**CHAPTER IV**

**RESULT OF THE STUDY**

1. **Description of Data**

Before conducting the research, the researcher interviewed Mr. B as the English Teacher of second and third grade in MA Islamiyah to gain the information about the students’ interesting and scoring in English lesson especially in speaking ability.

According to Mr. B, the interesting and motivation to learn English lesson in this school in average –not just in second grade-- is still low and the most factor is because of the shyness. Meanwhile, the scoring of speaking ability is still under the minimum mastery level criterion (KKM). As the researcher mention before, this research is using cycling process of Classroom Action Researh. In this chapter, the researcher wants to describe the process of teaching speaking through VAK Learning Model and to find out the improving students’ speaking ability to the first semester of second grade of MA Islamiyah.

In this Classroom Action Research --which is conducted by two cycles— means, when the researcher had finished the first cycle but the learning model has not been effective yet to the students’ speaking ability or there are any problem with the teaching learning activity, then the researcher continued to conduct the second cycle.

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Both of the cycles use the same procedure which consist of planning, acting, observing and reflecting.

1. **Result of the First Cycle**
2. Planning

In the first cycle, the researcher arranged the lesson plan based on the syllabus and tried to use Visual, Auditory, Kinesthetic (VAK) Learning Model to know the improvement of students’ speaking ability. The researcher prepared the materal which is Report text generally and prepared some examples in Power Point slides. The researcher also prepared the observation checklist sheet about the teaching learning process in the English Speaking Classroom.

1. Acting

In the first cycle, the researcher covered into three meetings. Every meeting was 90 minutes. The first meeting conducted the brief introduction and explained the material, the second meeting conducted with the presentation of students’ work, the third meeting could be continued the students’ presentation’s in the last meeting.

The first meeting

The first meeting conducted on 27th of july 2018. In this meeting, Mr. B as the English Teacher of second grade in MA Islamiyah comed to the class with the researcher to introduced the researcher and the reason of the researcher came to their class. After the brief introduction, Mr. B leaved the class and gived the time for the reasercher to do the research. After that, the researcher started the class with asked the condition and the readiness of the students to start the teaching learning ctivity. The class began with the researcher asked about the today news. The students’ reacted in a variety answers, some students’ answer “*ada berita gempa Lombok ka! Apa gah bahasa inggrise kah? Earth quake ka! Earthquake in Lombok”* there’s also answer *“corruption ka, ada yang baru di tangkep tuh”,* also some students’ anwers about the Politics news. Reeacted to one of the answers which is *Lombok’s Earthquake,* the researcher did the dialogue about the topic by asked some questions about the victims, the degree of earth quake scala and more. This dialogue was conducted to stimulate the students’ to speak in Report text form and gave the motivation to them to speak in english even still mixed by their mother language. After the stimulate activity, the class continued with the explanation of the material which is Report Text that showed by the attractive power point through projector to make students’ interested and gained students’ focus also. The researcher also gave some example to checked the understanding of the students’ to the material and asked some students’ to came in front of the class and made an example of the Report text.

The researcher also did not forget to asked the understanding of the material to the student not by the yes/no ended question, but by called their name and gave them the example of the brief report text then they had to analyse the form of it text. The reason of the researcher called the students’ name was to gave them the notice feeling so they can felt that the researcher had attention to them and it stimulated the students’ to gave more focus in the teaching learning process.

After the researcher make sure the students’ had understood completely with the material, the researcher made the students’ collab in the small groups conduct 5-6 students’ each groups then made their own or internet report text and pasted it on the cardboard included the images of the topic. To make it easy to rated, the researcher add 4 topics, there are:

1. The traditional food of Banten
2. My village
3. The endangered animals; and
4. The vacation spot in Banten.

The presentation would be held in the next meeting. The last, the researcher asked the one of the students’ to give the brief conclusion about the material today then the researcher gave the advises.

