CHAPTER IV

RESULT AND DISCUSSION

A. THE FINDINGS OF THE STUDY

1. The Result Of Implementation Of Buzz group and Jigsaw In Teaching Speaking

The first stage of the meeting, the writer was invited by the English teacher of second grade of science department to come in to the class. Before the teacher started the teaching and learning process, the English teacher said to the students that there was a researcher wanted to do the research in their class. And the teacher expect to the students, that they could respect, support, and did what the teacher asked. Then the teacher gave time to the writer to introduce herself to the students, and explain about the plan and the aims of her research. The English lesson would be taught by the writer for four meetings, and the writer would teach the students by using discussion technique in teaching learning process.

After that the English teacher started the teaching and learning process. The writer observed directly the students' speaking activity during the teaching and learning process take place. After doing classroom observation, the analysis was found. The writer found several phenomenon in the class, they are: - the students' motivation in learning English especially in speaking skill was also still low, and the situation in the class was crowded, it might caused there were many students in two classes, that

was consist of 30 students at A class and 30 students at B class, it was too much. Then the teacher technique in the class less motivated the students to be active in the class, and there was too much TTT (teacher talking time).

Then the writer discussed with the English teacher to make a plan, to prepare the instructional material, to prepare the instrument and media, to prepare everything needed for the next meeting.

a. The First meeting

Based on the information from pre-observation study, the writer and the teacher tried to solve the problems by using buzz group. The writer made a lesson plan to conduct the first meeting. Then the writer and the teacher chose the topics given at the first meeting and prepared the observation checklist, recorder, and assessment of the students' speaking ability.

The first meeting was held on April 23rd 2015. The first meeting in A class by using buzz group The duration was 2 x 45 minutes at the first time until second time. In the first meeting, the writer acted as a classroom teacher and the English teacher as the observer.

The first meeting was held on April, April 23rd 2015. The topic given was "Watching TV and using internet." (See Appendix V) before starting the lesson, the English teacher checked the students' attendance. Then, she greeted the students and introduced the rules how using buzz group should be conducted. Since the main objectives

was to enable the students to share their opinion therefore the writer reminded them about the expression used to ask and give opinion, and expression of agree or disagree.

Next, the writer gave the simple game "last letter" to the students. Then, the writer divided the students into four groups. After that, the students were asked to share their topic with their friends' in-group. For the first and the third group they get topic about "watching TV" and "Using internet" for the second and fourth group. When the students were discussing the topic given in-group, the writer observed the students' activities. The writer gave opportunities for the students to ask question when they found difficulties in using words. Some of the students were debating by using their native language and some other just kept silent. It seemed that they were afraid in expressing their ideas. Because of limited vocabularies, the spokesman of each group was asked to present the result of their group discussion in front of the class. Then the writer appreciated them by saying "good" or "very good" in order that the students were always motivated to be active in speaking class. Besides, their friends also clapped their hands to appreciate their friends, although some of the students did not pay attention and they just busy their own work.

In this meeting the students' activities were not run maximally because of the time is limited. The writer assessed the students' speaking skill by giving some questions that related to the topics to

check their understanding. When the time is over, the teacher told to the students that they have speaking tests for the next meeting.

As the result of the fist meeting the observer was found some of the student's mistake and errors when they said something in English. However, these errors did not influence their understanding or even preventing the discussion. There are some examples of their mistakes:

1. Internet is a modern technology who is very important

2. From the internet we can got many knowledge

3. After watch TV we can got the information

4. There is many knowledge of watching TV

   The Corrects are:

5. Internet is a modern technology that is very important

6. From the internet we can get many knowledge

7. After watching TV we can get the information

8. There are many knowledge of watching TV

b. The second meeting

The second meeting was held on April 23rd 2015. The second meeting in B class by using jigasw The duration was 2 x 45 minutes at the third time until fourth time. In the second meeting, the writer acted as a classroom teacher and the English teacher as the observer. the topic given was "Watching TV and using internet." (See Appendix V) before starting the lesson, the English teacher checked the students' attendance. Then, she greeted the students and introduced the rules how

using jigsaw should be conducted. Since the main objectives was to enable the students to share their opinion therefore the writer reminded them about the expression used to ask and give opinion, and expression of agree or disagree in their discussion.

