

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter consists of research finding and discussion. Research finding describe about description of data analysis result that researcher found from research observation. And the discussion is discuss about the result of this research.

#### **A. Research Finding**

Before done the research, researcher does observation, interview with the teacher, and interview with the students to collect data before survey. In this step resercher describe the data before classroom action research occur, researcher find some problems in students' English lesson, especially in pronunciation ability.

Based on observation before survey in English learning process at grade eleven or XI IPS SMA Nahdlatul Ulama Modo Academic year 2013/2014, researcher can find out that students' ability in pronunciation are low. Many students' use Indonesian or Javanese language during English learning in the classroom, many error they are make when pronounce English words.

Besides that, based on observation and interview with teacher there are some problems researcher found during English learning process observation. The students' interest in learning process are less, they do not have motivation to join

English learning process, and low attention when teacher explains the materials. Their vocabulary building are low too, it can influence their ability in pronunciation.

Based on data from observation above, researcher introduce new way to improve students' pronunciation ability in English learning that is using poem as media.

## **1. Cycle 1**

In research result before survey many students cannot reach the research goal yet. So, researcher does the improvement in cycle 1.

### **1) Planning**

Researcher makes brief notes before the action to find out the problems faced. Researcher explains to teacher or observer 2 about reading poem role play. Researcher determines the methods or ways that will be used in the practice of reading poem. Then, Researcher sets up a research instrument; poem sheet 1 entitled *The Worm by Ralph Bergengren* (see appendix) for students and for the observer and observation sheet for observer 1 and observer 2.

### **2) Action**

Implementation of action in this first cycle starts from conditioning classes and determining the ability of the student, as well as motivating students to follow the practice of reading poem.

Researcher gives greeting and introduces herself. Researcher opens the learning process and explains the role play that will be performed by students in the practice reading poem. The next steps, researcher asks students to one by one come forward according to attendants list. Researcher gives the poem to the students' and asks them to read it aloud in front of class.

After finished the practice reading poem, teacher closed the learning process.

### 3) Observation

Based on result of first observation researcher finds an interesting finding that the students are interested in reading poem. It can be shown from students' expression and emotion when following the learning process. The students get nervous when reading poem in front of the class. Just because, it is the first time for them do learning process using poem. The students' intonation and sound stress are low; it can be shown from the students' appearance when reading the poem. The students' pronunciations are less; researcher knows it from the students' reading poem performance.

Table 4.1 shows pronunciation score from reading poem practice of grade XI IPS that are:

Table 4.1  
Table of Result in Cycle 1 Test

NO	NAME OF STUDENT	OBSERVATION INDICATOR										SCORE
		1	2	3	4	5	6	7	8	9	10	

1	Aprilina Sari	D	D	D	D	C	D	C	C	C	B	66
2	Atik Rima Wati	D	D	D	C	C	C	D	B	B	B	69
3	Dian Partika	C	D	D	D	B	D	D	C	B	B	68
4	Ella Ayu Oktaviani	D	D	D	C	B	D	C	C	B	B	69
5	Evi Nur Arlina	D	D	D	C	C	C	C	C	C	B	61
6	Isti Qomatul Umah	D	D	D	C	B	D	C	D	C	B	67
7	Iwan	D	D	D	D	B	C	D	D	C	C	65
8	M. Alvian Mahmud	D	D	D	C	B	C	C	C	B	B	70
9	M. Yusuf	D	D	D	C	C	D	D	D	C	C	64
10	Mariatien	D	D	D	C	C	C	D	C	B	B	68
11	Masruroh Nur O	D	D	D	C	B	D	C	C	B	B	69
12	Nila Dwi Cahyani	D	D	C	C	B	C	C	C	B	B	71
13	Nurmayanti	D	D	C	C	C	D	D	C	B	B	68
14	Putri Ayu Lestari	D	D	C	C	B	C	C	C	B	B	71
15	Rudi Aji Cahyo S	D	D	D	D	D	D	D	D	C	C	62
16	Siti Nur Muhlisza	D	D	C	C	B	C	C	C	B	B	71
17	Susi Rahayu	D	D	C	C	C	C	B	C	B	B	71
18	Suwadi	D	D	D	D	C	D	D	C	C	C	64
19	Tri Marselina	D	C	C	C	B	C	B	B	C	C	72
20	Fauziah Putri Rahma	C	C	D	C	B	C	C	C	B	B	69
21	Putri Indarwati	C	D	C	C	B	C	C	C	B	B	72

There are ten indicators shown in table 4.1. Indicator 1 indicates the students' pronunciation, indicator 2 indicates the students' sound stress while reading the poem, indicator 3 indicates the students' gesture in time to the rhythm, indicator 4 indicates the students' intonation when reading the poem, indicator 5 indicates the students' voice quality, indicator 6 indicates the students' use correct connected speech, indicator 7 indicates the students' vocabulary building, indicator 8 indicates the students' expression when reading the poem, indicator 9 indicates the students' attitude when reading the

poem in front of class, indicator 10 indicates the students' appearance when reading the poem in front of class.

