

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter presents the finding and discussion of the research. The researcher presented the answer of problem statement that contained in the first chapter. The data was taken through observation and interview. The data taken for observation was conducted in four times meeting. The observation was carried out using the observation checklist and video record which aimed to measure students' interest in learning English. After that, the researcher conducted an interview which aimed to connected the data results and strengthen the data of observation checklist.

This chapter presents the reports of cycle I and reports of cycle II. The next section presents the planning, actions and observations, and also reflection of cycle I. The last section reports the planning, actions and observations, and also reflections of cycle II.

4.1 Reports of Cycle I

4.1.1 Planning

After determining the field problems to solve, the collaborators and the researcher began to plan the actions to solve the problems. The actions were focused on increasing seven grade students' interest in learning English as a warming-up. The designed actions were expected to create the following situations based on the 7 indicators of interest and those 5 questions. They are interest, attention, the willingness, needs, feeling happy/joyful feelings, teaching materials and teachers' good attitudes, then participation. Based on the discussion with the collaborators some actions would be implemented in cycle

I. The action plans of cycle I are using motivational story in teaching and learning processes to increase students' interest in learning English.

During cycle I, the teacher would like to use a media to make the teaching and learning processes more understandable and interesting. It was expected that the students would not be bored when other media were used and the class activities were not monotonous. The media used were motivational stories through the video. Kind of motivational story is about someone self experiences. Ashilla's self experience in the first meeting and Selvi's self experience in second meeting. Then, the researcher and the collaborators agreed to use mix language English to Bahasa or even English routines during the teaching and learning processes. The content of the video is also in Bahasa, but still in learning English context. It was aimed at making students familiar and accustomed to the English words and sentences. It was done to create an atmosphere to achieve the goal in which English is the language that should be used in the class as far as possible. Some English expressions would be used during the actions, such as greeting, eliciting questions, giving instructions, explaining the materials, giving feedbacks and also ending the lesson. However, if students found it difficult to understand important material and when they showed confusion, the researcher acting as the teacher would translate it into Indonesian. However, English should be the main language for the instructional language during the class. The researcher acting as the teacher in this study would give feedback for students interest, especially attention, willingness, needs, feelings, and participation as well. The feedback would be given during the lessons covering the opening, main and closing activities. The feedback would be given during the students' production, if necessary and by the end of the class by discussing the common mistakes or errors that the students might produce.

4.1.2 Actions and Observations

The actions which were focused on increasing students' interest in learning English were conducted in 2 meetings on March, 28,29 2019. The materials of cycle I are the motivational story about someone self experience as a warming-up. When the researcher conducted the actions, the collaborators took notes in the back of the class to observe the teaching learning processes and also took some photographs related to the teaching and learning processes. The researcher also record the video in front of the class. The collaborators and the researcher collected the data of cycle I through classroom observation. The results of cycle I are presented below:

Before conducting the actions, the English teacher used English only to give instructions and the teaching and learning process was done using more both Indonesian and English. Students were not exposed to produce English. They tended to be passive during the teaching and learning process. However, in these actions, sometimes the researcher used English classroom to make students familiar with English words and sentences as well as to improve their classroom production and create a good atmosphere of English learning and production.. After the use motivational story in the first meeting, there was a process of improving students' classroom English in term of their responsiveness. The improvement was surprisingly unexpected from the first meeting to the next meetings during cycle I. At first, based on the observation sheet, the collaborator mentioned that they had high interest when the motivational story is shown. It can be seen from the observation sheet and some notes that the collaborators wrote. All of the indicators are achieved, students attention and participation is good enough. It can be seen from observation sheet results. The collaborators stated that all of the seven indicators were achieved. All of the student's give their attention and focus to the video while teaching and learning process. Most of them have a huge enthusiast to follow the lesson because of the use

motivational story as a warming-up. Some of the student's make their own notes while the video was taken. The collaborator also stated that most of the students' understand about the lesson through the video. This kind of stimulation makes the students enjoy the class. When the researcher showed them a video about someone self experiences (Ashila self experience), the researcher asked them to guess what the story was about. Six of them even raised their hands to answer the teacher's question. But they still hesitated to respond to the teacher's question. They still confirmed the instructions or the questions using Indonesian. Students were not accustomed to the use of English all the time. They tended to answer the questions in Indonesian to avoid making mistakes. Their responsiveness was huge. The teacher also had to invite and point the students to answer her questions. This might be because the teacher created a warm environment and the mistakes that the students made while speaking in English was regarded as something normal they should not be ashamed of. However, their responsiveness was better from one meeting and the aims of the lesson in the first meeting are match to the criteria of interest.

