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 research is classroom action research on the increasing students' ability in dictation by using spelling bee game in learning menu. Its purpose is to describe the process of using SBG in learning menu to increase students' ability in dictation and to analyze students' ability in dictation before and after the implementation of the game in learning menu, especially at the tenth grade students of Vocational High School Islamic Centre Baiturrahman Semarang in the Academic Year of 2015/2016. In this research, there were two cycles and before conducted the cycle, the researcher gave preliminary test (the researcher got base score of students' dictation ability) and compared with each cycle after being taught using SBG. The descriptions of each cycle are as follow:

1. Pre-cycle

Before conducting this action research, a pre-test was given. The purpose of pre-cycle was to know the students' ability in dictation. Pre-cycle was conducted on the 25th of January 2016. There were 34 students who followed the test.

In this meeting, the teacher did teaching learning process as usually was done by the teacher (teacher learning

center). The teacher began the learning process by introducing breakfast menu. Many students paid attention to the teacher but they looked bored and felt sleepy. They did not respond to the teacher's question. When the teacher asked question about material, they mostly kept silent. There were only three students who responded to the question and tried to answer it. Students did not ask question. When the researcher gave question session, most of them did not use the time to ask about their problem. They were not brave enough to ask question. There were only two students who tried to ask the question. When the researcher asked them to do the task, most of them did it with minimal effort. Moreover, there were some students who did other activities that were not related with the learning activity.

After explaining the material to students, students had to write breakfast menu dictated by the teacher. The purpose of the test was to measure the students' ability in dictation and to know students' basic score of dictation when they taught using conventional technique.

After implementing the test, the researcher examined the answer sheet and found the result.

Table 4
Students' Score in Pre-Cycle

No	Students' Code	Score
1.	A-1	40
2.	A-2	70
3.	A-3	50
4.	A-4	Absent
5.	A-5	60
6.	A-6	50
7.	A-7	40
8.	A-8	50
9.	A-9	60
10.	A-10	40
11.	A-11	50
12.	A-12	40
13.	A-13	70
14.	A-14	70
15.	A-15	70
16.	A-16	60
17.	A-17	60
18.	A-18	50
19.	A-19	40
20.	A-20	50
21.	A-21	40
22.	A-22	60
23.	A-23	50
24.	A-24	50
25.	A-25	70
26.	A-26	40
27.	A-27	40
28.	A-28	40
29.	A-29	40
30.	A-30	70
31.	A-31	40
32.	A-32	Absent

33.	A-33	70
34.	A-34	50
35.	A-35	60
36.	A-36	60
Total Score		1800
Minimum		40
Maximum		70

$$Me = \frac{\sum xi}{n}$$

$$Me = \frac{1800}{34}$$

$$Me = 53$$

After getting the mean of test, the writer formulated the result to get percentage of score as follow:

$$Me = \frac{\sum xi}{n} x100\%$$

$$Me = \frac{53}{100} x \, 100\%$$

$$= 53\,\%$$

The average score of the students' test for pre cycle test was 53%. It meant that the result failed, because it was lower than the criterion that has been stipulated by KKM (Kriteria Ketuntasan Minimal/ Minimum Passing Grade Criteria) which is 72.

The researcher also observed students' activities in this pre-cycle that would be compared in the first cycle of

applying SBG technique. The result of students' activities based on the observation checklist was as follows:

Table 5
Result of Observation in Pre-Cycle

NO	INDICATORS	Total of Students
		Pre-Cycle
1.	Paying Attention	32
2.	Asking Question	2
3.	Responding to Question	3
4.	Accomplishing Task	5
5.	Being Enthusiastic an English Game	0

Based on the observation in this activity, most of the students had difficulties to ask question toward the material. They also did not response teacher's question. They kept silent in the question session and they were lazy to accomplish the task given by the teacher. After doing the test, researcher decided to use another technique to make students interested and enjoyed the writing class in order to increase students' ability in dictation in learning menu text, the technique is SBG technique. 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.

