CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

A. Research Findings

In this chapter, the researcher would like to describe and discuss the findings of the research. This study is classroom action research on the use of talking chip technique in coping with students' reticence in speaking activity. Its purpose is to know students ability in speaking through talking chip technique especially at the eleventh grade of social program of MAN Kendal in the academic year of 2015/2016. In this finding, the researcher presents the result of research and the analysis of the data collected which are pre-cycle, cycle I and cycle II. The descriptions of each cycle are as follow:

1. Pre-cycle

The pre-cycle was conducted on Monday, 9th of May 2016. In this stage, the researcher joined the speaking class and observed the initial condition and students' activity in the class to identify the problem.

In this meeting, the teacher was done teaching learning process as usually was done by the teacher (teacher learning center) using non-talking chip technique. The teacher began the learning process by introducing Narrative text based on its definition, social function, language feature and generic structure.

In teaching and learning process many students were reticence. They just listened what the teacher explained to them. When, the teacher gave them opportunity to ask something, they didn't ask anything and they just kept silent. Meanwhile, when the teacher asked them some questions only a few students who could answer the questions.

After explaining the lesson, the teacher asked students to read a story about "Tangkuban Prahu" loudly. After that, the teacher asked all students some questions orally. But only a few students could answer the question orally and most of them were silent or just followed their friends' answer. Sometimes teacher pointed some students to answer the question that had given by the teacher randomly. It made the students didn't get equal opportunity to speak up. While the students answered the question from the teacher, the researcher was identifying students' problem on speaking, observing students' reticence in speaking activity and giving score for them. The result of students' reticence based on the observation checklist was as follows:

Table 3
Students' reticence in pre-cycle

No	Indicators	None 100%	Most 60%-80%	Half 50%	Many 20%-40%	Few <20%	All 0%
		5	4	3	2	1	0
1.	Students do not respond to the teacher's question		√				
2.	Students are not active in class discussion		√				
3.	Students do not accomplish their task			√			
4.	Students are apathetic toward the learning process		√				

$$Score = \frac{Total\ Score \times 100\%}{Maximum\ Score}$$

$$Score = \frac{15 \times 100\%}{20}$$

$$= 75\%$$

The result of the observation checklist was 75%, it meant poor. The researcher concluded that the students did not really involved in speaking activity and they were apathetic

toward the learning process. Most of students did not participate fully in class, that could be seen from their responds to the teacher and the material given.

From the problem found in pre-cycle observation, researcher planned to use talking chip technique in speaking activity in order to make students interested and enjoyed speaking activity. The researcher considered that by giving continuous enhancement to the students, they would get better result, and the researcher was also aware that teacher's ability to carry out the material in teaching learning process is an important part.

The researcher also took speaking score that would be compared in the first cycle of applying talking chip technique.

The following table is the students' speaking score in the pre-cycle step.

Table 4
Students' Score in Pre-Cycle

No.	Students' Code	Score
1.	A-1	64
2.	A-2	61
3.	A-3	80
4.	A-4	75
5.	A-5	73
6.	A-6	72
7.	A-7	76
8.	A-8	73
9.	A-9	75
10.	A-10	71
11.	A-11	68
12.	A-12	76

13.	A-13	72
14.	A-14	71
15.	A-15	59
16.	A-16	63
17.	A-17	72
18.	A-18	69
19.	A-19	74
20.	A-20	67
21.	A-21	73
22.	A-22	76
23.	A-23	75
24.	A-24	75
25.	A-25	70
26.	A-26	74
27.	A-27	72
28.	A-28	73
Total Score		1999
Minimum		59
Maximum		80

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

Explanation:

M   : the average of the students' score

ΣX : total score

N   : the number of students

$$M = \frac{1999}{28}$$

M = 71.3

After getting the mean of each element in speaking skill, the researcher formulated the result to get the total mean score as follow:

Mxt : $\dfrac{\Sigma^{xt}}{S_{max}}$ x 100%

Mxt : the mean of total score

$\Sigma^{x\,t}$: the number of total

S_{max} : maximum score for speaking skill elements

Mxt : $\dfrac{71.3}{100}$ x 100%

The average score of the students' test for pre cycle test was 71.3%. It meant that the result was average. It didn't mean that the result was enough, because it was lower than the criterion that has been stipulated by KKM (Kriteria Ketuntasan Minimal/ Minimum Passing Grade Criteria) which is 75.

Based on the phenomenon above, the researcher believed that students' ability in speaking still low, many students had difficulties in speaking, that was because students had little practice in speaking and must be improved by varying teaching method using the new technique. They also still had limited vocabularies to reveal what was in their mind, they didn't know how to pronounce some words well, they were nervous or shy to speak English and they still felt reluctant and less motivated to speak in English.

