English through the song. It is found in the following interview transcripts.

- R : *"Bagaimana pendapat kalian tentang pelajaran hari ini? Bagian mana yang paling bikin kamu senang?"*  
(What do you think of our lesson today? Which part do you like?)
- S : *"Lagunya bagus, Mbak. Tentang cinta. hehehe. Udah gitu ada nyanyi bareng juga. Menyenangkan pelajarannya Mbak"*  
(The song was great, Miss. It is about love, hehe. Moreover there was an activity to sing the song together, )
- R : *"Kelihatan tadi kayaknya senang banget pas pelajaran pakai lagu."*  
(You look love that part.)
- S : *"Hehe iya Mbak, tadi asik banget, suasananya beda."*  
(Hehe that's right, It was so fun. The atmosphere was so different.)
- R : *"Bisa ngikutin kata-kata yang ada dilagunya?"*  
(Can you follow the words from the lyric)
- S : *"Bisa, Mbak. Ternyata kalau ngomongnya jelas jadi gampang dipahami."*

(Yes I could, in fact the words were understandable when the pronunciation was clear.)

(Interview 13, taken on January, 25<sup>th</sup> 2010)

c) Video

Video, the moving images that are recorded on tape, disc or soft copy for computer is always interesting for everyone including the students. In the teaching and learning process, video could be the teaching sources and the media to attract students' attention in the process of learning English. In the first cycle, the researcher placed video as the bait to attract the students' attention to the materials to be taught and to make them orally express what they watched. It was used in the third meeting of the first cycle.

The video displayed in the first cycle was a video of different stories from some couples who had to separate with their mates. It was related to the materials of expressing sadness. At first the teacher asked the students to guess what the video was about. The researcher played the video once then the teacher asked some questions related to the video such as "Can you see the video clearly", "Is it a happy or sad situation?", "What is the video about?" and the like. The responses were good. Most students tried to answer the questions from the teacher even though they had difficulties to understand the questions and to express their answers in English. For example when the teacher asked "What was the video about?" the students looked confused and

some students said “*Apa Pak? (Pardon me, Sir?)*” Or “*Opo mau?(What was that?)*” however one student said “Pardon, sir?” And the teacher repeated the question and stressed the word “The video” and “About”. The response was good, some students murmured “About *ki tentang apa.*(“About” means what it is about. )” And two girls at the front row looked at the researcher and asked “*Videonya tentang apa maksudnya, Mbak? (Does it mean what is the video about,Mbak)*” and she nodded. The teacher repeated the question and some of them answered “*Patah hati karena ditinggal kekasih (Broken heart because (s/he) is dumped by her/his lover.)*”, the teacher responded it with “Good! Broken hearted, what else?” One student answered, “Alone”, another said, “*Sedih (Sad)*” and some said “*Sedih ki sad /sɒd/ (Sad is “sad”)*” then answered “Sad (/sɒd/), sir”. The teacher replied “sad (/sæd/)? Yes, that’s right, sad (/sæd/), sadness(/’sæd.nəs/)!” Then, when the teacher asked once more what the video was about, some students were able to answer “sad (/sæd/)” and sadness (/’sæd.nəs/) in better pronunciation even though some of them still pronounced sad (/sɒd/).

The explanation above shows that the use of video as the warming up for the students to enter the materials could attract their attention. It was because they had a real visual of certain situations. The students also thought that it was fun because the situation (atmosphere) in the class was not rigid. It is indicated in the following interview transcripts.

- R : “Menarik enggak belajar bahasa Inggris pakai video gitu?”  
*(Do you think it was interesting to use video in teaching?)*
- S : “Menarik banget, soalnya enggak pernah kaya gitu, suasananya jadi enak, ...”  
*(It was interesting. The atmosphere was different and not rigid and brought enthusiasm....)*  
 (Interview 18, taken on February, 1<sup>st</sup> 2010)

The improvement of the students’ motivation for paying attention in the speaking teaching and learning process had influence on breaking their fear of speaking English. They started to speak some words in the process of speaking teaching and learning. Even though they did not talk too much but it was a good progress in improving their motivation for learning English and braveness to speak.

#### d) Pictures

The use of some pictures in this cycle gave several impacts to the students. They could change the students’ mood. At first, they looked tired and bored because the English class was in the mid afternoon. When the first picture was shown through the LCD, they spontaneously paid attention to the screen and showed their curiosity of what would be next.

Those pictures were related to the materials. As mentioned above, the expressions being taught were of love and sadness. So, the pictures were mostly about couples in love or sad moments. In the second meeting, the researcher prepared some slides of couple pictures. However, before that, the students had heard the song about how to express love. The pictures’ function

was to give a visualization of somebody who was in love. The picture was effective to make them attracted to the materials and understood how to use these expressions.

The researcher took some words from the lyrics of the song and put them in the slides. And the result was that the students were enthusiastic and interested in following the lesson. They even tried to practice it by themselves in the classroom. For example, they practiced to say “I think I love you since the first time I saw you (/aɪ/ /tɪnk/ /ði/ /lʌv/ /juː/ /sɪn/ /ðə/ /fɜːst/ /təm/ /ði/ /səʊ/ /juː/). The song that they heard and the pictures that they saw represented how to express love in the real situation and could be used to show their feelings to someone. Those were the reasons why they were interested. It is found in the interview on 1<sup>st</sup> February 2010.