2. First Cycle

This activity was done on the 28th of January 2016. The teacher announced the result of test. Knowing the students' result from the pre cycle was not satisfied enough or fair. The teacher told the students' score of the test was not satisfying enough and it did not reach the KKM (Kriteria Ketuntasan Minimal/ Minimum Passing Grade Criteria).

In this activity, the teacher taught Menu using SBG technique, it made students paid attention. Before the teacher did the action, the teacher began to explain to the students about SBG technique, gave overview, and how to work with it. 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 menu text, the test, observation scheme in order to know students'activities in joining teaching-learning process and students' attendance.

From the planning above, the teacher used lesson plan as the form to implement the action will be done. In the first cycle, teacher used menu text by the title of "Lunch".

b. Acting

In this step, researcher conducted activities according to the schedule that was arranged in planning stage. 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 2 groups and started to play SBG game.

c. Observing

In this stage the researcher observed the students' activities while they were been taught using SBG 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 results of observation were as follow:

Table 6
Score of Observation in Cycle 1

NO	INDICATORS	Total of Students
		Cycle-1
1.	Paying Attention	36
2.	Asking Question	4
3.	Responding to Question	36
4.	Accomplishing Task	22
5.	Being Enthusiastic an English Game	36

According to the result of the observation above could be concluded that students' activities enhanced from the pre-cycle result and it showed that most of students joined the class enthusiastically, they gave response to the teacher's question. It meant good. They paid attention to the lesson, although only few students who asked question and some of them didn't do the homework given by the teacher.

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) The media used should be changed to help student easily recognize the sound of vowel letters that made them confuse in pronouncing it and to engage students' enthusiasm in learning menu text so that they are actively involved during learning process.

2) In this cycle, only few students who asked question. So, the teacher and the researcher discussed about the activity in the next cycle to solve the problems.

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

Table 7
Score Test in Cycle 1

No	Students' Code	Score
1.	A-1	60
2.	A-2	70
3.	A-3	60
4.	A-4	60
5.	A-5	70
6.	A-6	70
7.	A-7	60
8.	A-8	60
9.	A-9	80
10.	A-10	60
11.	A-11	70
12.	A-12	60
13.	A-13	90
14.	A-14	90
15.	A-15	80
16.	A-16	60
17.	A-17	70
18.	A-18	60
19.	A-19	60
20.	A-20	80
21.	A-21	60
22.	A-22	70
23.	A-23	60
24.	A-24	90
25.	A-25	80
26.	A-26	60
27.	A-27	60
28.	A-28	60
29.	A-29	80
30.	A-30	60
31.	A-31	60
32.	A-32	60

33.	A-33	70
34.	A-34	70
35.	A-35	60
36.	A-36	60
Total Score		2430
Minimum		60
Maximum		90

$$Me = \frac{\sum xi}{n}$$

$$Me = \frac{2430}{36}$$

$$M = 68$$

After getting the mean of test, the writer formulated the result to get percentage of score as follow:

$$Me = \frac{\sum xi}{n} x100\%$$

$$Me = \frac{68}{100} \text{ x } 100\%$$

$$Me = 68 \%$$

From the result above, it was clear that the average of students' test result of the first cycle was 68 %, it was good. There was enhancement comparing to the pre-cycle. Unfortunately, the result still failed, students still had difficulty to pronounce vowel letters. They were many mistakes in writing menu text because they were confused to

differentiate the vowel letters dictated by the teacher. Because of it, the result was still lower than the criterion that has been stipulated by KKM (Kriteria Ketuntasan Minimal/ Minimum Passing Grade Criteria) which is 72. So, 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 the 4th of February 2016. In this cycle, the researcher prepared planning as well as previous one. The teacher reviewed previous lesson, improved learning tool to increase students' ability in dictation. In this phase, the teaching learning process ran well. The students were interested in this technique.