The second meeting

The second meeting was conducted on 31th of July 2018. In this meeting the researcher asked the students’ to sit with their group and gave them 5 minutes to prepare the presentation. After the preparation time ended, the researcher asked one students’ from each groups came to the teacher desk and took the presentation numbers. Then the researcher called out the groups one by one and gave the time for them to present their work. Some of them still not ready to present because they still not mastered the topic and other reasons, “*Miss pake Bahasa Indonesia aja ya, kita belum siap kalo full English”* , or *“Miss pake English tapi boleh liat text nya ya”.*

The teaching learning process in the second meeting is not as smooth as the first one, the classroom was noisy because they focused on their own presentation and did the self discussion with their own group, it made the researcher can not heard the students’ which is presented their topic in front of class. After the third group finished their presentation, the researcher had to stop the learning activity and made the class calm and asked their readiness to do the presentation today, and their asked to continue the presentation next week because the not readiness of them to do the presentation today, also because of the time that left only 10 minutes more, then the researcher made a deal with the students’ with the conditions; they would seriously ready and would not saw the text in the presentation next week. The class ended with the advice of the researcher.

The third meeting

The third meeting was conducted on 03rd of August 2018. In this meeting, the teaching and learning activity continued the presentationed which is two groups more had to do the presentation today. Not as told in the deal last week, they still presented by speaking based on reading almost all of the text that their had prepared. After all of the group finished their presentation, the class ended by the motivation of the researcher which is told from the story to made them reflect on what they did today. The result of the first cycle was not really good. It could be seen from the following table:

**Table 4.1**

**The Students’ Speaking Score of Cycle 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Name** | **V** | **P** | **C** | **F** | **S** |
| 1 | LL | 2 | 3 | 3 | 2 | 50 |
| 2 | NS | 3 | 2 | 3 | 3 | 55 |
| 3 | MH | 4 | 4 | 4 | 3 | 75 |
| 4 | AW | 3 | 3 | 3 | 2 | 55 |
| 5 | AR | 3 | 2 | 3 | 3 | 55 |
| 6 | RM | 3 | 3 | 3 | 2 | 55 |
| 7 | SM | 3 | 4 | 4 | 4 | 75 |
| 8 | YY | 4 | 4 | 4 | 3 | 75 |
| 9 | SY | 3 | 3 | 3 | 2 | 55 |
| 10 | MR | 3 | 4 | 4 | 4 | 75 |
| 11 | KHA | 5 | 5 | 4 | 4 | 90 |
| 12 | AA | 3 | 2 | 3 | 3 | 55 |
| 13 | SA | 4 | 3 | 4 | 4 | 75 |
| 14 | MN | 2 | 3 | 3 | 3 | 55 |
| 15 | PS | 3 | 3 | 3 | 3 | 60 |
| 16 | FR | 3 | 2 | 3 | 2 | 50 |
| 17 | HN | 4 | 4 | 4 | 3 | 75 |
| 18 | SK | 3 | 3 | 3 | 2 | 55 |
| 19 | AU | 3 | 2 | 4 | 3 | 60 |
| 20 | PF | 4 | 4 | 3 | 4 | 75 |
| 21 | NT | 2 | 2 | 3 | 3 | 50 |
| 22 | SD | 4 | 3 | 4 | 4 | 75 |
| 23 | LP | 3 | 3 | 3 | 3 | 60 |
| 24 | AAG | 3 | 4 | 4 | 4 | 75 |
| 25 | SS | 3 | 3 | 3 | 3 | 60 |
| 26 | LA | 5 | 4 | 4 | 4 | 85 |
| 27 | MW | 3 | 4 | 4 | 4 | 75 |
| 28 | NH | 4 | 4 | 4 | 3 | 75 |
| Total | | | | | | 1830 |

Note:

V :Vocabulary

P :Pronunciation

C :Comprehension

F :Fluency

S :Score

From the table above, the researcher could calculate the means of the students’ speaking score and the percentage of the students’ passed the minimal mastery lever criterion (KKM) with the following formula:

Score M = ∑

=

= 65, 35

Then to know the minimal mastery level criterion (KKM) the writer used formula below:

Score P = x 100%

=

= 46,4 %

Based on the the calculation above, the mean score of students’ speaking ability from the first cycle is 65,35 and students’ which is passed the minimum mastery level criterion (KKM) only thirteen or 46,4 % students’. The improvement of students’ score of speaking ability through VAK Learning Model was still low.