- R : ... *kayanya semangat banget, udah berani ikut-ikutan ngomong pula.*  
 (... You looked so enthusiastic, even some of you practiced to say the words.)
- S : *Gambarnya menarik. Terus kata-katanya kan bisa dipakai buat SMS ke pacar juga, hehe.*  
 (*The pictures were interesting. And the words can be used to send messages to my lovely one, hehe.*)

(Interview 13, taken on January, 25<sup>th</sup> 2010)

The teacher agreed with the students' confession that those love expressions could be implemented in their life. It is indicated in the following interview transcript.



T : *Penjelasan mengungkapkan cinta itu bagus, dari lagu kemudian gambar jadi anak-anak juga jelas arahnya bagaimana, dan bisa dipraktikkan mereka sendiri itu.*  
 (The way to express love was good, from the song to the pictures. It was helpful for the students and it could be practiced by them. )

(Interview 17,taken on January, 25<sup>th</sup> 2010)

The teacher added that the way the researcher used simple pictures and gave simple dialogues was interesting and applicable. He said that it would be interesting and easy to make. He even asked the researcher to show him how to make it.

T : Bagus itu yang bikin simple dialog dengan gambar, itu kan menarik dan bisa diaplikasikan. Buatnya gampang kan, mbak?  
*(It was great to make simple dialogues through pictures. It is interesting and applicable. It is easy to make, isn't?)*

R : Iya, pak. Itu gampang dibuat, kalau mau saya kasih lihat caranya.  
*(Yes sir it was easy to make, if you don't mind I will show you the way.)*

T : Ya, boleh-boleh mbak.  
*(Yes, of course.)*

(Interview 17, taken on January, 25<sup>th</sup> 2010)

The pictures were not only used for the love expressions but almost during the whole process of actions in the first cycle. The researcher provided some pictures to be one of the activities on how to express sadness. The pictures were about sad situations such as failing in the exam, someone special had an affair with one's best friend etc.

The researcher played the slides and the teacher asked the students to say what they felt if they were in those situations. The students in fact could catch the expression quickly even though the teacher did not explain what the pictures were about and most of them were able to apply the sad expressions of the pictures being played. For example, when the picture was a situation of student who failed in the final exam, most students were able to give an appropriate expression such as “I am so sad (/vɪ//ɒm//səʊ//sæd/)” or “Oh I just don’t know what to do (/vɪ//dʒst//dɒnt//nəʊ//wɒt//tu://du://?)” or “I’m sorry to hear that.” The students showed various comments about this situation. This was very effective to improve the students’ bravery to speak in English because they could see the visual clearly and had understood the explanation of how to use the expressions. It was found in the interview transcripts below.

- S : Iya, sudah paham. Tadi kan dijelaskan dulu, terus pas ada gambar gambar tentang yang sedih-sedih jadi tahu mau bilang apa.  
*(Yes, we had. We had got the explanation so when we saw the pictures of the sad situation, we knew what to say. )*
- R : Jadi gambaranya jelas maksudnya tentang apa gitu?  
*(So, the pictures were clear and understandable?)*
- S : Jelas banget.  
*(Yes, they were.)*

(Interview 14, taken on January, 25<sup>th</sup> 2010)

## 2) Using Interesting Speaking Activities

Effective teachers are flexible and use a variety of learning tasks; so that the learners feel that learning is enjoyable (Burden and Byrd, 1999:95). It is clear that the more interesting the activities, the more enjoyable the students are. Thus, the teacher and the researcher agreed to implement two activities that were believed able to attract the students in practicing speaking and still related to the use of the electronic media. The implementation of the activities was described below:

### a) Discussion

Discussion was the most commonly used activity in the speaking class. This activity was used both in cycle one and two. The teacher and the researcher agreed to use two kinds of discussions; those were Instant Comment and Buzz Group.

Instant comments are when the students respond any kind of topic immediately and spontaneously. In the expression of a sad situation, after the teacher's explanation, the researcher as the operator showed some pictures such as, a classroom situation where two female students hugging each other because they failed their exam picture, an affair picture, a dead cat picture, an after earthquake situation picture, a traffic accident picture and some more. The teacher asked the students to give the most appropriate comment of those pictures and the result was great; they spontaneously gave their comments. It was because they saw the real sad situation. This is found in the following interview transcripts.

- R : *Pas ngasih komen ke gambar kayanya semangat banget. Do you like it?*  
 (You seemed to enjoy yourselves very much while giving comments to the pictures. Did you like it?)
- S : *Yes, Mbak. Nyenengin.*  
 (Yes, Mbak. It was so fun.)
- R : *Nyenenginnya gimana?*  
 (In what way?)
- S : *Kan tadi udah dapet penjelasan macam-macam expression of sadness, terus dikasih gambar situasi tentang yang sedih-sedih. Apalagi yang enggak lulus itu, Mbak. Bener-bener pas.*  
 (We had the explanation of how to express sadness, and then we were given some sad situation pictures i.e. the failed students in exam, Mbak. It was good.)

(Interview 14, taken on January, 25<sup>th</sup> 2010)

Instant comments were also used in the expression of the love section. In this situation, the students were listening to a love song; it was “Your Guardian Angle” by The Red Jump Suit Apparatus. They were asked to fill in the blank lyrics of the song before the discussion. It was aimed to make them easier to understand the content of the song. After an oral question-answer about the blank lyrics, the teacher asked the students about what the song was about. Some students whispered to their friends but didn’t say it loudly. The teacher repeated the question once more. There were no students raising their hands but only their voiced that said “Angle”, “Guardian” “Power” etc. The teacher then asked the students to make a group of four to discuss the questions and how they knew the answers (Buzz Group).