The students will be marked based on those ten indicators. The marks of every indicator will vary from A, B, C, and D. A is equal with 9 which is very good, B is equal with 8 which is good, C is equal with 7 which is enough, and D equal with 6 which is less. After having all marks for all indicators, the total score can be calculated by adding each mark of each indicator.

**Example:**

Putrid Ayu Lestari is students' no 14, she gets D for first indicator or she gets score 6 for pronunciation assessment, she gets D for second indicator or gets score 6 for sound stress assessment, she gets C for third indicator or gets 7 for gesture in time to the rhythm assessment, she gets C for fourth indicator or gets 7 for intonation assessment, she gets B for fifth indicator or gets 8 for voice quality assessment, she gets C for sixth indicator or gets 7 for connected speech assessment, she gets C for seventh indicator or gets 7 for vocabulary building assessment, she gets C for eighth indicator or gets 7 for expression assessment, she gets B for ninth indicator or gets 8 for the attitude assessment, and she gets B for tenth indicator or gets 8 for the appearance assessment. The total score from that indicators calculated are 71 which is enough.

#### 4) Reflection

Based on result of first observation researcher can reflect that the students are interested in their learning process using poem as media. But, some students still get nervous, it is influents their performance and their pronunciation still under score. So the action in cycle 1 is unsuccessful, because half of students still get score under 70. It is necessary to do the cycle 2.

From the table 4.1 above researcher make the presentage result. There are no students gets A, its mean those 0% students that get A which is very good. And there are no students get B, its mean those 0% students get B which is good. So, it is no need percentage formula to calculate it.

##### 1) Students get C

$$P = \frac{7}{21} \times 100$$
$$= 33\%$$

##### 2) Students get D

$$P = \frac{14}{21} \times 100$$
$$= 67\%$$

The whole result of the calculation can be seen in table 4.2

Table 4.2  
Result of Cycle 1 Observation

No	Range Of Score	Qualification	Frequency	Percentage
1	90 – 100	Very Good (A)	-	0 %

2	80 – 90	Good (B)	-	0 %
3	70 – 80	Enough (C)	7	33 %
4	Under 70	Less (D)	14	67 %

Table 4.2 shows the result of cycle 1 observation in percentage calculation there is 0% or no students get score A (very good), 0% or no students get score B (good) , and 33% or 7 students get score C (enough), and 67% of students get score D (less). Its means that researcher must do the cycle 2.

## 2. Cycle 2

### 1. Planning

The result data of cycle 1 is included in the analysis and reflection. Then, planning is cycle 2 is basically to complete cycle 1. The difference is the poem sheet. In cycle 2 researcher uses poem entitled *Flowers by Kalyani Gopakumar* (see appendix), and the observation sheets are the same as in cycle 1.

### 2. Action

The action in cycle 2 is same with cycle 1. In first steps teacher conditioning classes and determining the ability of the students, as well as motivating students to follow the practice of reading poem.

Second steps, Researcher gives greeting and open the learning process, then explains the role play that will be performed by students in the practice reading poem. The next steps, researcher gives poem for all of students and asks them to understand the poem first before performing at least ten minutes. After that, researcher asks students to one by one come forward to read it aloud according to attendants list.

After finished the practice reading poem, teacher closed the learning process.

### 3. Observation

Based on the second observation in cycle 2, researcher finds an interesting finding about the students' interest in reading the poem. It shown from students' enjoy and more attractive in their learning. The students still get nervous when standing in front of class, which can be seen from expression and students' attitude when reading poem. Students' intonation and sound stress are better than in cycle 1, which can be seen from strong and weak sound when they read that poem. Students' appearance and attitude when performing are better that in cycle 1. Their appearance is tidier and their attitude is better than before. Students' pronunciation and vocabulary building has improved.

Table 4.3 shows the pronunciation score from reading poem practice cycle 2.



