CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the writer presents the result of research. It involves the way to the use of reciprocal techniques for teaching speaking skills of VII-A class students in SMPN 1 Mojoanyar Mojokerto academic year 2016/2017. Related to the result, it consists of four parts. Those are before implementing of the action, implementation of the action, discussion of all the data after implementing the action and the interpretation of the result.

A. Research Finding

1. The Result of the Interview before CAR

The interview was held on Thursday, March 23rd 2017 started at 8.30 A.M. and finished at 9.30 A.M. Type of interview in this study was the structured interview. Based on the pre-observation result, the VII-A class showed they are more passive than another class. Most students in VII-A did not participate in class conversation, shy in giving oral presentations and low in vocabulary. They were not courage to involve in the speaking learning process. They were encountered with the hesitance of practicing the material as well as the drilling conducted by the teacher in the learning process. In the other words, the students have the problems with their confidence. Therefore, they need a new technique to improve their speaking skill and make the English speaking lesson more exciting.

2. The Result of the Observation before CAR

Before implementing the Classroom Action Research, the writer observed at the classroom while teaching learning process. It was held on Saturday, March 25th 2017 at VII-A Class of SMPN 1 Mojoanyar Mojokerto academic year 2016/2017. That class consisted of 31 students. They are 17 girls and 14 boys. Their native language is Bahasa Indonesia. The average age of the participants are 13 years old. They have been taught English since the first year of school. They get English lesson which is each meeting along with two hours lesson; one hour lesson is 45 minutes. The problems that students faced were how to start to speak, lack of vocabulary, and poor comprehension skill. In

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teaching and learning process, the class of VII-A students face some difficulties when their teacher deliver the materials. It seems at their reactions in learning English. Some of them are bored, sleepy and do not pay attention to their teacher explanation.

3. The Result of Pre-Test

The pre-test was held before the Classroom Action Research (CAR). It was conducted on Saturday, 25th 2017. It started at 11 A.M. The pre-test was in interview form. Then, the scores was taken in five criteria as stated by Heaton, which are the scores of prononciation, grammar, vocabulary, fluency, and comprehension.[1] Based on the result of pre-test, the data showed that the mean score of pre-test was 65,48. It means that the students speaking mean score before using reciprocal techniques or before implementing CAR is 65,48. There were 3 students who pass the KKM and there were 28 students still below the KKM. The KKM of the seventh grade students in SMPN 1 Mojoanyar Mojokerto is 75. From the pretest result, it could be seen that students speaking ability was still low. For the result of pre-test, see Appendix J.

4. The Implementation of the Classroom Action Research
   a. CYCLE I
      1) Planning

         In this cycle, the writer and the teacher arranged a plan for the action based upon the problems that faced by the students toward speaking skill. In this case, the writer arranged a lesson plan based on the teaching material. Beside of making lesson plan, the writer also prepared observation checklist to observe the students performance during the teaching learning process. Morover, in the lesson planning also consisted of standard competence, basic competence, some indicators that will be reached by the students and the technique that would be implemented.

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[1] J.B Heaton, *Classroom Testing: Longman Keys to Language Teaching,* (New York: Longman, 1990), p. 70-71.

For the lesson plan of cycle 1, see appendix F. The teacher and the writer used a reciprocal teaching technique in which the students will be more active to predict, to ask, to clarify and to summarize. The first cycle will be held in twice meeting. To know the improvement scores from pre-test to post-test, the writer also prepared the instrument of post-test 1 to collect the data.

2) Acting

The cycle of the cycle 1 was done on Monday, March 27th and Saturday, April 1st 2017. In acting phase, the writer implemented lesson plan that had been made before. Greetings and gave a motivation were the first activity did by the teacher at the classroom. The writer also introduce himself to the students. Then, the writer explained the schematic structure about the learning process. After that, the writer shows video from Youtube about Reciprocal Teaching Technique for teaching speaking to the students. The writer gave instruction to the students to make some group, one group consist of four students. Then, the writer give some reading text to the students. Later, the writer implemented the step of reciprocal teaching technique. For the first step, the writer built their background knowledge and their prediction about the text's title. The writer opened the chance for all students to predict about the text. After that, the writer continued to the next step, it was questioning and clarifying. In reciprocal teaching technique, the writer allowed the students to look up the dictionary.