The researcher helped the students discuss what the song was about by giving some clues. She went around the class and checked how it worked. After the

time was up, the teacher asked each group to present the result. The representative of each group reported the discussion results.

Even though they had difficulties in speaking English words, the representative of each group was brave enough to answer the questions. This was because they had discussed the matter together and had been given the clues by the researcher. The fact is indicated in the following interview transcripts.

R : *Tadi susah enggak diskusinya?*  
(Was the discussion difficult?)

S : *Lumayan Mbak.*  
(Yes a little bit, *Mbak*)

R : *Kok lumayan, agak susah ya.*  
(Did you think so? What made you so difficult?)

S : *Iya mbak, liriknya banyak, tapi enggak terlalu susah soalnya mikir bareng-bareng jadi enggak bikin pusing dan tadi dikasih petunjuk Mbak Pritta juga.*

(Yes, *Mbak*. The lyrics were quite many, but fortunately we could hear the lyrics clearly and also thought of the answers together.

(Interview 18, taken on February, 1<sup>st</sup> 2010)

#### b) Game

The game that was used in this cycle was “throw and catch the ball”. The activity was implemented in the last meeting of the first cycle. It was aimed to make the students able to practice both the expressions of love and sadness. In this activity, the researcher was the one who lead the game. To start with, the researcher threw a ball to one of the students and asked her to mention one of the love

expressions. Then, the student expressed “I love you (/vɪ//lʌv//ju:/)” and threw the ball to her friend. Her friend responded to the love expression by saying “I love you too (/vɪ//lʌv//ju://tu:/)” and threw the ball to another student who then expressed different kind of love expressions. It went on until all students got their turns to throw and catch the ball while giving and responding to the love expressions.

After all students got the chance, the researcher changed the love expressions to the sadness expressions. Before starting the game, she asked the students to make two big groups. To start with, she threw the ball to one of the students and initiated the expression of sadness. Then, the student responded, “I’m sorry to hear that” and then threw the ball to his friend who then had to say one expression of sadness.

In doing the activity, there were some problems occurred. The students generally had problems with pronunciation and frequently failed to memorize the expressions. The problems are indicated in the interview transcripts below.

T : *Pengucapannya masih banyak yang salah, dan banyak yang lupa tadi expression-nya. Tadi masih ada yang tanya-tanya.*  
(The students’ pronunciation was frequently incorrect and they mostly forgot the expression. Even some students asked to their friends.)

(Interview 16, taken on January, 25<sup>th</sup> 2010)

However, in the process of the activity there was an interesting thing. The students reminded each other of the expressions. It is showed in the interview transcripts below.

T : ... *bagus, anak-anak saling mengingatkan kalau ada yang mengulangi expression-nya dan membetulkan kalo kata-katanya kurang tepat....*  
 (...It is good, the students reminded each other if there was a student repeating the expression and correcting the incorrect expression....)

(Interview 16, taken on January, 25<sup>th</sup> 2010)

In relation to the teacher's statement, the researcher cited a similar statement from the interview on February 1<sup>st</sup>, 2010. The students said that they could evaluate their friends and themselves.

R : *“Tadi ada temen yang membetulkan pas ada yang salah ucap gitu, kamu seneng enggak?”*

(Did you like it when your friend corrected you mistakes?)

S : *“Seneng dong. Kalau salah jadi tahu, terus bisa sekalian ngapalin.”*

(Sure. We knew our mistake and we could remember the expressions.)

(Interview 15, taken on January, 25<sup>th</sup> 2010)

As the students had known which was correct and incorrect, they might be able to improve their speaking. They said that they were able to speak better as they said in the interview on February 1<sup>st</sup>, 2010. They also added that their improvement was because of the interesting activity.

R : *“Jadi sekarang udah tambah bisa kan ngomong pake bahasa Inggrisnya?”*

(So, you are already able to speak English now?)

S : *“Ya gitu Mbak. Karena ngajarnya enak soalnya pake game juga.”*

(Yes, *Mbak*. Because the teaching was fun and also uses game.)

(Interview 15, taken on January, 25<sup>th</sup> 2010)

c) Improving Teacher's Speaking Teaching Skills.

Teacher's knowledge of teaching speaking still needed to be improved. The teacher's orientations that still focused on reading and writing needed to be changed. The researcher then discussed about the importance of speaking skills for the students and gave him copied materials about teaching speaking skills shaped a book. The contents of the book were materials from many sources of speaking teaching books, articles, and journals. Through this way, the teacher would realize that speaking skills were important to be taught in interesting and fun ways in the process of both teaching and learning.

The teacher said that it was good for him to get some sources of how to teach speaking well to improve his teaching skills especially in speaking. He thanked the researcher for the copied materials and also hoped that he could read the content and could be applied in the speaking teaching and learning process. However, he mentioned that he had problems to prepare the materials speaking teaching. He said that he was too busy to find the appropriate soft copy materials and did not have sources to prepare it. This is indicated in the following interview transcripts.