Table 4.3  
Table of Result in Cycle 2 Test

NO	NAME OF STUDENT	OBSERVATION INDICATOR										SCORE
		1	2	3	4	5	6	7	8	9	10	
1	Aprilina Sari	B	C	C	B	B	C	C	C	B	B	75
2	Atik Rima Wati	B	B	C	B	B	B	C	C	B	B	77
3	Dian Partika	B	B	C	B	B	B	B	C	B	B	78
4	Ella Ayu Oktaviani	B	B	C	B	C	B	B	B	B	B	78
5	Evi Nur Arlina	B	C	B	B	B	C	B	C	B	B	77
6	Isti Qomatul Umah	B	B	B	B	B	B	B	C	B	B	79
7	Iwan	B	B	C	B	B	C	C	C	B	B	76
8	M. Alvian Mahmud	C	C	C	B	B	B	C	C	B	B	75
9	M. Yusuf	C	C	C	C	B	C	C	B	B	C	73
10	Mariatien	C	C	C	B	B	C	B	C	B	B	75
11	Masruroh Nur O	B	C	C	B	C	B	B	C	B	B	76
12	Nila Dwi Cahyani	B	B	C	B	C	B	B	C	B	B	77
13	Nurmayanti	B	C	B	B	C	B	B	C	B	B	77
14	Putri Ayu Lestari	B	C	C	B	A	C	B	B	B	A	79
15	Rudi Aji Cahyo S	C	C	C	B	B	C	C	B	B	B	75
16	Siti Nur Muhlisza	B	B	C	B	B	B	A	C	B	B	79
17	Susi Rahayu	B	B	B	B	B	C	B	C	B	A	79
18	Suwadi	D	D	D	D	C	D	D	C	C	C	64
19	Tri Marselina	B	C	C	B	B	C	C	B	B	B	76
20	Fauziah Putri Rahma	B	C	C	B	C	C	B	C	B	B	75
21	Putri Indarwati	B	C	B	B	B	C	B	C	B	B	77

There are ten indicators shown in table 4.1. Indicator 1 indicates the students' pronunciation, indicator 2 indicates the students' sound stress while reading the poem, indicator 3 indicates the students' gesture in time to the rhythm, indicator 4 indicates the students' intonation when reading the poem, indicator 5 indicates the students' voice quality, indicator 6 indicates the

students' use correct connected speech, indicator 7 indicates the students' vocabulary building, indicator 8 indicates the students' expression when reading the poem, indicator 9 indicates the students' attitude when reading the poem in front of class, indicator 10 indicates the students' appearance when reading the poem in front of class.

The students will be marked based on those ten indicators. The marks of every indicator will vary from A, B, C, and D. A is equal with 9 which is very good, B is equal with 8 which is good, C is equal with 7 which is enough, and D equal with 6 which is less. After having all marks for all indicators, the total score can be calculated by adding each mark of each indicator.

**Example:**

Putrid Ayu Lestari is students' no 14, she gets B for first indicator or she gets score 8 for pronunciation assessment, she gets C for second indicator or gets score 7 for sound stress assessment, she gets C for third indicator or gets 7 for gesture in time to the rhythm assessment, she gets B for fourth indicator or gets 8 for intonation assessment, she gets A for fifth indicator or gets 9 for voice quality assessment, she gets C for sixth indicator or gets 7 for connected speech assessment, she gets B for seventh indicator or gets 8 for vocabulary building assessment, she gets B for eighth indicator or gets 8 for expression assessment, she gets B for ninth indicator or gets 8 for the attitude

assessment, and she gets A for tenth indicator or gets 9 for the appearance assessment. The total score from that indicators calculated are 79.

In cycle 2 Putri Ayu Lestari has improved her ability in pronunciation using poem as media, in cycle 1 she gets score 71 which is enough but in cycle 2 she gets score 79 which is enough.

#### 4. Reflection

Based on observation in cycle 2 researcher can give the reflection that the students interested in using poem as media in English learning process. They are very attractive and enjoy in learning process. Students' performance is better. It is shown from their expression, confidence, gesture, appearance, and their attitude better than. Students' pronunciation has improved.

From the table 4.3 above researcher make the presentage result. There are no students gets A, its mean those 0% students that get A which is very good. And there are no students get B, its mean those 0% students get B which is good. So, it is no need percentage formula to calculate it.