After comprehending and understanding about the text, the writer asks students to inquire about the text contents. Then, the writer asks groups to more active asking about the content of the text which is not understood. The writer also asks to the groups about the text content to know the students comprehension. After that, the writer explained to the students about the things that students difficulties in the text. Then, all of the group members interact to understand the main idea of the text. So the students summarize of the text by using their own words.

On the second meeting in first cycle, the process of CAR was similar with the earlier meeting. The writer reviewed about the students comprehension about the text which has been taught in the previous session and conducted the classroom by using reciprocal teaching technique. It was not only the writer dominated in in process but also the students spoke out and shared about the text. Afterward, the writer gave the post-test 1 to know how well their speaking skill after learning reciprocal teaching technique The writer asks students to speak up in front of the class about their own conclusion from the text. One by one of the students speak up in front of the class to explain their conclusion regarding the content of the text.

3) Observing

In this phase, the writer tried to notice all activities in the physical classroom activity. It might be about the students response and students participation during teaching and learning process using reciprocal teaching technique. According the lesson planning that has been arranged, at the beginning, the writer divided students become groups. During dividing students in a group, the writer need more attention, because initially some of them did not want to sit in a group with other friends. Meanwhile, for several students, becoming in a group with their friends was a good session for them because they could talk with their friends easily. The, after all of them sit well, the writer showed the video about Reciprocal Teaching Techniques to the students. For the first time they were very curious about the video. After watching video, the writer give some reading text to the students. Then, the writer start to apply the Reciprocal Teaching Technique. For the first, the writer asks some questions to the students about their prediction of the text. In that situation, few a students raised their hand and give an idea. Sometimes, they could answer a question from the writer, but the rest did not. Most of them were ashamed to answer the writer's question. The second action, the students received the reviewed material for the previous meeting. They seemed more enjoy obeying the

writer instruction carefully. They begun to listen and do what the writer instruction. The participation students in the teaching learning reciprocal teaching technique can be described as the table below:

Table 4.1
The Result of Students Participation at the First Meeting on
the First Cycle

No.	Group	The Amount of the Students and the Aspect that be Observed				
		Active Students	Asking	Giving Idea	Answering Question	On time on finishing task
1.	I	1	1	1	1	Yes
2.	II	2	2	1	1	Yes
3.	III	4	3	1	3	Yes
4.	IV	3	2	1	3	Yes
5.	V	3	2	-	2	Yes
6.	VI	-	1	-	1	-
7.	VII	1	2	-	1	-
8.	VIII	1	-	-	1	-
TOTAL		15	13	4	14	
Percentage		**48.38%**	**41.93%**	**12.90%**	**45.16%**	**64,5%**

As explained by the writer, in the classroom action research, the students are divided into eight groups. Each group has four students. The writer did a research by providing observation table for confirming the students participation in every meeting. In the table of students participation, there are amount of the students and the aspects that be observed involving Active Students, Asking, Giving Idea and Answering Question.

In the first meeting on the first cycle, 15 students are 48.38% active in involving learning process. Group 3 have highly active members. While in other groups, only some members are active. While in Asking aspect, there are 13 students who actively asked in every group, with the percentage 41.93%. Then, only 4 students presented their idea bravely during learning because group 5,6,7 and

8 did not have represent to presented their idea or opinion. Next, there are 14 students actively answer the question of writer as teacher in each group. Group 1,2,3,4,5 were on time for finishing assignment from the writer as teacher.