2. First Cycle

This activity was done on Wednesday 11th of May 2016. In this activity, the teacher taught speaking using talking chip technique, it made students paid attention. Before the teacher did the action, the teacher began to explain to the students about talking chip technique, gave overview, and how to work with it. First time, the students faced difficulties about the teacher meant, but not long after that, by brief explanation from the teacher, students could understand and got the point of talking chip technique. Because this research was classroom action research, there were four steps: planning. Acting, observing and reflecting.

a. Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then researcher prepared the teaching learning process resources, such as the materials, the example of Narrative text, the test, observation checklist list in order to know students' change of reticence in joining teaching learning process and students' attendance.

From the planning above, the teacher used lesson plan as the form to implement the action. In the first cycle, teacher used Narrative text by the title of " The cake and the small ants".

b. Acting

In this step, researcher conducted activities according to the schedule that was arranged in planning stage. As acting, researcher began the class by giving some explanations that is related to the material in order to bring them understanding the whole material well. After that the researcher divided students into 7 groups and gave Narrative text entitled "Queen of Arabia and Three Sheiks" that would be discussed and read by students in their groups.

After reading the text, students guided by the researcher to apply talking chip technique. Researcher asked students to answer the question on talking chip in group.

c. Observing

In this stage the researcher observed the students' change of reticence while they were been taught using talking chip technique. It was observed by the observation scheme made by the researcher to monitor and evaluate students' enthusiasm and engagement during learning process. The purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process. The score of observation was as follow:

Table 5
Students' reticence in Cycle 1

No	Indicators	None 100%	Most 60%-80%	Half 50%	Many 20%-40%	Few <20%	All 0%
		5	4	3	2	1	0
1.	Students do not respond to the teacher's question			√			
2.	Students are not active in group discussion						√
3.	Students do not accomplish their task			√			
4.	Students are apathetic toward the learning process				√		

$$\text{Score} = \frac{\text{Total Score x 100\%}}{\text{Maximum Score}}$$

$$\text{Score} = \frac{8 \text{ x } 100\%}{20} = 40\%$$

According to the result of the observation above could be concluded that students' change of reticence decreased from the pre-cycle result and it showed that

most of students joined the class enthusiastically. It meant good. They paid attention to the lesson, although some students made noisy when discussed about the topic.

d. Reflecting

Based on the activity during cycle 1, the researcher noted that there were some problems should be solved in the next cycle, the problems were as follow:

1) Because of the results based on the observation checklist in the first cycle was not satisfying enough, the teacher and the researcher discussed about the activity in the next cycle to solve the problems, especially in students' change of reticence during talking chip technique.

2) When the activity in progress, the researcher found some students didn't read narrative text seriously. It was the duty of the teacher to give more attentions and motivation toward the students in order to have a will or interest to read narrative text seriously in group. It can be done by calling their name and approached them, and asked their problems related to the theme that may influenced to their change of reticence.

3) The text that used by the teacher was long and it need to shorten the text for the next cycle.

After the whole activity had finished, the researcher assessed the students' speaking result. The result of the speaking test in cycle I was as follow:

Table 6
Score Test in Cycle 1

No.	Students' Code	Score
1.	A-1	72
2.	A-2	70
3.	A-3	89
4.	A-4	84
5.	A-5	80
6.	A-6	77
7.	A-7	79
8.	A-8	79
9.	A-9	80
10.	A-10	80
11.	A-11	76
12.	A-12	80
13.	A-13	76
14.	A-14	74
15.	A-15	69
16.	A-16	71
17.	A-17	76
18.	A-18	73
19.	A-19	84
20.	A-20	76
21.	A-21	80
22.	A-22	84
23.	A-23	86
24.	A-24	83
25.	A-25	77
26.	A-26	82
27.	A-27	76
28.	A-28	77

Total Score	2189
Minimum	69
Maximum	89

M: $\dfrac{\Sigma X}{N}$

$M = \dfrac{2189}{28}$

$M = 78.2$

 After getting the mean of each element in speaking skill, the researcher formulated the result to get the total mean score as follow:

$Mxt \quad : \quad \dfrac{\Sigma^{xt}}{S_{max}} \quad x\ 100\%$

$Mxt \quad : \quad \dfrac{78.2}{100} \quad x\ 100\%$

 From the result above, it was clear that the average of students' test result of the first cycle was 78.2%, it was good. There was enhancement comparing to the pre-cycle. But the students still had difficulty to share what were on their mind. There were pausing when they were speaking. Hence, the researcher decided to conduct the next cycle and the teacher intended to give better explanation to them.