##### 1) Students get C

$$P = \frac{20}{21} \times 100$$
$$= 95 \%$$

##### 2) Students get D

$$P = \frac{1}{21} \times 100$$
$$= 5 \%$$

The whole result of the calculation can be seen in table 4.4

Table 4.4  
Result of Cycle 2 Observation

No	Range Of Score	Qualification	Frequency	Percentage
1	90 – 100	Very Good (A)	-	-
2	80 – 90	Good (B)	-	-
3	70 – 80	Enough (C)	20	95 %
4	Under 70	Less (D)	1	5 %

Table 4.4 shows the result of cycle 2 observation in percentage calculation there is 0% or no student get score A (very good), 0% or no students get score B (good), 95% or 20 students gets score C (enough), and 5% or 1 students get score D (less). It means that this method is successful. But, to make sure that this research is appropriate on English learning process especially for improving pronunciation ability and because in cycle 2 many students still gets score C which is less, researcher need to do the cycle 3.

### 3. Cycle 3

#### 1. Planning

The result data of cycle 1 and 2 are included in the analysis and reflection. Then, planning to cycle 3 is basically to complete cycle 1 and cycle 2. The difference is the poem sheet, in cycle 3 researcher use poem entitled *My Teacher, My Hero* written by Geneen Alyssa Meyers and the observation sheets are same with in cycle 1 and cycle 2.

## 2. Action

The action in cycle 3 is same as cycle 1 and cycle 2. In first step teacher conditioning classes and determining the ability of the students, as well as motivating students to follow the practice of reading poem.

Second steps, researcher gives greeting and open the learning process, then explain the role play that will be performed by students in the practice reading poem. The next steps, researcher gives poem for all of students and asks them to understand the poem first before performing at least ten minutes. Besides that, researcher gives example how to reading poem performance, researcher uses poem in cycle 2 and read it aloud in front of students. After that, researcher asks students to one by one come forward to read the poem aloud according to attendants list.

After finished the practice reading poem, teacher closed the learning process.

## 3. Observation

Based on the third observation in cycle 3, researcher finds an interesting finding about the students' interest in reading the poem. It shown from students' enjoy and more attractive in their learning. The students still get nervous when standing in front of class, which can be seen from expression and students' attitude when reading poem. But, it not makes their voice quality and their appearance low. Students' intonation and sound stress

are better than in cycle 2, which can be seen from strong and weak sound when they read that poem. Students' appearance and attitude when performing are better than in cycle 2. Their appearance is tidier and their attitude is better than before. Students' pronunciation and vocabulary building has improved.

Table 4.5 shows the pronunciation score from reading poem practice cycle 2.

Table 4.5  
Table of Result in Cycle 3 Test

NO	NAME OF STUDENT	OBSERVATION INDICATOR										SCORE
		1	2	3	4	5	6	7	8	9	10	
1	Aprilina Sari	B	B	C	B	B	B	C	C	B	B	77
2	Atik Rima Wati	B	B	C	B	B	B	B	C	B	B	78
3	Dian Partika	B	B	C	B	A	B	A	C	B	B	80
4	Ella Ayu Oktaviani	B	B	C	B	A	B	B	B	B	A	81
5	Evi Nur Arlina	B	B	B	B	A	C	B	C	B	B	79
6	Isti Qomatul Umah	B	B	B	B	A	B	B	C	B	A	81
7	Iwan	B	B	C	C	B	C	C	C	B	B	75
8	M. Alvian Mahmud	B	C	C	B	A	B	B	C	B	B	78
9	M. Yusuf	B	C	C	B	A	B	C	B	B	C	77
10	Mariaten	B	C	C	B	B	B	B	C	B	B	77
11	Masruroh Nur O	B	C	C	B	B	B	B	C	B	B	77
12	Nila Dwi Cahyani	B	B	C	B	A	B	B	C	B	B	79
13	Nurmayanti	B	C	B	B	B	B	B	C	B	B	78
14	Putri Ayu Lestari	B	B	C	B	A	C	B	B	A	A	81
15	Rudi Aji Cahyo S	B	C	C	B	B	C	B	B	B	B	77
16	Siti Nur Muhlisa	B	B	C	B	B	B	A	C	B	B	79
17	Susi Rahayu	B	B	B	B	B	B	B	C	B	A	80
18	Suwadi	D	D	D	B	B	D	D	C	C	C	67
19	Tri Marselina	B	B	C	B	B	C	B	B	B	B	78
20	Fauziah Putri Rahma	B	C	C	B	A	C	B	C	B	B	77
21	Putri Indarwati	B	C	B	B	A	C	B	C	B	B	78