- T : *"Thank you for the kopian materi untuk mengajar speaking. Insya Allah bisa bermanfaat, Mbak."*  
*Thank you for the printed materials for speaking teaching. Insya Allah it can be useful.*
- R : Iya, Pak. Mudah-mudahan berguna.  
*Yes, Pak. Hopefully it can be useful.*
- T : "Tapi saya masih punya kesulitan untuk mempersiapkan materi untuk *speaking*, Mbak. Soalnya saya banyak kerjaan. Mau cari materinya tidak sempat dan juga tidak punya sumber nya. "



*However, I still have problems to prepare speaking materials, Mbak. I have many things to do. I don't have time to find the materials and the sources.*

(Interview 17, taken on February, 1<sup>st</sup> 2010)

### **c. Reflection of Cycle 1**

Having implemented the actions in the first cycle, the researcher and the English teacher had a discussion to make some reflections based on the interviews and observations. The reflections were used to plan the next actions that would be implemented in the next cycle. The result of the actions in the first cycle could be seen below:

- 1) The use of computer and LCD were not run well in the first meeting. There were two technical problems occurred. The first problem was the complaints from the students about moving their class. The class of XI-A2 did not have a ready used LCD. Some teacher suggested to move the class into another class, which had a ready used LCD. However, the students complained about the moving because the announcement was right before the class began. The second technical problem was the researcher's laptop was not able to connect to the LCD whereas the teacher did not bring the English subject. Then in the first meeting, the speaking teaching and learning process used another subject teacher's laptop. Those problems influenced time for teaching and learning process.

- 2) The use of the electronic media enabled the students to concentrate their interest and attention on the materials being presented. The students were attracted to follow the lesson through the colorful slides and interesting pictures that were projected by LCD. They also unconsciously practiced speaking in English while discussed the content of the video. Moreover, they showed a good progress in speaking especially when they learnt through the song. They repeated the song and most of them used the lyrics to express their feeling to someone they loved.
- 3) The use of the electronic media could improve the students' motivation and enthusiasm to speak in English. The result of the pre-test after the implementation of the actions in Cycle 1 showed a significant improvement in the students' speaking performances averages. This could be seen from the percentage of the speaking assessment scores averages in this class, from the pre-test 80.40 % to 87.50% from the post-test. It means that the students' speaking skills improved.
- 4) The speaking activities i.e. the discussions and games that were acted after the electronic media demonstration was effective to reduce the students' boredom during the speaking activities in the classroom and also built the students' confidence to speak in English.
- 5) Providing the printed materials of speaking teaching and learning gave the teacher useful information and knowledge that could improve his ability in teaching speaking. However, this effort was not effective enough to improve

the teacher speaking teaching skills. He had problems to prepare the speaking teaching. The teacher had no time to find and prepare media for teaching speaking.

- 6) The implementation of the actions in Cycle 1 needed to be improved because there were some weaknesses of the actions implemented in Cycle 1. Those were.
  - a) The preparation of using the electronic media and the room had to be planned better. These weaknesses influenced the time of the speaking teaching and learning process. Therefore, the use of the electronic media needed to be improved better.
  - b) The time management of the first cycle was still ineffective. In its process, the combination of the two activities in one meeting often caused the lack of learning time because the implementation of the first activity was not suitable with the time allocation in the lesson plan. As the result, the second activity was wasting time and not as planned.
  - c) The effects of the video using in the teaching and learning speaking was not maximal. The students were still afraid to speak. The causal factor was they were still not confident to speak in English.
  - d) The coordination in preparing the speaking teaching process between the researcher and the teacher needed to be improved. The teachers' preparation in using the electronic media as the main media used to teach speaking was not maximal. This could be seen from the teachers'

instructions and explanations in some activities which often created the students' confusion in following the activities.

- e) The teacher's speaking teaching skills that he got from the printed materials was not enough to make the speaking class interesting and fun. He was having problems with preparing speaking teaching materials. He mentioned did not have time to prepare and find the soft copy materials for speaking teaching.

## **2. Cycle 2**

### **a. Planning of Cycle 2**

In reference to the reflection of the first cycle, the teacher and the researcher concluded that there were some aspects which had to be improved, modified and added i.e. the preparation of using the electronic media, the use of video, the teacher's and researcher's coordination, the time management and the teacher's problem that has no time to prepare the speaking teaching materials. So, in this cycle the researcher and the teacher tried to solve those problems by implementing the use of the electronic media in teaching speaking.

In this cycle, the research team planned to implement some efforts to improve the teacher's and students' speaking ability. They are;

- a. using of the electronic media i.e. video and sound recording,
- b. using interesting speaking activities i.e. game, and role play, and
- c. giving soft copies of speaking teaching materials to the teacher.

## **b. Actions and Observations of Cycle 2**

The actions on cycle 2 were implemented on 8<sup>th</sup>, 15<sup>th</sup>, and 22<sup>nd</sup> of February. The implementation of the actions was conducted on 8<sup>th</sup> and 15<sup>th</sup> February 2010. And the post-test was carried on 22<sup>nd</sup> February 2010 in order to find out the results of the whole actions in the research.

### 1) The Use of Electronic Media

#### a) Video

The use of video was implemented on 15<sup>th</sup> February 2010. The teaching purposes in this cycle were the students were able to express their opinions based on given situations and respond them.

Based on the purposes, the video was a stimulant to trigger the students' involvement in the teaching and learning process. The video provided a situation depicting war and people who became the victim of the war. The teacher played the video in the beginning of the lesson and asked the students to watch it. Like in the first cycle, the students were also interested in the video; they watched the video clip enthusiastically and sometimes gave comments among themselves. Therefore, when the teacher asked the students whether it was interesting, what it was about and what they had seen, most of them were able to answer although not in complete sentences but they were correct. For example, when the teacher asked, "What was the video about?" Some students answered, "*Perang* (War)." The other answered, "Fight

/fɒɪt/.” And the rest said “war/wɔːr/”. The teacher kept on giving feedback and corrected their pronunciation such as, “War /wɔːr/? Good/gʊd! It was about war /ɪt/wəz//əˈbɑːt/wɔːr / ” He then asked the students who answered the question to repeat it. The result was that the students who previously pronounced “war/wɔːr/” changed their pronunciation to be “war/wɔːr/”.