Table 4.2
The Result of Students Participation at the Second Meeting on
the First Cycle

No.	Group	The Amount of the Students and the Aspect that be Observed				
		Active Students	Asking	Giving Idea	Answering Question	On time on finishing task
1.	I	2	1	1	2	Yes
2.	II	3	2	2	1	Yes
3.	III	4	3	1	3	Yes
4.	IV	4	3	2	4	Yes
5.	V	4	2	2	2	Yes
6.	VI	1	1	-	1	-
7.	VII	2	1	2	2	Yes
8.	VIII	1	1	-	1	-
TOTAL		21	14	10	16	
Percentage		67.74%	45.16%	32.25%	51.61%	90%

In the second meeting on the first cycle, 21 students are 67.74% active in involving learning process. Group 3, 4 and 5 have highly active members. While in other groups, only some members are active. While in Asking aspect, there are 14 students who actively asked in every group, with the percentage 45.16%. Then, only 10 students presented their idea bravely during learning because group 6 and 8 did not have represent to presented their idea or opinion. Next, there are 16 students actively answer the question of writer as teacher in each group. All groups were always on time for finishing assignment from the writer as teacher except group 6 and 8.

Based on the result, the average of participation students while teaching learning process at the first

meeting is was 42,57% meanwhile the average of the second meeting was 57,35%.

4) Reflecting

The writer and the teacher evaluated about the conclusion of implementing the action. Based on the result of observation toward teaching learning process in this cycle, the students participation were still low because they did not pay attention and they were ashamed to ask and answer question orally. In addition, several students, they thought the question that was given is difficult. Moreover, the reason of students could not achive KKM is they did not comprehend conversation in video acessed from youtube about the use of reciprocal teaching technique for improving skill. In the video, all conversation used English with speed rhythm. Then, the students seemed confused with this technique, although the students have explained clearly. However, the teacher believed that they would be common for using this technique in the next meeting.

In addition, based on the result of the post-test 1, there were 45.16% students who passed the KKM which increased become 14 students. Then, the writer and the teacher tried to modify the action in order 75% of students in the class could pass the KKM. Instead, the writer and the teacher felt satisfied enough because their efforts to improve students speaking skill had been improved proven by score they get although not all the targets accomplished yet. Beside of that, the students seemed to accept te material easily by using reciprocal teaching technique. From the reflecting phase above, there must be more efforts to the use of reciprocal teaching technique for teaching speaking skill. This efforts was done in the next lesson plan of cycle two. For the result of Post-test 1, see Appendix K.

b. CYCLE II

1) Planning

After finding the fact that the students speaking mastery was low, which was proven by their post-test 1

scores, the teacher and the writer rearrange the lesson plan which was used in the previous cycle with some modification. In this cycle, the writer taught the same procedure with the first cycle but he taught by using different texts. It was the same as the activity done in the first cycle. In order to motivate the students to become active learners, the teacher and the writer designed an encouraging teaching learning process in which the students could get involved within the activities optimally. The writer prepared himself with the text that enables the students to comprehend better and more easily. He also gave a students more opportunity to practice that technique. This procedure was aimed for the students to acquire four strategies and applied them to any text with ease. He prepared everything in implementing the second cycle including the teaching materials and lesson plans. For the lesson plan of cycle 2, see Appendix G.

2) Action

The action of the second cycle was done on Monday, April 3rd and Saturday, April 8th 2017. After praying, the teacher and the writer greeted the students. Before the writer continued the lesson, he gave a little review in applying reciprocal teaching technique. After that, he gave some explanations dealing with implementation of reciprocal teaching technique in the first cycle to overcome the students difficulties in making the summary. Firstly, he divided the class into some groups. Each group consisted of four persons. The way to make the group was the student counted the number one up to four. The group was made from the number which was mentioned by the students. So there were eight groups. The writer distributed a reading texts to the students. The next activity, the writer asks students to predict the text especially the title and the types. Then, the writer asks students to read the text. After that, the writer continued to the next step, it was questioning, clarifying and summarizing.