There are ten indicators shown in table 4.5. Indicator 1 indicates the students' pronunciation, indicator 2 indicates the students' sound stress while reading the poem, indicator 3 indicates the students' gesture in time to the rhythm, indicator 4 indicates the students' intonation when reading the poem, indicator 5 indicates the students' voice quality, indicator 6 indicates the students' use correct connected speech, indicator 7 indicates the students' vocabulary building, indicator 8 indicates the students' expression when reading the poem, indicator 9 indicates the students' attitude when reading the poem in front of class, indicator 10 indicates the students' appearance when reading the poem in front of class.

The students will be marked based on those ten indicators. The marks of every indicator will vary from A, B, C, and D. A is equal with 9 which is very good, B is equal with 8 which is good, C is equal with 7 which is enough, and D equal with 6 which is less. After having all marks for all indicators, the total score can be calculated by adding each mark of each indicator.

**Example:**

Putrid Ayu Lestari is students' no 14, she gets B for first indicator or she gets score 8 for pronunciation assessment, she gets B for second indicator or gets score 8 for sound stress assessment, she gets C for third indicator or gets 7 for gesture in time to the rhythm assessment, she gets B for fourth

indicator or gets 8 for intonation assessment, she gets A for fifth indicator or gets 9 for voice quality assessment, she gets C for sixth indicator or gets 7 for connected speech assessment, she gets B for seventh indicator or gets 8 for vocabulary building assessment, she gets B for eighth indicator or gets 8 for expression assessment, she gets A for ninth indicator or gets 9 for the attitude assessment, and she gets A for tenth indicator or gets 9 for the appearance assessment. The total score from that indicators calculated are 81.

In cycle 3 Putri Ayu Lestari has improved her ability in pronunciation using poem as media, in cycle 1 she gets score 71 which is enough but in cycle 2 she gets score 79 which is enough, and in cycle 3 she gets score 81 which is good.

#### 4. Reflection

Based on observation in cycle 3 researcher can give the reflection that the students interested in using poem as media in English learning process. They are very attractive and enjoy in learning process, especially when researcher give example reading poem in front of them. It is motivated them in reading poem performance. Students' performance is better. It is shown from their expression, confidence, gesture, appearance, and their attitude better than in cycle 2. When researcher gives them time to understand the poem before reading poem practice, it give them time to learn how to read poem, how to pronounce English words, they can finds the difficult word on



their dictionary. Therefore, that makes their pronunciation and vocabulary building has improved.

From the table 4.5 above researcher make the presentage result. There are no students gets A, its mean those 0% students that get A which is very good. So, it is no need percentage formula to calculate it.

1) Students get B

$$P = \frac{5}{21} \times 100$$

$$= 24 \%$$

2) Students get C

$$P = \frac{15}{21} \times 100$$

$$= 71 \%$$

3) Students get D

$$P = \frac{1}{21} \times 100$$

$$= 5 \%$$

The whole result of the calculation can be seen in table 4.6

Table 4.6  
Result of Cycle 3 Observation

No	Range Of Score	Qualification	Frequency	Percentage
1	90 – 100	Very Good (A)	-	-
2	80 – 90	Good (B)	5	24%
3	70 – 80	Enough (C)	15	71%
4	Under 70	Less (D)	1	5%

Table 4.6 shows the result of cycle 3 observation in percentage calculation there is 0% or no student get score A (very good), 24% or 5 students get score B (good), 71% or 15 students gets score C (enough), and 5% or 1 students get score D (less). It means that this method is successful. This research is appropriate in English learning especially to improve students' ability in pronunciation.