And when the teacher led the students to the main point of teaching and asked them to give their opinion about the war, they gave various answers. They had no ideas of how to express their opinions correctly and only said the main words both in Bahasa and English such as “*Jahat* (evil)”, “*Enggak setuju* (disagree)”, “bad/bəd/” and “not right/nɒt/raɪt/”. The teacher gave feedback directly to the students who answered the questions, such as “I think it is bad /ɪθɪŋk/ɪt/ɪz//bəd/” for “bad” or “I disagree/ɪ//dɪsəˈɡriː/” for “*Enggak setuju* (disagree)”. After giving the feedback to the whole class, he asked some students randomly and it was found that the students who had listened more than once could answer and pronounce the words correctly. For example, they pronounce the word agree /aˈɡriː/ beforehand and after the implementation the students pronounce it /əˈɡriː/.

The explanation above shows that the video as the stimulant in this cycle was able to raise the students’ interest in speaking English. They enjoyed the speaking moment and unconsciously learnt about how to express

their opinion, even though they did not get the explanation yet. This was because it was not only interesting, but also because the clear visual of the video attracted them to speak out their mind when the teacher asked about the content of the video. These are indicated in the following interview transcripts.

- R : *Hai, kalian suka belajar pakai video lagi?*  
Did you enjoy learning by using the video?
- S : *Suka mbak. Karena menarik dan jelas isinya apa, jadi pas diawal tadi pas pak Sujar tanya-tanya tentang videonya jadi bisa jawab.*  
Yes, we did. Because it was interesting and the content was clear, we could answer Mr. Sujar's questions about the video content at the beginning of the lesson.
- R : *Jadi sekarang udah bisa mengungkapkan pendapat?*  
So now, can you express your opinion?
- S : *Iya mbak. Udah gak takut ngomong.*  
Yes, we can *mbak*; we are not afraid anymore.  
(Interview 19, taken on February, 15<sup>th</sup> 2010)

The use of the video as a stimulant at the beginning of the lesson gave a big influence to the students. They were now brave enough to show their ability to speak even though they still needed to be directed by the teacher. The teacher's opinions were in line with this statement. This is found in the following interview transcripts.

- R : *Kalau untuk penggunaan video diawal sebagai stimulant untuk masuk ke materi itu gimana Pak?*  
(What do you think about using the video as a stimulant to begin the lesson Sir?)
- T : *Menarik sekali ya mbak, tadi anak anak rebut mau jawab walaupun jawabannya belum sepenuhnya tepat tapi kemauan mereka untuk berbicara bahasa Inggris sudah jauh lebih baik. Merka juga bisa menikmati proses belajar.*

(That was very interesting, *Mbak*, the students were answered even though their answers were not totally correct yet but their willingness to speak in English was much better now. They also seemed to enjoy the process of teaching and learning)

(Interview 23, taken on February, 15<sup>th</sup> 2010)

The use of video also helped the teacher to present the materials without talking too much. The teacher admitted that the use of the video could make the teaching and learning process more interesting. Besides, he did not have to give a long explanation that was monotonous to the students. It is showed in the interview transcripts below.

R : *Apakah penggunaan video untuk presentasi memudahkan bapak memulai pelajaran?*

(Do you think that the use of the video enables you to start teaching?)

T : *Tentu saja Mbak, selain menarik tentunya anak-anak tidak harus mendengarkan penjelasan panjang lebar. Pelajaran jadi tidak monoton.*

(Of course, it was not only interesting but also not monotonous because the students were not given too long explanation.)

(Interview 23, taken on February, 15<sup>th</sup> 2010)

#### b) Sound Recording

Sound recording is one of the sources of speaking and learning process. As we know very well that, the process of speaking teaching and learning cannot be separated from listening. The students at least have ever heard how native speakers' speak so that they could imitate them. The sound recording in this cycle was of expressions of agreement and disagreement by



two native speakers and a conversation of two native speakers using the expressions of agreement and disagreement.

After presenting the video of war, the teacher said that there were some ways to express if the students wanted to agree or disagree about something. Then he played the sound recording of agreement continued with disagreement expressions. He played the sound recording twice and asked the students to repeat after the sound. He asked the students whether they understood the expressions they heard or not after playing the recording. Most of the students were silent but some said yes.

The teacher then continued the lesson by asking the students' opinions about the war after they repeated the sound recording. He pointed to one female student, but it seemed that she was confused. Then he asked the question to the whole class, and some students raised their hands. The teacher then pointed to another student and repeated the question. The student said, "I think it bad." And the teacher said, "Good, I think it is bad. So do you agree or disagree?" The student hesitantly answered, "Agree." The teacher replied, "Are you sure? One more time, do you agree or disagree?" While the teacher said "agree" he nodded his head and shook his head when he said "disagree". The student spontaneously said, "Disagree!" At that time, most of the students seemed understood the difference between agree and disagree. It could be seen when the teacher was playing the sound recording of two native speakers expressing agreement, the students could indicate that the expression being

used was about agreement. When the teacher asked how the students knew about it, most of the students answered because there was a word “agree” in the conversation and vice versa, even though the students didn’t understand the whole content of the conversation.