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In the next meeting, the observed students' responses through the motivational story in two meetings were totally different. Based on the evidence from observation sheet and video record, most of the students found the video boring after the use of motivational stories about Selvi's self experience. They were very attentive to the video and laughed happily. They focus and concentration on the video at first. But, some of the students lost their concentration gradually. The collaborator write some notes in the observation sheet and mentioned that the content of self experience (Selvi's self experience) is too monotonous. It may be happen because of the duration of the video were too long. The collaborator also stated the reseacher should be aware to select the content of the motivational stories and suggested to use different content to the next meeting. Only 4 students that wants to answer

the teacher questions in meeting 2 from the first cycle. However, the aims were not achieved. The students could not understand the story and did not enjoy the video. They only enjoyed the story very much because there is no any warming-up before teaching and learning process previously. The content of motivational story should be different and selecting well. Some of the indicators did not achieved in this meeting. The major weaknesses were that the students did not response more and even feel asleep with the video. The use of body language (gestures and facial expression) would helped the researcher and the collaborator to know their progress as the evidence in this class observation.

4.1.3 Reflections

After implementing the actions of cycle I, the collaborators and the researcher held a discussion to reflect the actions of Cycle I. Everyone participating in this research had ample opportunities to share their ideas, opinions, and feelings related to the implemented actions. Based on the discussion with the collaborators, the reflections can be summarized in the following descriptions:

During cycle I, the teacher would like to use a media to make the teaching and learning processes more understandable and interesting. It was expected that the students would not be bored when other media were used and the class activities were not monotonous. The media used were motivational stories through the video. Kind of motivational story itself is about someone self experienced. At first, they seemed to be more interested and it was successful to anticipate students from getting bored. The use of media in cycle I was successful to stimulate students in learning English. The media could make the lesson more interesting and enjoyable and make the materials understandable. It could help students understand the use and function of the language in certain contexts and situations in their daily life. But they looks like feel asleep because of the duration were too long and the content were monotonous. Then, Based on the reflections of cycle I, there are more plans

which need to be revised. They are the classroom management, the way to motivate students to be more active and in selecting the motivational stories.

4.2 Reports of Cycle II

4.2.1 Planning

Before conducting the actions in cycle II, the researcher and the collaborators held a discussion to revise the plans for cycle II. The researcher and the collaborators agreed to focus on solving the problems found in cycle I especially related to the contents of the motivational story that would increase students' interest in learning English. The researcher would implement the same activities and a different content to make students active and interest in joining the class. The actions were focused on increasing seven grade students' interest in learning English as a warming-up as well. The designed actions were expected to create the following situations based on the 7 indicators of interest and those 5 questions. They are interest, attention, the willingness, needs, feeling happy/joyful feelings, teaching materials and teachers' good attitudes, then participation. The action plans of cycle II are as follows:

The researcher would keep using English during the teaching and learning processes to make students more familiar with English words and to create an atmosphere in which students would be required to use English as a means of communication. The researcher would use English expressions to greet and ask the students, interact with the students, give instructions, explain the materials, give feedback and end the lesson. This action was the same as in the cycle I.

The class was hoped to run smoothly and effectively. The materials and the sequences of activities were to be planned systematically in order to help students understand the material better and more easily.

In cycle II, the researcher would use more varied motivational stories to make the students more interesting, enjoyable and understandable about the lesson. The motivational

stories that the researcher used in the cycle II is the video from Mr. Dannish. The finding in cycle I showed that students were active in joining the class activities. But, have low interest gradually because of the duration of the video was too long and the content that makes the students feel boring. Therefore, in cycle II, the researcher would give different ways and content to stimulates which aimed at motivating the students. It was also aimed at appreciating their efforts, achievement and participation in the class activities.

4.2.2 Actions and Observations

The actions of cycle II were conducted in two meetings on April, 04, 05, 2019. In implementing the actions, the researcher was accompanied by her collaborators who took notes in the back of the class to observe the teaching and learning processes and also took some photographs related to the teaching learning processes. The researcher also record the video as the data collection. The data were also collected through classroom observations and interviews. The results of cycle II were presented below.

In general, the procedures of using classroom English were the same s in cycle I. However, the use of classroom English in cycle II was better than in the cycle I. The students became more responsive to the classroom English. There was a stronger atmosphere where the students became active to raised their hands and interact with the teacher, as well as with their friends. The improvement from one meeting to the next two meetings was raised. It could be seen that the students were not only familiar with the English expressions, but they also attempted to constantly communicate with the teacher, as when they asked questions to the teacher, when the asked for the permission to go to the rest room, and when they commented on each other. They understood the teacher"s questions when the researcher had a little chit chat with them, or when she tried to personalize some questions before moving on to the next production activities. The students became more relaxed since they knew the researcher closer and they seemed to be more confident and comfortable. After the use of

motivational videos from Mr. Dannish in cycles 2, most of them participated actively in the class and enjoyed the video. The use of body language (gestures and facial expression) would help the researcher and the collaborator to know their progress as the evidence in this class observation. Some motivational stories in the cycles 2 also made them feel enjoyable to listen to the story. However, in the second cycles, many students were attentive to the lessons and enjoyed the videos. Almost all of them raised their hands continuously to ask even answer the questions. Only a few of the students (those weaker students) did not participate actively in the class.