1. Observing

In this phase, the researcher had to observe everything that happened during the teaching learning activity in the classroom. Such as, class’ situation, students’ response, students’ performance during presentation, students’ attention toward material, and else. Based on the observation in the first cycle, the students’ while the researcher gave the explanation about the material in generally good. The class was control when the researcher gave the explanation and they tried to take a noted on their books although there was also some students’ who distracted the explanation material activity with the nonsense questions.

However on the second and third meeting, in this cycle the teaching learning activity was distracted because the class situation was out of control. They had to do the presentation in front of class but a few students’ in the group still confused about the material that they had to present. So it made they do a discussion in their own group and made the class became so noisy, coupled with some students’ which is cheated each other about the game and any else. During the presentation activity, some students’ looked confused and asked their group’s friend during the presentation also the responded of the other students’ who had to act as the audience were busy with their own preparation and not listened to their friends who do a presentation in front of the class.

The researcher observed students’ activity during teaching learning process. The result of the observation was shown in the table below:

**Table 4.2**

**Observation Checklist in The First Cycle**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Observation category | Score | | | |
| 1 | 2 | 3 | 4 |
| 1 | Interest Action and Students’ Motivation   1. Students’ look enthusiastic in learning English 2. Students’ have a big interest in learning English |  |  |  |  |
| 2 | Teaching Learning Process   1. Students’ follow the teacher instruction 2. Students’ listen and response the teacher’s explanation about the material 3. Students’ speak in english well 4. Students’ participate in the group’s project and presenting |  |  |  |  |

The score of the observation following the formula below:

Score =

=

= 70,8%

Based on the result observation above, it can be concluded that many students’ joined the class enthusiastically although there are some obstacle in the presentation and groups work activity. The teaching and learning activity run quite well.

1. Reflection

Reflecting on the data that had collected and analyzed, the researcher found that students’ pronunciation and fluency in English speaking was still low. They still did not know how to pronounce the English words in right way also, when they had to speak English in front of class they still had to read what they prepared on the paper not speak on their own words yet (although a few of students’ trying hard to speak on their own language but still mixed with their mother language and dialect). Beside that, worked in the groups seemed could not saw ‘the real’ result of their speaking ability compleatly because the researcher could not knew which students’ did or did not work in their own group, so in the next meeting the researcher decided to got the students’ score by individually. Based on the result from the first cycle, the percentation of the students’ who passed the KKM is still low, just 46,4%. Its still far from the researchers’ target KKM which is 75%. Meanwhile, the result of observation showed that teaching learning activity had done quite well even there are some points had to improve and there are also problems that have to be solved. From the result above, there needs much of efforts to make the improvement of students speaking ability through VAK Learning model. It must be improved in the next cycle.

1. **Result of The Second Cycle.**
2. Planning

After finished the first cycle and got the result, the researcher decided to continue the research activity into second cycle. Before did the teaching learning activity in the class, the researcher had to revise the design of the lesson plan became more interested with revise the activity in the class with added an education game in the interval of learning activity, the researcher still used the same material which is Report text but changed the focus topic into the interested and familiar things for the students;

1. My favorite food
2. My favorite Indonesian movie; and
3. Popular online game

In order to make students’ enthusiastic and easy to expressed with their own words in English. So, hopefully with this revise could increased the KKM’s speaking ability of the second grade in MA Islamiyah.

1. Action

The second cycle was conducted into two meetings and was done in 6th and 10th of August 2018. In the first meeting the activity of teaching and learning was gave a task to students’ to write down the report text and choosed one of the topic that the researcher gave before (students’ can open their dictionary manual/electric to support the task). After their finished with the task, the researcher made a game time to chill their mood. The game is also taked the same topic of the task that their made before and turn it into the yes/no education game. Beside relaxing their mind, this game also made them spoke in report text form without their realize and it helped them to understanding the material in the practically way.