The next activity using the sound recording was playing a game called “Stop the Bus”. At first, the game was started every time they heard the expressions of agreement and disagreement. Second, when they heard some conversations using both expressions, the students had to guess which expressions were being used and repeated the expressions in the recording. They had to raise their hand when they knew the answer and said *stop the bus!* Then the teacher pointed to one student to answer the question and repeat the expressions that s/he heard. The game was very fun and interesting. The classroom was full of laughter when the students competed to be the first to raise their hands and said “stop the bus”. All of the students joined in this game; they were enthusiastic following the game. In this game, the students unconsciously practiced speaking English and familiarized both expressions. And the result of the game was that most of the students were able to differentiate between the expressions of agreement and disagreement and also understood the function of these expressions.

The positive improvement of the students’ speaking skills in using sound recording was so delighting. It was because the combination of the use of the sound recording and the interesting activities could attract the students

to join in speaking teaching and learning process and also alleviated their shyness to speak. It is indicated in the following interview transcripts on 15<sup>th</sup> February 2010.

- R : *Apa pendapat kamu tentang kegiatan yang make rekaman suara tadi?*  
(What do you think of using the sound recording in the teaching and learning activities?)
- S : *Seneng dong mbak. Gamesnya itu mbak, seru*  
(That was fun, *Mbak*. The game was very competitive.)
- R : *Udah enggak malu lagi ngomong pake bahasa Inggris?*  
(So you are not shy to speak in English anymore?)
- S : *Iya, Mbak.*  
(Yes, *Mbak*.)

(Interview 19, taken on February, 15<sup>th</sup> 2010 )

Moreover, the use of the electronic media could help the teacher transfer the authentic teaching materials easily. The teacher admitted that what he had to do in the class was managing the students and gave feedback if necessary. It is showed in the following interview transcripts.

- R : *“Menurut Bapak bagaimana pengajaran dengan menggunakan rekaman suara tadi?”*  
(“What do you think of teaching by using the sound recording?”)
- T : *“... , saya jadi mudah mentransferkan materinya, anak-anak juga tertarik untuk ikut didalamnya....”*  
(... , it helped me transfer the teaching materials and the students were interested to join in the activity. ....)

(Interview 23, taken on February, 15<sup>th</sup> 2010)

According to the teacher, the use of the sound recoding was not only very good for the students to listen and to imitate authentic materials but also

to practice their speaking skills through the “stop the bus” game. The students were not afraid to talk anymore and most of them had understood of how to use and analyze the expressions of agreement and disagreement. It was found in the interview with the teacher on February, 15<sup>th</sup> 2010.

R : *Tadi anak-anak sudah banyak yang mau bicara dalam bahasa Inggris, sepertinya ada pengaruh dari penggunaan electronic media yang tadi ya Pak?*

(Most of the students were brave to speak in English; it might be caused by the use of the electronic media.)

T : *Ya, Mbak. Anak-anak sudah berani bicara karena tadi mereka sudah tau bagaimana bicara yang benar terlebih dahulu, kemudian gamenya untuk praktek ngomong itu sesuai jadi pas sekali. Jadi mereka tidak takut lagi bicara dalam bahasa inggris dan bisa menguasai materi tentang agreement and disagreement expressions.*

(Yes, *Mbak*. The students were brave to speak because they had known the authentic material then it was continued with the game to practice speaking. It was very appropriate and made them not afraid to speak in English and was able to master the expressions of agreement and disagreement.)

(Interview 23, taken on February, 15<sup>th</sup> 2010 )

## 2) Using Interesting Activities

### a) Role Play

The successful learning can be reached if the learners can apply what they have learnt in the real situation in the daily life (Nunan, 1989:60).

Referring to this idea, the researcher planned to implement a role play in which the students were asked to be someone in a certain situation in the second cycle. It was combined with the use of some pictures to make dialogs that they should perform afterwards. The students were asked to see a picture

and complete a conversation expressing agreement and disagreement based on that picture. The students did the task in pairs. In this activity, the teacher and the researcher moved around the class to observe and help the students work. Both of them corrected the students' work and pronunciation if there were some mistakes.

Most of the students were able to finish their task in time, they were not afraid to ask to the researcher or the teacher if they didn't know some vocabularies or the meaning of the conversation. When the teacher asked some volunteers to act out the dialogues in front of the class, some students raised their hands and the teacher asked them to perform their dialogues in front of the class. Some of them were able to speak in good pronunciation and some other were still doubtful to speak but they were brave enough to come to the front and acted the dialogues.

The role play showed that most of them had willingness to try to speak in English. It was because they came to the front of the class in pairs and some of them thought that if their friends were brave to do that, why they were not. Another factor was because they had known and practiced the expressions so they were brave to play the role. It is found in the interview on 15<sup>th</sup> February 2010.

- R : *Gimana tadi role play-nya? Susah enggak?*  
 (What do you think of the role play? Was it difficult or not?)
- S : *Eenggak terlalu susah kok Mbak, walau agak ragu pas maju karena takut salah. Tapi berani maju juga karena ada temennya. Lagian tadi udah praktek ngomong ....*  
 (It was not too difficult. But I was little doubtful when I had to come to the front of the class because I was afraid to make mistakes. But then I felt brave enough to play the role because we came in pairs, more over we had practiced before...)

(Interview 21, taken on February, 15<sup>th</sup> 2010)

### 3) Improving Teacher's Knowledge of Teaching Speaking

There are some factors, which influence the teaching, and learning process, one of the important factors is the teacher. The success of teaching and learning process depends on how the teacher transfers the knowledge to the students so that they are able to receive the message.