After reading the text, the writer asks students to inquire about the text contents. Then, the writer asks

groups to more active asking about the content of the text which is not understood. The writer moved from group to group to observe the students progress and provided assistance only when needed. Then, the writer asked all of the groups to summarize by using their own words. They discussed the task to make a good summary. All of the students discussed actively. The writer saw that they did not need much time in making summary because the text given was short. The class dicussion was very interesting. Almost all of the students were active because the text given was easy to understand. All of the volunteers from each group could answers the questions from other group.

For the second meeting in the second cycle, the writer and the teacher applied same as the previous meeting. Before the second cycle will be finished, the writer gave the post-test II for students to know their speaking skills progress. Finally, the writer reviewed the lesson by giving the conclusion about the reciprocal teaching procedure. Then, he closed the lesson and said goodbye.

3) Observing

In the first action of the second cycle, the students seemed very enthusiastic in following the activities within the teaching learning process. They were happy and enjoyed the teaching process very much. The students did not have trouble in applying this technique and comprehending the text. This condition was easy for the writer to explain and give the correction feedback to the students. In the process of reciprocal teaching technique, when the writer let students predict and ask questions, many students raised their hand to give their idea predictions and asked many questions related to the text. The students also were able to get summary accurately. The overall teaching learning process ran very well. Each step in this meeting could increase their motivation to be a good speaker. The students were motivated to become active learners. Each of members tried to become the best leader of the group. They seemed not shy and awkward in implementing this technique.

In the second action of the second cycle, the teacher and the writer was held on post-test II. Based on the result of the post-test II, the mean score of the VII-A class is 76.41 in which there were 24 students who passed the KKM 75 (seventy five). For the learning activities can be described as following the students participation are giving the idea, asking, answering the question and doing task on time, the percentage as below:

Table 4.3
The Result of Students Participation at the First Meeting on the Second Cycle

No.	Group	The Amount of the Students and the Aspect that be Observed				
		Active Students	Asking	Giving Idea	Answering Question	On time on finishing task
1.	I	2	2	1	2	Yes
2.	II	4	2	1	3	Yes
3.	III	4	3	2	4	Yes
4.	IV	4	3	2	3	Yes
5.	V	4	2	1	3	Yes
6.	VI	1	1	1	1	Yes
7.	VII	3	1	1	2	Yes
8.	VIII	2	1	1	1	Yes
TOTAL		24	15	10	19	
Percentage		**77.41%**	**48.38%**	**32.25%**	**61.29%**	**100%**

In the first meeting on the second cycle, 24 students are 77.41% active in involving learning process. Group 2, 3, 4 and 5 have highly active members. While in other groups, only some members are active. While in Asking aspect, there are 15 students who actively asked in every group, with the percentage 48.38%. Then, there are 10 students presented their idea bravely during learning, with the percentage 32.25% Next, there are 19 students actively answer the question of writer as teacher in each group. All groups were always on time for finishing assignment from the writer as teacher with the perfect percentage.

Table 4.4
The Result of Students Participation at the Second Meeting on
the Second Cycle

No.	Group	The Amount of the Students and the Aspect that be Observed				
		Active Students	Asking	Giving Idea	Answering Question	On time on finishing task
1.	I	3	2	1	3	Yes
2.	II	4	3	2	3	Yes
3.	III	4	3	2	3	Yes
4.	IV	4	3	2	4	Yes
5.	V	4	3	2	2	Yes
6.	VI	2	1	1	1	Yes
7.	VII	3	2	2	2	Yes
8.	VIII	2	2	1	1	Yes
TOTAL		26	19	13	19	
Percentage		83.87%	61.29%	41.93%	61.29%	100%

In the second meeting on the second cycle, 26 students are 83.87% active in involving learning process. Group 2, 3, 4 and 5 have highly active members. While in other groups, only some members are active. While in Asking aspect, there are 19 students who actively asked in every group, with the percentage 61.29%. Then, 13 students presented their idea bravely during learning with the percentage 41.93%. Next, there are 19 students actively answer the question of writer as teacher in each group. All groups were always on time for finishing assignment from the writer as teacher.