In the second meeting, the researcher still used the same topic but tried to make the students’ speak in different approach. The researcher tried to make the students’ speak individually with called their name one by one to sit in front the researcher and had the dialogue with the same topic in the last week. This cycle runned very well, even the students’ still shy to speak in English but it was improved from the last cycles. The details of this cycle can be shown from the table below:

**Table 4.3**

**The Students’ Speaking Score in The Second Cycle**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Name** | **V** | **P** | **C** | **F** | **S** |
| 1 | LL | 3 | 3 | 4 | 3 | 65 |
| 2 | NS | 3 | 3 | 4 | 3 | 65 |
| 3 | MH | 4 | 4 | 5 | 4 | 85 |
| 4 | AW | 4 | 3 | 4 | 4 | 75 |
| 5 | AR | 3 | 3 | 3 | 3 | 60 |
| 6 | RM | 4 | 4 | 3 | 4 | 75 |
| 7 | SM | 3 | 4 | 4 | 4 | 75 |
| 8 | YY | 4 | 4 | 4 | 3 | 75 |
| 9 | SY | 3 | 4 | 3 | 3 | 65 |
| 10 | MR | 3 | 4 | 4 | 4 | 75 |
| 11 | KHA | 5 | 5 | 4 | 4 | 90 |
| 12 | AA | 4 | 4 | 3 | 4 | 75 |
| 13 | SA | 4 | 3 | 4 | 4 | 75 |
| 14 | MN | 3 | 4 | 4 | 4 | 75 |
| 15 | PS | 3 | 3 | 3 | 3 | 60 |
| 16 | FR | 3 | 3 | 5 | 4 | 75 |
| 17 | HN | 5 | 4 | 4 | 4 | 85 |
| 18 | SK | 3 | 4 | 4 | 4 | 75 |
| 19 | AU | 3 | 4 | 5 | 3 | 75 |
| 20 | PF | 5 | 4 | 3 | 5 | 85 |
| 21 | NT | 3 | 3 | 4 | 3 | 65 |
| 22 | SD | 4 | 3 | 4 | 4 | 75 |
| 23 | LP | 3 | 3 | 3 | 3 | 60 |
| 24 | AAG | 3 | 4 | 4 | 4 | 75 |
| 25 | SS | 3 | 4 | 4 | 4 | 75 |
| 26 | LA | 5 | 4 | 4 | 5 | 90 |
| 27 | MW | 3 | 4 | 4 | 4 | 75 |
| 28 | NH | 4 | 4 | 4 | 3 | 75 |
| Total | | | | | | 2075 |

Note:

V :Vocabulary

P :Pronunciation

C :Comprehension

F :Fluency

S :Score

From the table above, the researcher could calculated the means of the students’ speaking score and the percentage of the students’ passed the minimal mastery lever criterion (KKM) on the second cycle with the following formula:

Score M = ∑

=

= 74,10

Then to know the minimal mastery level criterion (KKM) the writer use formula below:

Score P = x 100%

=

= 75 %

From the result above, we could found that the score of the mean and KKM of students second grade in MA Islamiyah had improved from the last cycle. It could be seen that the mean was increased from 65,35 into 74,10, the KKM also increase from 46,4% into 75%. In this case, the students’ score of speaking ability ha successed increase with Classroom Action Research also it means, VAK learning model could improved the students’ speaking ability of the second grade in MA Islamiyah.

1. Observing

There was significant increased from the last cycle in classroom and students’ condition during teaching and learning activity. The classroom situation became more organize than the last meeting. The students’ focused also increased when the researcher tried to develope the activity by added education game and individual speaking. It influenced by the familiar topic so they easier to express what they want to speak even still mixed with their mother language and/or their dialect. The result of observation can be shown in the table below:

**Table 4.4**

**Observation Checklist in The First Cycle**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Observation category | Score | | | |
| 1 | 2 | 3 | 4 |
| 1 | Interest Action and Students’ Motivation   1. Students’ look enthusiastic in learning English 2. Students’ have a big interest in learning English |  |  |  |  |
| 2 | Teaching Learning Process   1. Students’ follow the teacher instruction 2. Students’ listen and response the teacher’s explanation about the material 3. Students’ speak in english well 4. Students’ participate in the group’s project and presenting |  |  |  |  |

The score of the observation following the formula below:

Score =

=

= 91,6%

Based on the table above, it can be concluded that the majority of the students actively joined the teaching learning activity. All activities in the second cycle had successed shown from their respond.