In this cycle, students were actively involved. They could pronounce the alphabet letters well. They participated actively during teaching-learning process and answered all of questions given by the teacher related with spelling.

a. Planning

The researcher and the teacher started the lesson by motivating the students and the researcher also announced the result of yesterday's test. The researcher told the students score of the test was better than the pre-cycle score.

In this stage, researcher prepared the learning instrument such as follows:

1) Lesson plan based on the teaching material
2) Menu text
3) Test
4) Observation scheme
5) Students' attendance list

In this cycle the researcher gave same theme of menu text. Even the theme was same, but in this cycle the researcher specified the material in dessert of lunch menu. The activity was same with the previous cycle. The teacher divided students into 2 groups. In this cycle, researcher changed the media used as the stimulus before starting the teaching-learning process to increase the students in comprehending the material.

b. Acting

In this step, researcher conducted activities according to the planning that was arranged. Researcher began the class by reviewing the material and gave more explanations to the question proposed by students. After knowing all of students understood the material, researcher began to divide students into 2 groups and started to play SBG technique.

c. Observing

In this stage the researcher observed the students' activities while they were been taught using SBG 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 results of observation were as follow:

Table 8
Score of Observation in Cycle 2

NO	INDICATORS	Total of Students
		Cycle-2
1.	Paying Attention	35
2.	Asking Question	12
3.	Responding to Question	35
4.	Accomplishing Task	29
5.	Being Enthusiastic an English Game	35

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 very good than the first cycle. They paid attention to the lesson and enthusiastically involved in the teaching-learning process, they could ask questions and gave response toward teacher's questions. They enjoyed learning the material with SBG technique.

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. There was an

enhancement in this cycle. The condition of the class was getting better. The students' ability in dictation enhanced. They listened to the teacher's explanation and did not make noisy in learning activity. The students took active part in the game.

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

Table 9
Score Test in Cycle 2

No	Students' Code	Score
1.	A-1	90
2.	A-2	70
3.	A-3	70
4.	A-4	90
5.	A-5	100
6.	A-6	80
7.	A-7	70
8.	A-8	70
9.	A-9	100
10.	A-10	70
11.	A-11	80
12.	A-12	70
13.	A-13	90
14.	A-14	100
15.	A-15	90
16.	A-16	90
17.	A-17	80
18.	A-18	80
19.	A-19	70
20.	A-20	80
21.	A-21	70
22.	A-22	90

23.	A-23	70
24.	A-24	90
25.	A-25	80
26.	A-26	70
27.	A-27	70
28.	A-28	90
29.	A-29	90
30.	A-30	100
31.	A-31	80
32.	A-32	90
33.	A-33	90
34.	A-34	80
35.	A-35	90
36.	A-36	A
Total Score		2890
Minimum		70
Maximum		100

$$Me = \frac{\sum xi}{n}$$

$$Me = \frac{2890}{35}$$

$$M = 83$$

After getting the mean of test, the writer formulated the result to get percentage of score as follow:

After getting the mean of test, the writer formulated the result to get percentage of score as follow:

$$Me = \frac{\sum xi}{n} x100\%$$

$$Me = \frac{83}{100} \text{ x } 100\%$$

$$Me = 83\%$$

The result above showed that the result of the second cycle was better than the previous one. The result was 83%, it was excellent. However, there was enhancement for the students' activeness and students' ability in dictation, although it should be step by step.

The researcher concluded that the problems have been solving using SBG technique. Using SBG technique made the students understood the spelling well so that the students were able to write menu text correctly. It meant the students' ability in dictation increased a lot.

B. Research Analysis

After the researcher implemented SBG technique in teaching menu, the researcher got the data from observation and test. It was analyzed of first cycle and second cycle, and the researcher got the result of Classroom Action Research.

The first is the data from observation. The observation of student learning activities in this research was done by collaborator. It observed students' activities in the pre-cycle that would be compared in the first and second cycle of applying SBG technique. There were five items of the observation scheme.