It is clear that the lack of the lack of using media in the speaking teaching and learning process can be the reason why the outcome of the process is still low. Based on the idea, the researcher planned to improve the teacher's knowledge in teaching speaking and emphasized the plan to use the electronic media in the process of speaking teaching and learning. She then gave him soft copies files in a DVD that contained English Daily Living videos and pictures of people, animals, buildings, situations, fruits etc, and a book of the use of instructional technology media for learning. The goal was the teacher could learn and use the materials to improve the teaching speaking skills.

The researcher also discussed a lot about the teaching speaking with the teacher. They both shared information about speaking. The researcher expressed some students' difficulties on the speaking teaching and learning process which she got from the questionnaires. One of their difficulties was that the learning process was not interesting and monotonous. She then asked the teacher about the media, especially the electronic media such as computer. He admitted that he seldom used the computer. And he never used videos, pictures and songs through computer for teaching. It was because he was too busy to prepare the electronic media and had no source of the teaching materials, especially which were related to the electronic media. So, he felt very grateful for the media and the book that the researcher gave. The fact is indicated in the following interview transcripts.

- R : *“Bapak pernah memakai komputer saat pembelajaran?”*  
(Have you ever used computer in the classroom.)
- T : *“Jarang Mbak. Kalau media seperti video, lagu dan gambar itu saya enggak pernah pakai yang seperti itu Mbak. Tapi sebenarnya pengen juga, tapi ya gimana, waktunya enggak ada, akeh mikire, akeh tanggungane. ... apalagi kalau pakai video, gambar-gambar wah, susah nyari dimana. Jadi ya terima kasih Mbak mudah-mudahan bisa saya maksimalkan penggunaannya.”*  
(Only several times. Actually I never use these kinds of media (electronic media), *Mbak*. Even though I want to, the problem is I have no time, have many things to think and to do.... Moreover, if I have to use video or pictures, well it's difficult to find. Therefore, I thank you for these media, *Mbak*. Hopefully, I can use those media maximally.)

(Interview 23, taken on February, 15<sup>th</sup> 2010)

**c. Reflection of Cycle 2**

In accordance to the observations, interviews, and the post-test, the teacher and the researcher made some reflections on the actions implemented in Cycle 2. The followings are the reflections.

- a) The implementation of using the sound recording could run successfully. The students enjoyed the activities using the electronic media. They involved and participated more actively during the speaking teaching and learning process.
- b) The use of video could attract the students' attention to speak out their ideas in the class. The video used as a stimulant to begin the activity in the teaching and learning process could make the atmosphere in the classroom relaxed and fun so that the students were interested in speaking out their minds since the beginning of the lesson. Thi was also able to alleviate their shyness to speak in English.
- c) The combination of using the sound recording and challenging and attractive activitie successfully improved the students' speaking performance. Especially through the sound recording that provided examples of authentic language being taught combined with interesting and challenging activities, the process of teaching and learning process ran well. The students first heard the expressions, then they identified both expressions and practiced the expressions through the game from the sound recording. There was a proof that it influenced the students' speaking improvement.



- d) The role play as another activity in this cycle gave a space for students to practice their speaking skills and helped them to test their bravery in front of their friends.
- e) The result of the post-test showed a little improvement compared with the result of the previous students' speaking performance assessment. From the post test, the percentage of the class average for speaking performance was 89.40 % which was higher than the first and the second tests. This proved that the use of the electronic media helped the students to improve their speaking skills.
- f) Providing the soft-copy of media sources awoke the teacher's awareness that his way of teaching could be enriched through the use of the electronic media in teaching speaking.
- g) Like the previous activities, the various electronic media were useful to create a more positive atmosphere in speaking teaching and learning activities. Those were also helpful both for the teacher in explaining the materials and the students in understanding how to speak in English. The use of the various electronic media combined with the interesting activities was able to increase the students' involvement and great motivation to speak more fluently. Besides, it alleviated the students' shyness and fear to speak in front of the other friends.
- h) The implementation of the actions in Cycle 2 could fulfill the weaknesses in found in Cycle 1. This included the preparation, the time management, and

the coordination between the teacher and researcher. The preparation in this second cycle was successful because both the teacher and the researcher had prepared the actions to be implemented structurally. Besides the good preparation, the time management was also well implemented. There was no more lack of time allocation for certain activity. Last, there was no problem in the coordination between the researcher and the teacher, both cooperated very well. As the result, the teacher's steps in teaching and his instructions in the implementation of the actions were clear and understandable for the students.

### **C. General Findings and Discussion**

In reference to the implementation of the actions in Cycle 1 and Cycle 2, there are some general findings of the research as shown below.

- a. The use of the electronic media in the speaking teaching and learning process was effective to improve the quality of speaking teaching and learning process through their specialty in attracting students' attention and gave real examples of authentic materials in the learning process. During process the students were engaged to see, listen, identify and participate in the speaking process by watching video, listening to the song and the sound recording, looking at some pictures, playing games and doing role play. Those ways of learning could motivate the students to more actively involve in the speaking process in many fun ways. By implementing the electronic media and combining

those media with interesting and appropriate activities, the students' speaking skills could be improved.