3. Second Cycle

This activity was done on April 21, 2016. In this cycle, the researcher prepared planning as well as previous one. The difference was in the second cycle researcher used short narrative text. Researcher chose short narrative text because it made students didn't difficult to understand the story. The researcher also reviewed previous lesson to enhance students' speaking. In this phase, the teaching learning process ran well. The students were interested in this technique.

In this cycle, students were actively involved; they tried to deliver their opinion to the other friends, caught what their friends' said, and didn't feel shy to speak up.

a. Planning

In this step, the researcher prepared the attendance list, observation scheme, material and narrative text. The researcher also arranged the lesson plan and the test. But the way the researcher gave the material was different from the previous cycle because in this cycle the explanation and the example were emphasized on the parts that students still found them difficult to understand. Researcher also motivated students to be confident and not worry for making mistake in speaking activities.

In this cycle the researcher gave different title of narrative text. The activity was same with the previous cycle. The teacher divided students into 7 groups; each group consisted of 4 students. In this cycle, researcher used short narrative text.

b. Acting

In this step, researcher conducted activities according to the planning that was arranged. As acting, researcher began the class by reviewing the material, and gave more explanations to the question proposed by students. Researcher also gave motivations to students to be brave and confident in speaking activity. After knowing all of students understood the material, researcher began to divide students into 7 groups and gave a narrative text entitled "The cat and the wolf" topic that would be discussed and read by students in their groups. After reading and discussion the text, students guided by the researcher to have discussion using talking chip technique.

c. Observing

In this stage the researcher observed the students' change of reticence while they were been taught using talking chip technique. It was observed by the observation scheme made by the researcher to monitor and evaluate students' enthusiasm and engagement during learning

process. The purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process. The score of observation was as follow:

Table 7

Students' reticence in Cycle 2

No	Indicators	None 100%	Most 60%-80%	Half 50%	Many 20%-40%	Few <20%	All 0%
		5	4	3	2	1	0
1.	Students do not respond to the teacher's question				√		
2.	Students are not active in group discussion						√
3.	Students do not accomplish their task					√	
4.	Students are apathetic toward the learning process					√	

$$\text{Score} = \frac{\text{Total Score x 100\%}}{\text{Maximum Score}}$$

$$\text{Score} = \frac{4 \text{ x } 100\%}{20}$$

$$= 20\%$$

According to the result of the observation above and compared with the previous observation. It could be concluded that almost all of students joined the class enthusiastically. It meant it was better than the first cycle. They paid attention to the lesson and enthusiastically involved in group work. They were confident to speak up and accomplish the task. students were enthusiastic toward the learning process.

d. Reflecting

The result of the second cycle disproved that the reflections in the first cycle were answered in the second cycle. It was also better than previous one. They were enthusiastic in learning process. The condition of the class was getting better. The students' change of reticence decreeased. They listened to the teacher's explanation and respond to the teacher' question, they did not make noisy in learning activity. The students took active part in group.

After implementing the test, the researcher examined the answer sheets and found the results.

Table 8
Score Test in Cycle 2

No.	Students' Code	Score
1.	A-1	78
2.	A-2	78
3.	A-3	92

No.	Students' Code	Score
4.	A-4	85
5.	A-5	83
6.	A-6	80
7.	A-7	83
8.	A-8	80
9.	A-9	81
10.	A-10	84
11.	A-11	77
12.	A-12	86
13.	A-13	78
14.	A-14	79
15.	A-15	76
16.	A-16	77
17.	A-17	78
18.	A-18	78
19.	A-19	85
20.	A-20	77
21.	A-21	83
22.	A-22	86
23.	A-23	90
24.	A-24	91
25.	A-25	79
26.	A-26	86
27.	A-27	78
28.	A-28	79
Total Score		2287
Minimum		76
Maximum		92

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

$$M = \frac{2287}{28}$$

$$M = 81.7$$

After getting the mean of each element in speaking skill, the writer formulated the result to get the total mean score as follow:

$$Mxt \quad : \quad \frac{\Sigma^{xt}}{S_{max}} \quad x \; 100\%$$

$$Mxt \quad : \quad \frac{81.7}{100} \quad x \; 100\%$$

The result above showed that the result of the second cycle was better than the previous one. The result was 81.7%, it was excellent. However, there was enhancement for the students' change of reticence and speaking skill in speaking activity, although it should be step by step.

The researcher concluded that the problems have been solving using talking technique. Using talking chip technique helped students to speak because they had equal opportunity to share their ideas. The students also could work in group and discuss with their friends actively and enthusiastically.