Next, the writer gave the simple game "last letter" to the students. Then, the writer divided the students into six groups. After that, the students were asked to share their topic with their friends' in-group. For the first and second group they get topic about "watching TV",and "Using internet" for the third and fourth group. When the students were discussing the topic given in-group, the writer observed the students'activities. The writer gave opportunities for the students to ask question when they found difficulties in using words. Some of the students were debating by using their native language and some other just kept silent. It seemed that they were afraid in expressing their ideas. So the the teacher gave them motivation to all students to improve their English ability that they can do during discussion using jiqsaw method.

c. **The third meeting**

The third meeting was held on Monday, April 27th, 2015 in A class The teacher use buzz group to handle his class, The topic given was "watching TV and Using Internet" (see Appendix V). The procedures were different with the first meeting. And the time was longer than the first meeting, the students had much time to discuss with their friends in-group. Before starting the activities the teacher

gave some vocabularies that related with the topics. It was used to enrich and improve the students' vocabularies. The teacher gave a game (guess the words) to the students that made them more relax and enjoy. Then the students discussed the topic in a group. When they discussed, the writer observed the students' activities by walking around and stopping in each group to correct their grammar mistakes and helping them to use the appropriate vocabulary. It was done in order not to discourage the students to speak. At this meeting, some of the students seemed enthusiastic although there was some students did not confidence to speak up. The writer tried to convince them that making a mistake is a natural thing when learning a foreign language therefore the students tried to speak English although sometimes they mixed it with Indonesia language. In this meeting, when the spokesman presented the result of their group discussion, some the students were have attention, although some of them did not care with the activity. The conditions were better than the first meeting.

When the students discussed their topic, the students was made several mistakes in pronunciation i.e. the students said [monei] instead of ['   ] for money, [knowled] instead of [   ] for knowledge, [ekpencip] instead of [   ] for expensive. The other made a mistake in the use appropriate vocabulary, i.e. the students used "everyday need" instead of "daily need", and etc. After the spokesman of each group presented the result of their discussion, and the writer finished

her assessing, the writer and the students discussed the topics for the next meeting.

While the writer was teaching and observing the teaching and learning process in the class, the English teacher was observing the writer's and the students' action. He wrote some notes and filled in the observation checklist. After the implementation of the first cycle, the writer and the teacher analyzed the data comprised the result of the observation checklist, recording, the score of the students' speaking ability, and the note taking which was done by the English teacher.

Based on the result of the observation checklist and the note taking, it was found several things that can be noted down. There were so many things happened. The discussion could not be done perfectly. There were only several students who were active and the other were passive. Because of the limited time, the writer asked the spokesman of each group to present only five items from the several items listed and mention the reasons. After the spokesman of the group presented the result of the group discussion, it was known that the students were able to use the appropriate vocabulary. Besides, they did some grammar and pronunciation mistakes but corrections were not given. The writer did not control the time well. In addition, the preparations were less. Considering those weakness found at the second meeting, the writer and the teacher decide to do the third meeting.

d. The fourth meeting

The fourth meeting was held on Monday, April 27th, 2015 in B class The teacher use jigsaw to handle his class, The topic given was "watching TV and Using Internet" (see Appendix V). The procedures were different with the first meeting. The teacher gave speaking skill first before suing jiqsaw and teacher gave some vocabularies that related with the topics. It was used to enrich and improve the students' vocabularies. The teacher asked students to song sing together that made them more relax and enjoy. Then the students discussed the topic in a group. When they discussed, the writer observed the students' activities by walking around and stopping in each group to correct their grammar mistakes and helping them to use the appropriate vocabulary. It was done in order not to discourage the students to speak. At this meeting, some of the students seemed enthusiastic and the other students did not care with the activity. The conditions were better than the first meeting.