The researcher also communicated the objectives of the lesson in every meeting in cycle II since it made students know what they were going to learn so that they could be motivated and set up their own goals. When the researcher directed the students to the objectives of the lesson through asking and answering questions, they could respond to her very well. All of them always responded to the researcher whenever they were invited, in fact some students answered the researcher's questions voluntarily. In the next meetings, they responded to her questions better. The number of students who voluntarily answered the questions increased. They became more and more responsive and confident to speak in English. They showed a great enthusiasm in responding to the researcher. The class activities ran well and systematically during the cycle II as planned in the lesson plan. The sequences of activities in the cycle II were better prepared and managed. The teacher did not forget to deliver important materials and the class could be better controlled, the tasks could be done more effectively and the time was allocated better. The class teaching and learning processes could run very smoothly as planned. The activities were suitable for the students and they met the needs of the students to accomplish the objective of the lessons. Each activity was related to another activity and the sequences of activity made the learning more systematical and easy to follow. Overall, in cycle II, the researcher found that students were more active in

joining the class activities. It could be seen that in cycle II, more and more students were confident to share their opinion, to comment on others' opinion and to voluntarily answer the teacher's questions as well as to ask questions to the teacher. However, the aims were achieved. The results automatically answered the research question. The collaborator stated that all of the seven indicators were achieved through this content as the media to increase students' interest in learning English as a warming-up.

4.2.3 Reflections

The researcher and the collaborators shared the final reflections after implementing the actions in cycle II. Everyone participating in this research had ample opportunities to share their ideas, opinions and feelings related to the implemented actions. The reflections were based on the classroom observations and also interviews. Based on the discussions with collaborator, the reflections can be summarized in the following description:

All of the students could respond to the teacher's question when she asked them questions. The students were excited during the teaching and learning processes in both two cycles. The students were also enthusiastic to the videos. This could be seen from the good participation of the students during the teaching and learning processes. Based on the findings of cycle II, the researcher and the collaborators concluded that all actions had successfully achieved. The result of the increasing seven grade students' interest in learning English during cycle I and cycle II can be seen based on the interview transcript to support the evidence from the observation sheets.

4.3 Results of the Interview

From the group interview, it was discovered that students in general had a positive view about English. Two of them expressed that he does not like English because he thought that

English is difficult. It was also found that some students like having English lessons because they can learn something. The examples of students' responses are as follows:

- "Sedikit Miss, agak susah"
- "Yes, karena gurunya enak dan mudah apo.. menjelaskan materi materinya"
- "Yes, karena mmm saya menyukai bahasa asing"
- "Yes, karena saya sudah belajar bahasa inggris saat TK"
- "Yes, because English is the most interesting subject for me"
- "Yes, ehh kurang suka, Terlalu menghafal kosakata"

It was also found that most of the students only used English at school. Two of them said that they frequently used English. For example:

- "Cuma di sekolah"
- "Cuma di sekolah pas belajar bahasa inggris"
- "Waktu di sekolah aja"
- "Sering sekali"
- "Sering sekali, di setiap tempat dan waktu. Kadang nyanyi nyanyi sendiri pake bahasa inggris"
- "Waktu di sekolah, kadang-kadang dirumah juga ada"

Four of them mentioned that English is difficult and they have some problems to remember the vocabulary. Two of them having problem in remembering a part of tenses.

- "Yang verb-nya itu miss"
- "Menghafal kosakata"
- "Menghafal kosakata"
- "eee bagian tenses"
- "Vocabnya agak susah, banyak yang harus di ingat miss"
- "Simple present"

Also, the students had more positive views about the motivational story giving by the teacher as a warming up. It makes the students' likes English more than before. Only one of them stated that with the use of motivational stories or not, he is always learn English in the same way. One student indicated her great interest in the use of motivational stories. Some examples of the students' responses are as below:

- "Bisa, sss.. ee apo... Lebih mudah dihafal miss"
- "Iya, lebih menarik dan mudah dipahami"
- "Iya, seru aja gitu"
- "Sama saja, Karena cara belajarnya agak lebih sama"
- "Iya, karena menurut saya metodenya sangat menarik dan berbeda dengan sebelumnya"
- "Suka, Lebih menarik dan mudah dipahami"

All of them do not know what story that most acceptable to increasing their learning English interest . So, they prefer to watch the motivational stories that the teacher provided.

- "Topik yang miss berikan, karena saya tidak bisa menentukan vidio motivasi"
- "Miss yang kasih"
- "Topik yang miss kasih, karena akan lebih menarik jika kita tidak mengetahui vidionya dulu"

Though many students had positive views about the use of motivational story as a warming up. However, all of them has the same opinion about the motivational story that would be use before teaching and learning process continuously.

- "Setuju, karena bisa menambah minat untuk belajar bahasa inggris"
- "Setuju, mmm karena minat belajar bisa meningkat"
- "Setuju, karena bisa menambah minat belajar bahasa inggris"

- “Setuju, jadi materinya mudah dipelajari”
- “Sangat setuju miss, supaya belajar bahasa inggris jadi berbeda dan tidak monoton”
- “Setuju, karena lebih cepat menangkap daripada dijelasin”