The result of students' activities based on the observation scheme was as follows:

Table 10

Score of Observation in Pre-Cycle

NO	INDICATORS	Total of Students		
		Pre-Cycle	Cycle-1	Cycle-2
1.	Paying Attention	32	36	35
2.	Asking Question	2	4	12
3.	Responding to Question	3	36	35
4.	Accomplishing Task	5	22	29
5.	Being Enthusiastic an English Game	0	36	35

From the data above, it will be analyzed by calculating the percentage from the checklist as the pattern below:

$$P = \frac{\sum f}{n} \times 100\%$$

Table 11

Students Data of Observation Check List

NO	INDICATORS	Total of Students		
		Pre-Cycle	Cycle-1	Cycle-2
1.	Paying Attention	94%	100%	100%
2.	Asking Question	6%	11%	34%
3.	Responding to Question	9%	100%	100%
4.	Accomplishing Task	15%	61%	83%
5.	Being Enthusiastic an English Game	0%	100%	100%

The result of the test from pre-cycle until second cycle briefly could be seen in the table 12 below:

Table 12
Enhancement the Average of Students' Score on Pre Cycle,
Cycle 1 and Cycle 2

No	Students' Code	Pre-Cycle	Cycle-1	Cycle-2
1.	A-1	40	60	90
2.	A-2	70	70	70
3.	A-3	50	60	70
4.	A-4	Absent	60	90
5.	A-5	60	70	100
6.	A-6	50	70	80
7.	A-7	40	60	70
8.	A-8	50	60	70
9.	A-9	60	80	100
10.	A-10	40	60	70
11.	A-11	50	70	80
12.	A-12	40	60	70
13.	A-13	70	90	90
14.	A-14	70	90	100
15.	A-15	70	80	90
16.	A-16	60	60	90
17.	A-17	60	70	80
18.	A-18	50	60	80
19.	A-19	40	60	70
20.	A-20	50	80	80
21.	A-21	40	60	70
22.	A-22	60	70	90
23.	A-23	50	60	70
24.	A-24	50	90	90
25.	A-25	70	80	80
26.	A-26	40	60	70
27.	A-27	40	60	70
28.	A-28	40	60	90

29.	A-29	40	80	90
30.	A-30	70	60	100
31.	A-31	40	60	80
32.	A-32	Absent	60	90
33.	A-33	70	70	90
34.	A-34	50	70	80
35.	A-35	60	60	90
36.	A-36	60	60	Absent
Sum		1800	2430	2890
Average Mean		53	68	83

As whole the meetings ran well. There were some significant enhancements from cycle one to cycle two toward the students' ability in dictation in learning menu. In the pre-cycle, all of students have been doing the test, and the average result was 5.3. In this activity, the teacher used conventional method. The teacher did not use SBG technique as teaching method. In teaching-learning process many students did not respond to the teacher's question. They also did not ask question, when the teacher gave question session, most of them did not use the time to ask about their problem. When the teacher asked them to do the task, most of them did it with minimal effort. Moreover, there were some students who did other activities that were not related with the learning activity.

In the first cycle, the average result was 68. The researcher began to use SBG technique to teach the students. In teaching learning process, there were many of students paid attention to the lesson but in question session, most of students

were shy to ask question in the class. To solve this problem, the researcher gave more attention to them. She encouraged them by asking them to spell food menus. So that she could identify some letters that made the students confused in pronouncing them. In the first cycle using of SBG 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).

In the second cycle, the average result was 83. Before the lesson began, the researcher asked the students to pay attention more to the lesson and drilled the students to spell vowel letters. So, all activities ran well in this cycle.

The researcher concluded that the use of SBGtehnique in learning menu could help students to increase their ability in dictation. So, this Classroom action research of the implementation of SBG in learning menu was successful. It could be seen from the result of each cycle proved there were enhancements not only in teaching-learning activity but also from the result of the dictation test.