When the students discussed their topic, the students were made several mistakes using grammar and some students were lazy to speak up. So the teacher finished the lesson and asked students to prepare in the next meeting.

e. The fifth meeting

Based on the reflection stages in the first meeting, the writer and the teacher were found some important point during the teaching

learning process. The results of the discussion between the writer and the teacher are:

1. The technique could not be done perfectly

2. Some students were passive

3. The teacher did not control the time well

4. The students made mistake in grammar and pronunciation

5. The teacher dominated the activities

From the result of the discussion between the teacher and the writer above, it could be seen that there were weakness during the implementation of the first meeting. Therefore, the teacher and the writer arranged a new lesson to overcome the problems. Because at the first meeting found that there were some students were passive and the teacher dominated the activity. Therefore at the second meeting, the procedures were added. While at the first meeting, after the students discussed the topic given in-group then they presented it, at the second meeting, after the students discussed the topic given in-group, they should share their result with another group. It means that every group leader should go to another group to change the information. After that, the leader went back to group to discuss again. Finally, the leader presented their final discussion in front of the class. Furthermore, the teacher should be able to control the time well.

The fifth meeting was held on April 30th, 2015. The duration was 2 x 45 minutes at the first time until second time. In this meeting, the English teacher was as the teacher and the writer was as the observer.

At the fifth meeting, was held on Thursday 30th 2015 the topic given was "Disaster and Drug abuse" in A class by using Buzz group (see Appendix V). After greeting, the teacher checked their attendance. Then, continued by giving simple game (jumble words). It was made the students relax. Before starting the activities the teacher gave some vocabularies that related with the topics, after that the teacher explained the procedures in conducting discussion to the students. Before he read the topic given, he gave the topic sheet to the students. When he was reading the topic, some students asked some questions about the meaning of some words so that the teacher stops reading to explain the meaning of it. When the students understood the topic given, the teacher asked them to do it individually. After that, he organized the students into four groups. Before they started discussing the topic given, the teacher reminded them to use English as maximum as possible and to use the useful expressions such as the expression of asking and giving opinion and the expression of agree or disagree, and gave them some vocabularies that related with the topics. Then, each group was given a new copy of the topic and they were asked to make a new list of the items based on the group agreement. When they were discussing, the teacher observed their activities. When the students

discussed their topic, the students was made several mistakes again in pronunciation i.e. the students said [abusee] instead of [   ] for abuse, [porfidden] instead of [   ] for forbidden, [dangerus] instead of [   ] for dangerous, When they finished it, the teacher asked them to write their result in a piece of paper individually. After that, the spokesman of each group should go to another group to change information. It means that they not only asked for the other group result but also conveyed their group result. Then, they went back to their group to discuss again.in fifth meeting the teacher got signivicant result than before and the teacher hoped by usung buzz goup all students are brave to improve their speaking skill.

f. The sixth meeting

The **sixth meeting** was held on Thursday 30th 2015. The topic given was "traffic jam and unemployment" in B class by using jigsaw (see Appendix V). The procedures at this meeting were the same with the second meeting. Before starting the activities the teacher gave some vocabularies that related with the topics, some grammar and pronunciation mistakes were still found, but the teaching-learning process was run smoothly. During the discussing, the students worked cooperatively with their friends and their willingness to speak was better compared to the one at the previous meeting

While the teacher was teaching and observing the teaching learning process in the class, the writer was observing the teacher's

and the students' action. The writer took a note, recorded the students' voice, and filled in the observation checklist. After the implementation of the sixth meeting, the writer and the teacher analyzed the data comprised the result of the observation checklist, recording, questionnaire, the score of the students' speaking ability, and note taking which was done by the English teacher.