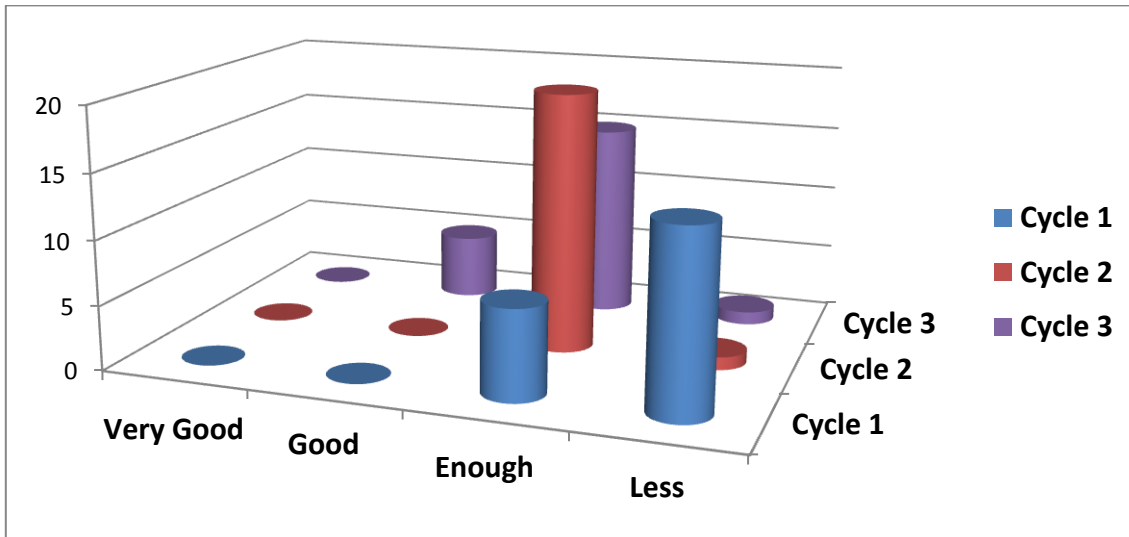
To make clear explanation researcher makes diagram from result of the observation. This is diagram or scale observation result of Cycle 1, Cycle 2, Cycle 3.

Table 4.7  
The Scale Observation Result of Cycle 1, Cycle 2, and cycle 3

	<b>Very Good</b>	<b>Good</b>	<b>Enough</b>	<b>Less</b>
<b>Cycle 1</b>	-	-	7	14
<b>Cycle 2</b>	-	-	20	1
<b>Cycle 3</b>	-	5	15	1

Figure 4.1

Diagram Result of the Observation



**Note:**

Vertical : Frequency

Horizontal : Qualification

**B. Discussion**

After doing the Classroom Action Research at grade eleven of SMA Nahdhatul Ulama Modo, Lamongan, academic year 2013/2014, researcher does three cycles to make sure the success of the method for learning process. The result of improving students' ability in pronunciation using poem as media can be looked at the observation result.

## **1. The process of poem as teaching media to improve students' ability in pronunciation**

Based on the result of research finding from cycle 1 until cycle 3, researcher can describe the process of poem as teaching media to improve students' ability in pronunciation.

In cycle 1, without practice and understanding poem first researcher asks the students one by one come forward and reading poem directly. In this stage students' still confuse, have no confidence, and nervous. It is influence their vocal quality and performance. And their pronunciations are very less.

In cycle 2, researcher give time ten minutes for students to understand the poem first. It gives them time to adaptation with the poem. Then researcher asks them to read it one by one according to attendants list. In this cycle the students' pronunciation has improved

In cycle 3, researcher give time at least ten minutes for students to understand the poem first, researcher give example reading poem practice. It is motivate the students in performing reading poem practice. In this cycle, when researcher gives them time to understand the poem before reading poem practice, it give them time to learn how to read poem, how to pronounce English words, they can finds the difficult word on their dictionary. Therefore, that makes their pronunciation and vocabulary building has improved.

## **2. The students' ability in pronunciation**

Based on the result of research finding from cycle 1 until cycle 3, researcher can conclude that students' ability in pronunciation has improved. It can be seen in cycle 1 33% students has enough (70 – 80) and 67% students has less (under 70). In cycle 2 95% students has enough (70 – 80) and 5% students has less (under 70). And in cycle 3 24% students has good (80 – 90), 71% students has enough (70 – 80), and 5% students has less (under 70). In conclusion, most of students have improved their pronunciation ability from cycle 1 until cycle 3.

## **3. Poem as teaching media to improve students' ability in pronunciation**

Based on the result of research finding and the collected data, researcher can conclude that students' ability in pronunciation has improved using poem as media.

Based on the data factor of the improvement that students make in pronunciation are:

1. Reading poem can improve the students to pronounce English words/sentences. If they are often do the reading English poem practice, automatically their tongue fluent in pronouncing English words. It can improve their pronunciation ability too.
2. Students are interested in learning English process using poem as media. It can be seen from students' enjoy and more attractive during the learning.

It is because, this the first time for them to use poem as media in English learning. It can increase their motivation in following teaching learning process.

3. If the students often read new poem, they will find new words from the poem they have already read. It can improve their vocabulary building.