- b. Some electronic media could be used in the speaking teaching and learning process i.e. computer, LCD, video, song, pictures, and sound recording. Those kinds of electronic media were helpful to build the students' interest and to improve them more actively in the speaking learning because they had characteristic to present interesting authentic experiences through materials being taught. Consequently, the students were eager to involve and practice their speaking in front of the class. Besides, the use of the electronic media could be modified as games which could increase the students' interest to join the reading activities and decreased their boredom during the learning process.
- c. The use of the electronic media gave some benefits to students in the speaking activities. It was effective to increase the students' interest in speaking learning. First, through computer, the students were able to watch video representing abstract ideas in a realistic concept and it was freely used at any time. Second, they were able to listen to a song and the sound recording providing authentic materials containing certain expressions. Third, they were able to see some pictures that gain and hold their attention and generate their spontaneous responses. They were also effective to improve their willingness in the speaking learning. Moreover, those electronic media were also useful for teacher to control the classroom and engage the students' long lasting

attention and active involvement during the speaking teaching and learning process.

- d. The combination of the electronic media use and the interesting speaking activities gave some promising influences in improving the students' speaking skills. Through discussion and sharing ideas, the students were assigned to speak out their minds actively and seriously based on certain given topics. Discussions in small groups were helpful and effective for the students who found difficulties in speaking because they could think of and give feedback to each other. Through games, the students were challenged to speak in English in a fun and interesting way. And by engaged in the role play, the students were able to practice and concentrate more in their speaking in a relaxed atmosphere. Besides, these activities helped the teacher to monitor the students' speaking progress more easily.
- e. There were some considerations in the implementation of the electronic media. First, the teachers' creativity and preparation to design and plan the speaking activities before teaching determined the success of the learning activities. Second, the electronic media were able to fulfill the need of authentic materials being taught in the speaking teaching. Third, the electronic media gave a big influence to the speaking process. Choosing the proper speaking materials based on the theme could raise the students' willingness to be more actively involved in the process of learning.

- f. Interesting electronic media and combining them with interesting activities were necessary to support the speaking teaching and learning process. These were helpful for both the students and the teacher to make the process of the learning speaking easier and more enjoyable.
- g. Providing the electronic media sources and files of speaking teaching and learning process and involving the teacher in the implementation were able to improve the teacher's knowledge in speaking skills.
- h. Based on the process and the results of the research, the data fulfilled five criteria of data validity. They were democratic, process, outcome, catalytic, and dialogic validity. Democratic validity was fulfilled in every step of the research because it was done collaboratively by the research members. Process validity was performed through each cycle of the research that consisted of planning, implementation, evaluation and reflection steps. These steps were carried out according to the theory of action research. Outcome validity was related to the results in improving the students' speaking skills by using electronic media. Based on the findings, the results showed that the students' speaking skills in Class XI-A2 at SMA N 1 Imogiri in the academic year of 2009/2010 improved after the implementation of the electronic media using. Catalytic validity was shown through the change of the students speaking skills. The students' were brave to speak in English. The students also became more interested and active in the speaking activities. Dialogic validity was fulfilled through the active participation of the research members

in the research process. The research involved the researcher herself, the English teachers, and the headmaster. During the research, the researcher worked with the English teacher as the person who was related to the English teaching and learning process directly. The teacher taught the students in Class XI\_A2 based on the action plan that was made with the researcher collaboratively. Besides, the research also involved the headmaster and another English teacher as the people who could monitor the research process. Thus, the data of this research fulfilled the five criteria of data validity.

- i. The implementation of those electronic media could increase the students' speaking performance. It is indicated in the result of the students' speaking rubric assessment score averages that is presented in percent as shown in the chart below.

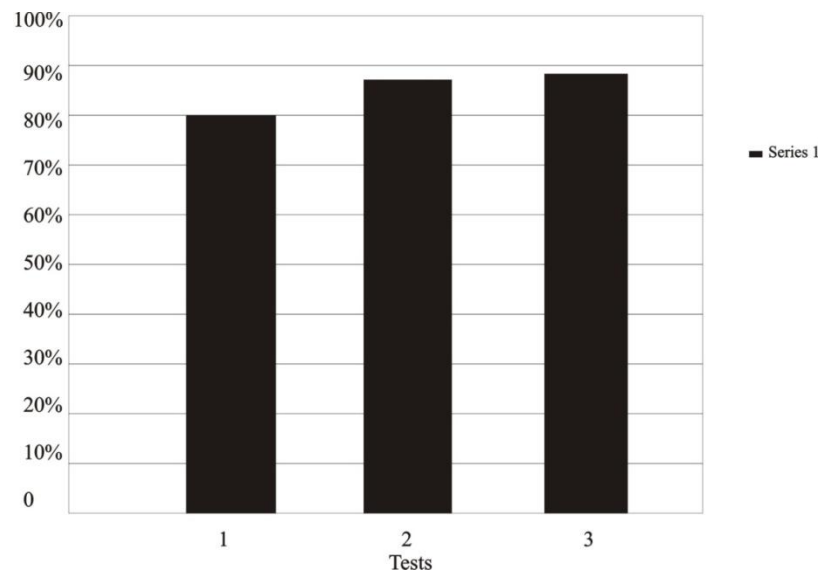


Chart 1

The mean of the students' speaking assesment.

The chart above shows that the students' progression of speaking performance in each tests is improved. It is presented as follows.

- a) Test 1 (Pre-test): 80.40 %
- b) Test 2 (Progress test): 87.50%
- c) Test 3 (Post-test): 89.40%

Those test scores indicates there were improvements in the average of the students' speaking performance scores. Theywere assesed by using rubric speaking assements that had several criteria related to the speaking performances. The scores also show the significance of using the electronic media in improving the students' speaking ability. However, the quantitative data was used to support the findings of this research. But it could not be considered as the representation of the whole description of this research because actually the result of this research could also be found more by following the research from the beginning until the end.