Based on the result of the observation checklist and note taking it was found several things that can be noted down. The teaching and learning process was run smoothly. The teacher controlled the time well. The students showed cooperative work and they had a great responsibility. It was shown by a member of the groups who helped the other members who had difficulties in pronounce some words. It was done before they changed opinion with another group. The procedures added in this meeting made all the students participate actively because whether they like it or not they should speak to change information with another group although some of the students were cheating by showing their group result directly to each other so that they could write it and they did not make a conversation to change their opinion. The most important thing of this activity was the students should share their opinion with another group, and they should discuss again in their group whether they will change their answer of priorities or not. It means that they also admitted their friends' work was better than theirs in term of logical reasons.

2. The Result Of Speaking Ability After Implementation of Buzz group and Jigsaw In Teaching Speaking

After implementation of buzz group and jigsaw in teaching speaking in first meeting to sixth meeting there are many result that observer get in the first meeting in A Class. after implementation of buzz group the observer get result that some students are brave to active speaking in front of their friends during teaching speaking and it is different with before using this technique. In the second meeting in B Class by using jigsaw technique the observer get result that some students still afraid to speak English and some other active speaking English in their discussion with their friends. In the third meeting There were only several students who were active and the other were passive. Because of the limited time, the writer asked the spokesman of each group to present only five items from the several items listed and mention the reasons. After the spokesman of the group presented the result of the group discussion, it was known that the students were able to use the appropriate vocabulary. Besides, they did some grammar and pronunciation mistakes but corrections were not given. The writer did not control the time well. In the fourth meeting the writer observed the students' activities by walking around and stopping in each group to correct their grammar mistakes and helping them to use the appropriate vocabulary. It was done in order not to discourage the students to speak. At this meeting, some of the students

seemed enthusiastic and the other students did not care with the activity. The fifth meeting and sixth meeting the observer get result that all students are brave to active speaking in front of their friends than before meeting. The teachers asked all students to improve their English speaking in discussion, the teacher also help the students directly when the students unknown about vocabularies that they want to speak.

To know the students' response, after the implementation of buzz group and jigsaw in teaching students the teacher gave the students 20 questionnaire items and analyzed it. The results of questionnaire that was gave to the students at the last meeting.

To measure about the students' responses, the researcher used pattern below:

$$\text{The Score} = \frac{\text{The Total earned}}{\text{Total of the students}} \times 100\%$$

The questionnaire forms can be seen in appendix XII. Below, the result of questionnaire were analyzed every number of questions one by one. The results were:

For question number 1, do the students like English? The results are:

Table 4.1

Sudents' response about English

No	Criteria	Total
1.	Mostly	14,63 %
2.	Like much	80,47 %
3.	Not really much	4,87 %

4.	Dislike	0 %

For question number 2, do the students like speaking? The results are:

Table 4.2

Students' respone about Speaking

No	Criteria	Total
1.	Mostly	7,31 %
2.	Like much	82,92 %
3.	Not really much	4,87 %
4.	Dislike	2,43 %

For question number 3, do the students need to know about the rules

of buzz group and jigsaw? The results are:

Table 4.3

Students' response about rules of buzz group and jigsaw

No	Criteria	Total
1.	Needful	46,34 %
2.	Need	53,65 %
3.	Needless	0 %
4.	Unneeded	0 %

For question number 4, do the students like discussion technique in

teaching speaking by using buzz group and jigsaw? The results are:

Table 4.4

Students' response about discussion technique

No	Criteria	Total
1.	Mostly	24,39 %
2.	Like Much	60,97 %
3.	Not really like	12,19 %
4.	Dislike	2,43 %

For question number 5, do the students active in the discussion when

buzz group and jiqsaw is applied? The results are:

Table 4.5

Students' response about their activities using buzz group and jigsaw

No	Criteria	Total
1.	Actively	4,87 %
2.	Active	60,97 %
3.	Inactive	36,58 %
4.	Passive	0 %

For question number 6, do the students often find use English when

the buzz group and jigsaw is applied? The results are:

Table 4.6

Students' response about using English during studies

No	Criteria	Total
1.	Always	0 %
2.	Often	2,43 %
3.	Sometime	46,34 %
4.	Seldom	51,21 %