Based on the result of the first meeting in the second cycle, the average of participation students while teaching learning process is was 63,87%. Meanwhile, the average of the second meeting in the second cycle was 69,68%. It showed that there was an improvement for the students activity in learning and teaching process from cycle 1.

4) Reflecting

The teacher and the writer analyze the result of cycle 2. Most of the students respond the teacher and the writer

actively. Furthermore, the teaching learning is done very well. The teacher and the writer felt satisfied because the students have significant improvement from the score they get from pre-test, post-test 1 and post-test 2. After achieving the target research of where minimally 75% students who pass the KKM, therefore the teacher and the writer decided to stop the Classroom Action Research because it had already succeded. For the result of Post-test 2, see Appendix L.

B. Discussion

1. The Result of the Interview after Classroom Action Research

Conducting the interview after Classroom Action Research Wednesday, April, 26th 2017. The writer carried out the interview with the teacher started 8.30 A.M and finished at 8.50 A.M. The writer discussed with the teacher about the research that had been accomplished. This purpose was to know teachers response concerning reciprocal teaching technique in a classroom. The teacher said that the condition in teaching learning process were better than before he said, the students who always talked and ignored the material when there were speaking session previously, they became more enthusiastic in practice speaking. In addition, it can be seen from the result of their test, there was an improvemet. Then, the teacher assumed that reciprocal teaching technique was a good creativity to teach students at the classroom because teaching learning activity became variety and fun.

The teacher also said that they felt hard in the earlier step because the students became noisy and did not pay attention. Moreover, they were ashamed and passive student when the teacher asked something to them. Another difficulty, when the teacher had students summarized the text using their own words, they spent long time to arrange it. The last interview is about applied strategy to overcome the problems. The teacher said that to handle the difficulties when teaching learning process was by making sure that all of the students sit comfortable

in a group because they have different characters. Furthermore, the teacher said that he gave them a clear and show explanation in order to make students focus.

2. The Result of Post-Test

Table 4.5
The Students Speaking Score of Pre-Test, Post-Test I and Post-Test II

Students' Number	Pre-Test	Cycle I Post-Test	Cycle II Post-Test
1.	70	76	80
2.	55	65	75
3.	70	77	79
4.	60	70	75
5.	58	66	71
6.	78	80	85
7.	73	75	78
8.	53	60	65
9.	74	78	80
10.	73	75	77
11.	65	73	76
12.	60	68	75
13.	70	75	80
14.	50	63	70
15.	60	67	71
16.	62	70	75
17.	65	70	75
18.	56	65	70
19.	54	63	67
20.	75	77	81
21.	59	65	75
22.	73	76	79
23.	65	70	76

24.	78	80	87
25.	73	77	83
26.	67	73	76
27.	69	75	78
28.	70	75	79
29.	73	76	80
30.	67	74	80
31.	55	61	70
Mean:	**65.48**	**71.45**	**76.41**

*Student who pass the KKM 75 (seventy five)

To compare the result between pre-test and post-test of each cycle, the writer uses some steps. Those are calculating the students mean score of the test, calculating the class percentage and calculating the students improvement score from pre-test to post-test 1 and 2 into percentage. In analyzing the data of pre-test, the first step is to get the mean score of the class. It is calculated as following:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{2030}{31}$$

$$M = 65.48$$

From that calculation above, the mean score of the class in pre-test is 65.48. It means that the students speaking mean score before using reciprocal teaching technique in Classroom Action Research in 65.48.

The second step is to know the percentage of students score who passed the KKM (75). It is calculated by using as follows:

$$P = \frac{f}{N} \text{x} 100\%$$

$$P = \frac{3}{31} X 100\%$$

P = 9.67%

From that computation, the students percentage in the pre-test is 9.67%. it means that only 3 students who pass the KKM and there are 28 students who are still below the KKM.