1. Reflection

From the result of the test score data also the conclusion of the observation, the researcher felt satisfied. The VAK Learning model could improved the students’ speaking ability of the second grade of MA Islamiyah. The result of the second cycle showed that 21 students had passed the KKM and the mean score of them increased also. So, it could be said that the Classroom Action Research had successed and the cycles could be stopped.

1. **Interpretation of the Data**
2. **Result of Test**

The result of the whole text is compared to know the significant difference of the treatment. The comparison of the each cycle test is as follow:

The following table is the result of the test in the both cycle I and II

**Table 4.5**

**Result of test cycle I and II**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Name** | **Score Cycle I** | **Score Cycle II** |
| 1 | LL | 50 | 65 |
| 2 | NS | 55 | 65 |
| 3 | MH | 75\* | 85\* |
| 4 | AW | 55 | 75\* |
| 5 | AR | 55 | 60 |
| 6 | RM | 55 | 75\* |
| 7 | SM | 75\* | 75\* |
| 8 | YY | 75\* | 75\* |
| 9 | SY | 55 | 65 |
| 10 | MR | 75\* | 75\* |
| 11 | KHA | 90\* | 90\* |
| 12 | AA | 55 | 75\* |
| 13 | SA | 75\* | 75\* |
| 14 | MN | 55 | 75\* |
| 15 | PS | 60 | 60 |
| 16 | FR | 50 | 75\* |
| 17 | HN | 75\* | 85\* |
| 18 | SK | 55 | 75\* |
| 19 | AU | 60 | 75\* |
| 20 | PF | 75\* | 85\* |
| 21 | NT | 50 | 65 |
| 22 | SD | 75\* | 75\* |
| 23 | LP | 60 | 60 |
| 24 | AAG | 75\* | 75\* |
| 25 | SS | 60 | 75\* |
| 26 | LA | 85\* | 90\* |
| 27 | MW | 75\* | 75\* |
| 28 | NH | 75\* | 75\* |

Table 4.5 showed that the students score test in cycle I and II. From the table 4.5, students who passed the KKM displays with the star sign.

To make easier to show the improvement, the writer design the table 4.4. The following table is the result of students mean score in number and percentage

**Table 4.6**

**Students’ mean score**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Total score** | **Cycle I** | **Cycle II** |
| 1 | Students’ mean score | 65,35 | 74,10 |
| 2 | Students’ mean score in percentages | 46,4% | 75% |

From the table 4.6, the students’ mean score of cycle I was lower than the KKM. The mean of cycle I was 65,35 and the KKM is 75. From the students percentage, in the cycle I 46,4% students passed the KKM. However, it was really low percentage from the writer expectation namely 75%. Then, in cycle II, the mean score was higher than the first cycle which is 74,10 and the percentage of cycle II was 75%.

The researcher would tried to showed the data into the charts below to easier the analyzed the development between the first and second cycle.

**Figure 4.1**

**Students’s Score Mean Improvement**

**Figure 4.2**

**Students’ Score Class Percentage who Passed KKM**

Based on the charts above the researcher can compare from the first task to the next task that the students’ speaking ability had improved from 65,35 or 46,42% into 74,10 or 75%. This result can be concluded that VAK Learning Model can be effective to applied in the speaking class because it can improved students’ english score especially in speaking ability of second grade of MA Islamiyah.

1. **Result of Interview**

Interviewed was conducted right after the cycles finished. The researcher asked 4 students’ (2 boys and 2 girls) to know the feeling of them after done the teaching learning activity with the VAK Learning model.

All of them said that learning with VAK Learning style is a new thing for them, because usually they just did the dialogue in front of class to fulfill the speaking task. From this Leaning Model, they said that they gained confident to speak in front of class also feel better with their pronounciation and their vocabulary also increased. During interview, they also said that doing a game in the interval of the learning activity is freshing their mind, so they was so happy and actively did the game activity.

From the answers of the interview above, it could be concluded that students gave the positive respond toward the teaching speaking through VAK Learning Model and it was improved their speaking ability.