For question number 7, do the students pay attention to their friends,

when their friends shared their opinion? The results are:

Table 4.7

Students' response to their friends

No	Criteria	Total
1.	Always	26,82 %
2.	Often	60,97 %
3.	Sometime	12,19 %
4.	Seldom	0 %

For question number 8, does the buzz group and jigsaw helped the students became more relax in speaking activity? The results are:

Table 4.8

Students' response about buzz group and jigsaw

No	Criteria	Total
1.	Helpful	39,02 %
2.	Help	53,65 %
3.	Helpless	7,31 %
4.	Helplessly	0 %

For question number 9, do the students felt the progress of their speaking skill when the buzz group and Jigsaw is applied? The results are:

Table 4.9

Students' response about their progress of their speaking skill

No	Criteria	Total
1.	Presently	12,19 %
2.	Present	78,04 %
3.	Mispresent	9,75 %
4.	Useless	0 %

For question number 10, does buzz group and jigsaw can make students more motivated in speaking activity? The results are:

Table 4.10

Students' response about buzz group and jigsaw in speaking activity

No	Criteria	Total
1.	Much motivation	2,43 %
2.	Motivated	85,36 %
3.	Less motivation	12,19 %
4.	Unmotivation	0 %

For question number 11, do the students often find difficulties in discussion technique? The results are:

Table 4.11

Students' response about difficulties using buzz group and jigsaw

No	Criteria	Total
1.	Always	9,75 %
2.	Often	53,65 %
3.	Sometime	29,26 %
4.	Seldom	4,87 %

For question number 12, do the students often ask to the teacher when they find difficulties in discussion technique? The results are:

Table 4.12

Students' response about asking difficult using buzz group and jigsaw

No	Criteria	Total
1.	Always	12,19 %
2.	Often	14,63 %
3.	Sometime	65,85 %
4.	Seldom	4,87 %

For question number 13, does the teacher often answer their questions? The results are:

Table 4.13

Students' response about teacher answer of their questions

No	Criteria	Total
1.	Always	29,26 %
2.	Often	46,34 %
3.	Sometime	12,19 %
4.	Seldom	9,75 %

For question number 14, do the students ever make mistakes during discussion using buzz group and jigsaw is applied? The results are:

Table 4.14

Students' response about getting mistakes in learning teaching

No	Criteria	Total
1.	Always	2,43 %
2.	Often	51,21 %
3.	Sometime	26,82 %
4.	Seldom	14,63 %

For question number 15, does the teacher often correct the students' mistakes? The results are:

Table 4.15

Students' response about the teacher correct during studies

No	Criteria	Total
1.	Always	29,26 %
2.	Often	63,41 %
3.	Sometime	2,43 %
4.	Seldom	2,43 %

For question number 16, does the teacher often motivate the students to active during discussion using buzz group and jigsaw in speaking activity? The results are:

Table 4.16

Students' response about motivate of their teacher during studies

No	Criteria	Total
1.	Always	43,90 %
2.	Often	43,90 %
3.	Sometime	9,75 %
4.	Seldom	0 %

For question number 17, does the teacher dominate the class during buzz group and jigsaw? The results are:

Table 4.17

Students' response about dominate of their teacher during studies

No	Criteria	Total
1.	Always	21,95 %
2.	Often	53,65 %
3.	Sometime	7,31 %
4.	Seldom	14,63 %

For question number 18, does the topic interested? The results are:

Table 4.18

Students' response about topic in learning teaching

No	Criteria	Total
1.	Excitedly	19,51 %
2.	Excited	70,73 %
3.	Lessexited	4,87 %
4.	Unexcited	2,43 %

For question number 19, does the topic help the students to be active in the buzz group and jigsaw in speaking activity? The results are:

Table 4.19

Students' response about topic

No	Criteria	Total
1.	Helpful	14,63 %
2.	Help	80,48 %
3.	Helpless	2,43 %
4.	Helplessly	0 %