Next, in the cycle 1 of Classroom Action Research, the writer calculate the result of post-test 1 to know the students score improvement from the pre-test to post-test 1 result. In analyzing the data of post-test 1, the first step is to get the mean score of the class. It is calculated as following:

$$M = \frac{\Sigma^X}{N}$$

$$M = \frac{2215}{31}$$

$$M = 71.45$$

Based on the result of post-test 1 above, the mean score of the class derived 71.45 in which there were 14 students who passed the KKM 75 (seventy five). It shows that there are some improvements from the pre-test mean score. It can be seen from the pre-test mean score 65.48 to the mean score of the post-test1 71.45. it improves 5.97 (71.45-65.48).

The second step is to know the percentage of students score who passed the KKM 75 in post-test 1. It is calculated by using as follows:

$$P = \frac{f}{N} \text{x} 100\%$$

$$P = \frac{14}{31} \text{X} 100\%$$

$$P = 45.16\%$$

From that calculation, the class percentage which pass the KKM is 45.16%. It means that in the cycle 1 of Classroom Action Research, there are 14 students who passed the KKM and there are 17 students whose score are below the KKM. The students improvements which pass the KKM is 35.49% (45.16-9.67%). Even though it is till needed more improvement because it could not achieve yet 75% as the target of success.

Furhermore, in cycle 2 of Classroom Action Research the writer also calculates the result of post-test 2 to know further the score improvement either from the result of pre-test or post-test 1. Firstly is to calculate the mean score of the class in post-test 2. The calculation using as follows:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{2369}{31}$$

$$M = 76.41$$

From that calculation, the mean score of post-test 2 is 76.41. It means that there were some students improvement scores 4.96 (76.41-71.45) from the mean score of post-test 1.

The last step is the writer tries to get the class percentage whose score pass the KKM. It uses the calculation as following:

$$P = \frac{f}{N}x100\%$$

$$P = \frac{24}{31}X100\%$$

$$P = 77.41\%$$

From that calculation, the class percentage is 77.41%. It means that in the cycle 2 there are 24 students who pass the KKM and there are only 7 students are below the

KKM. The class percentage of post-test 2 shows some improvements from the previous test, the improvement is 67.74 (77.41%-9.67%) from the pre-test or 32.25 (77.41%-45.16%) from the class percentage of post-test 2.

3. The Interpretation of the Test Result

Based on the calculation the students mean score and the class percentage, the interpretation of the data result among the pre-test, the post-test of cycle 1 and post-test of cycle 2 as following:

In the pre-test, the mean score of students on speaking before carrying out Classroom Action Research is 65.48. It is students speaking score before they use reciprocal technique. Meanwhile, the class percentage which pass the KKM is 9.67%. It means that there are only 3 students who are able to pass the KKM (75) and there are 28 students are out of the target.

Next, the mean score in the post-test of cycle 1 is 71.45. It means that there are some students score improvement from the pre-test, that is 5.97 (71.45-65.48) or 35.49%. Meanwhile, the class percentage which pass the KKM in post-test 1 is 45.16%. It shows there are 14 students who pass the KKM and there are 17 students whose score still under KKM. However, it is still needed more improvement because it could not achieve the target yet of success. That is why the writer and the teacher continue to the second cycle.

Furthermore, the mean score in the post-test of second cycle is is 76.41. it shows the students improvement score 4.96 (76.41-71.45) or 67.74%. Meanwhile, the class percentage which pass KKM is 77.41%. It means there are 24 students whose score pass the KKM and there are 7 students are under the target of KKM. This class percentage shows improvement 67.74% from the pre-test (9.67%) or 32.25% from the post-test 1 (45.16%) in the class percentage. The post-test of cycle 2 has fulfilled the target of Classroom Action Research success, that is above 75% students could pass the KKM. It can be said

that Classroom Action Research is success and the next cycle is not continued.