B. Research Analysis

After the researcher implemented the use of talking chip technique in speaking activity, the researcher got the data from each cycle. It was analyzed in each cycle and the researcher got the result of the classroom action research. The observation result of research showed that there was significant decreasing of

students' change of reticence that was taught by using talking chip technique. The observation result from pre cycle until the second cycle can be seen briefly as follow:

Students' Change of Reticence Diagram
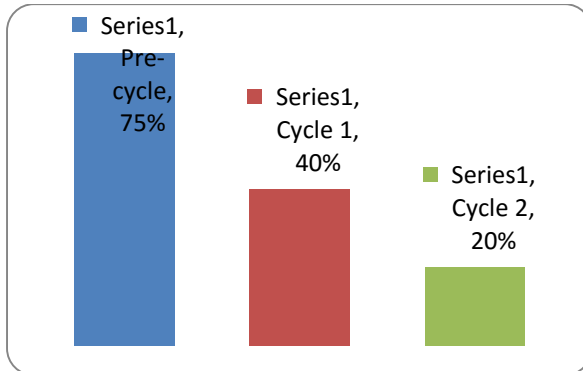
Based on the observation checklist. In the pre-cycle, students' reticence was 75%, it meant poor and there was no half of total students actively involved in the learning process. Students felt bored in class. Three students were sleepy in class. Teacher didn't use method that made students had equal opportunity to speak. Few students tended to dominate in speaking activity by answering teacher's question and many reticent students just kept silent.

After being taught in the first cycle using talking chip technique, students' change of reticence was 40%. It meant most of students involved in the learning process using talking chip technique. Students paid attention to researcher explanation because researcher tried to catch the attention from the students by

showing some pictures of narrative story. All of students participated in group discussion, although few students didn't really serious to read narrative text when researcher gave time to read it and tended to converse with their friends, but they could finish their group work well. They were enthusiastic using talking chip technique in speaking activity. They said that they never had discussion like this before.

In the second cycle, the observation of students' change of reticence decreased. It was 20% and it meant almost all of students involved in the learning process actively. The students involved in the learning process from the beginning until the discussion phase and closing. In this cycle all of students read narrative text seriously. They discussed the story in their group together. Researcher gave short narrative story to make them more interested in reading the text. Students participate fully in group discussion and they were not reticent in speaking activity. They felt enjoyed to use talking chip technique and they didn't felt shy to speak up in front of their friends. So, it meant students' reticence decreased in every cycle after using talking chip technique, almost all students were not reticent anymore by using this technique.

There was also significant improvement of students' speaking score that was taught by using talking chip technique. The result of the test from pre cycle until the second cycle can be seen briefly as follow:

Table 9
The Improvement of Students' Score in Pre Cycle,
Cycle 1 and Cycle 2

No.	Students' Code	Pre-Cycle	Cycle 1	Cycle 2
1.	A-1	64	72	78
2.	A-2	61	70	78
3.	A-3	80	89	92
4.	A-4	75	84	85
5.	A-5	73	80	83
6.	A-6	72	77	80
7.	A-7	76	79	83
8.	A-8	73	79	80
9.	A-9	75	80	81
10.	A-10	71	80	84
11.	A-11	68	76	77
12.	A-12	76	80	86
13.	A-13	72	76	78
14.	A-14	71	74	79
15.	A-15	59	69	76
16.	A-16	63	71	77
17.	A-17	72	76	78
18.	A-18	69	73	78
19.	A-19	74	84	85
20.	A-20	67	76	77
21.	A-21	73	80	83
22.	A-22	76	84	86
23.	A-23	75	86	90
24.	A-24	75	83	91
25.	A-25	70	77	79
26.	A-26	74	82	86
27.	A-27	72	76	78
28.	A-28	73	77	79
Sum		1999	2189	2287
Average Mean		71.3	78.2	81.6

As whole the meetings ran well. There were some significant enhancements from cycle one to cycle two. In the pre-cycle, all of students have been doing the test, and the average result was 71.3. In this activity, the teacher used conventional method. The researcher did not use talking chip technique as teaching method.

In the first cycle, the average result was 78.2. The researcher began to use talking chip technique to teach the students. In the first cycle using of talking chip technique, the students' average enhanced than the pre-cycle one. Although the average enhanced, there were some students who got the score under KKM (Kriteria Ketuntasan Minimal/ Minimum Passing Grade Criteria). This was caused by students' understanding to narrative text.

In the second cycle, the average result was 81.6. Before the lesson began, the researcher asked the students to pay attention more to the lesson. All activities in this cycle ran well. It showed that there were some significant enhancements in the students' speaking score. Furthermore, there was also enhancement from pre cycle until cycle two. The researcher felt that the implementation of talking chip technique as teaching technique to improve students' speaking was successful, because talking chip technique is interesting teaching technique to the students. It engaged students directly to involve in the learning process. Students had equal opportunity to speak. So they were not reticent

in speaking activity. When they were not reticent they could perform well in speaking activity and it implied to their good speaking score.