For question number 20, does buzz group and jigsaw needs to be applied in their school? The results are:

Table 4.20

Students' response about buzz group and jigsaw needs to be applied in their school

No	Criteria	Total
1.	Needful	60,97 %
2.	Need	36,58 %
3.	Needless	0 %
4.	Unneeded	i. %

4.2 DISCUSSION

1. The process of discussion activities

a. First meeting

The teacher gives a topic to the students, then asks them to discuss in a group. When the discussion is finished, the students can report the results of their discussion. While they were discuss in a group the teacher records their voice and the writer takes a note on the students' activities. In this meeting the students' activities were not run smoothly because of the limited time. So the activities not run maximally, the students only have little time to present the results of their discussion activity.

b. Second meeting

The teacher gives a topic to the students, then asks them to discuss in a group by using jigsaw. When the discussion is finished, the students can report the results of their discussion. In this meeting the students'

activities were not run smoothly because of the limited time. So the activities not run maximally, the students only have little time to present the results of their discussion activity.

c. Third meeting

For the first step in this meeting, the teacher distributes several vocabularies that related with the topic. And the topics still same with the first meeting, but the procedure is different. The students asked to discuss the topic and present the results of their discussion, and then shared and ask any questions.

d. Fourth meeting

The teacher gives a topic the students. The students asked to discuss with their friends in a group then shared with other groups that have same topic. To know their friends' opinion, the spokesman of each group comes to the other groups to share their results of discussion and ask about other group's opinion.

e. Fifth meeting

The teacher gives a topic the students. The students asked to discuss with their friends in a group then shared with other groups that have same topic. To know their friends' opinion, the spokesman of each group comes to the other groups to share their results of discussion and ask about other group's opinion. After that, the spokesman went back to their group to discuss again. In discussion technique, every student can express their opinion, seeking and giving information each others. In

this meething teacher got a good result because all students were care in learning teaching by using buzz group.

f. Sixth meeting

The teacher gives a topic the students. The students asked to discuss with their friends in a group then shared with other groups that have same topic. To know their friends' opinion, the spokesman of each group comes to the other groups to share their results of discussion and ask about other group's opinion. And the student more relax than fourth meeting before.

2. Questionnaire

The result of questionnaire in each number would be analyzed one by one. For question number 1, can be known that 95, 1 % the students like English and others were not. For question number 2, can be known that 90, 23 % the students like speaking class and others were not. Then question number 3, can be known that 99, 99 % the students need to know about the rules of discussion. And for question number 4, can be known that 85, 36 % the students like discussion technique in teaching speaking and others were not. For question number 5, can be known that 65,84 % the students active in discussion activity when discussion technique was implemented and others were not.

For question number 6, can be known that 97, 55 % the students did not use English when they discussion and others were use. For question number 7, can be known that 87,79 % the students pay attention to their

friends when their friend share their idea or opinion and others were not. And for question number 8, can be known that 92, 67 % the students answered that discussion technique were helped them, the students more enjoy in speaking. For question number 9, can be known that 90, 23 % the students there were progressions in speaking when discussion is applied and others were not. And for question number 10, can be known that 87, 79 % the students answered that discussion technique can make students more motivated in speaking and others were not.

For question number 11, can be known that 63, 4 % the students often find difficulties in discussion technique and others were not. For question number 12, can be known that 70, 72 % the students rarely ask the teacher when they find difficulties in discussion technique and others were not. For question number 13, can be known that 75, 6 % the students answered that the teacher often answers their questions and others were not. For question number 14, can be known that 53, 64 % the students ever make mistakes during discussion technique is applied and others were not.

For question number 15, can be known that 92, 67 % the students answered that the teacher often corrects the students' mistakes and others were not. For question number 16, can be known that 87,8 % the students answered that the teacher often motivate the students to active during discussion technique and others were not. For question number 17, can be known that 75, 6 % the teacher dominates the class during discussion technique and others were not. For question number 18, can be known that

90, 24 % the students answered that the topic interested and others were not. For question number 19, can be known that 95, 11 % the students answered that the topic help the students to be active in discussion during the discussion technique is applied and others were not. For the last question, can be known that 97, 55 % the students answered that discussion technique needs to be applied in their school.

3. **The process of assessments**

Every teaching and learning process needs evaluation. Evaluation is used to check and test the students' learned results and ability. The evaluation that did by the writer and the teacher to the students of XI-4 of science department is oral interview by recording process to the students speaking ability. Recording is the process to record voice that produced orally using recording media. The recording that did by the writer is using recording media in the mobile phone and using tape recorder.

g. First and second meeting

The teacher asked the students to discuss their topic in a group then presents their discussion's results in pairs. To assess the students speaking skill the teacher recorded their voice, and gave them several questions to check the students understanding. Not only recorded but also took a note on the students' activity. And the result is the students have difficulties in expressing their ideas because of their vocabularies were less. Therefore, for the next meetings that the writer gave several vocabularies that related with the topics to the students.

h. Third and fourth meeting

The teacher asked the students to discuss their topic in a group then present their discussion's results and shared with other groups by doing answer-questions, and the teacher gave several questions to check their understanding about their topics. The teacher recorded the students' voice one by one. And the result is the students have improved their vocabularies.

i. Fifth and sixth meeting

The teacher did oral interview to the students, and to assess the students' speaking skill the teacher asked them to presents their discussion results. And to assess the students individually the teacher asked them to come to the writer to do the oral interview to check their understanding, not only their understanding but also their accent, grammar, vocabulary, and their fluency.

The Example of Scoring Students

➢ Ahmad .Khafidzyi.

1. *Accent*: 3 (score: 2), it means that the frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. For example: he said, "something dangerous and forbid-forbid-em……eem forbidden for our life.

2. *Grammar*: 2(score: 12), it means that constant errors showing control of very few major patterns and frequently preventing communication.

For example: Wrong : I understanding the lesson now

Right   : I understand the lesson now

3. *Vocabulary:* 2 (score: 8), it means that the vocabulary is limited to basic personal and survival areas (time, food, transportations, family). For example: he did not know the meaning of vehicle, crowded, ride.

4. *Fluency*: 4 (score: 8), it means that the speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. For example: I agree with your opinion but I think, maybe eem….yes it is right.

5. *Comprehension*: 3 (score: 12), it means that understands careful, somewhat simplified speech when engaged in a dialogue, but many require considerable repetition and rephrasing. For example:

A: Do you like watching TV?

B: Yes, I like

A: What do you think of film in TV?

B:What….? I don't know. eemm….repeat again…….please!

The total score is: 2+12+8+8+12=42 (1+ level). It means that he was able to ask and answer the questions on topic which were familiar to him and he can understand and participate in a simple conversation. In the first

meeting he is still low but in the next meeting, he was improved the speaking. The teacher always changes the method in assessing students speaking skill and thinks the way of teaching learning process, how to make the students improve in every meeting.

4. **The students' score**

The writer was analyzed that the students can improve their score in every criterion. In the second meeting there were 7 students who can improve their score in accent. No body who can improve their score in grammar. There were 11 students who can improve their score in vocabulary. There were 26 students who can improve who can improve their score in fluency and there were 9 students who can improve their score in comprehension.

For the third meeting, there were 21 students can improve their score in accent. There were 12 students who can improve their score in grammar. There were 15 students who can improve their score in vocabulary. There were 28 students who can improve their score in fluency. There were 25 students who can improve their score in comprehension.

For the last meeting, there were 18 students who can improve their score in accent. There were 17 students who can improve their score in grammar. There were 35 students who can improve their score in vocabulary. There were 18 students who can improve their score in

fluency. There were 31 students who can improve their score in comprehension.

From the explanation above, we can conclude that the students can improve their score in different criteria. It means that this study was success to improve their speaking competence which can be seen from their score in speaking class. Although in the first meeting their score was not quite good but the students can improve their score in every meeting.