

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented and discussed the result of the research. The data were obtained from the field note, observation checklist and questionnaire. The results was to answer research problem stated in chapter (1) How does the teacher implement Teaching Speaking Using Jenga Games to Senior High School Al-Fattah Sidoarjo (2) How do the students' response the implementation of teaching speaking using Jenga Games. To answer the first question, the researcher need to describe the data from the finding of the observation that contains the explanation of Descriptive Text. Based on the action research with the second data was the implementation Jenga Games and the student's responses in using Jenga Games for describing historical place in speaking activity.

4.1. Findings

Here the researcher described the implementation of teaching speaking using Jenga Games and the responses of the students in speaking activities during the teaching learning process.

4.1.1. The First Meeting

The teachers start greeting to all of the students, before learning process teacher always checks the attendance list and ask who are absent today.

1. Pre Activity

The first meeting was conducted on Wednesday, 19th February 2020. It took 80 minutes. It commenced of the study conducted at SMA Al-Fattah Sidoarjo begins when students entered the class.

Teacher : Good Morning students

Students: Good Morning, Mam

Teacher : How are you today?

Students : So far so good, how about you?

Teacher : I'm fine thank you, alright before we start the lesson please say "Bismillah" together.

Students : Bismillahirohmanirohim

Teacher : Thank you, now i want to check your completeness of attributes from the boys please stand up, make sure you all wearing a shocks and for the girls too.

4.1 The Teacher Opened The Lesson

Before started a lesson, the teacher prepared the material and media that would be used to deliver the materials, while the students prepared a book, and the teacher went right to the middle of the class because the students were crowded, the teacher asked them to go back to their's seat and reminded them to be quiet. The teacher told the class that the main activity was about descriptive text: "Wonderful Indonesia".

2. Whilst-Activity

The teacher started asking students to open English book “Wonderful Indonesia” tenth grade page 53. With the teacher’s guidance and direction, the students identified the characteristic (social function, generic structure) of descriptive text to check understanding and the responses

Teacher : Today we will discuss about descriptive text (Wonderful Indonesia),

so what are the historical places in Indonesia that you know?

Students : Borobudur Temple, Lawang Sewu maam, Keraton Yogyakarta

Teacher : Great! Now let’s start explain about Descriptive text together

4.2 The Teacher Asked About Historical Place in Indonesia



Picture 4.3. The Definition of Descriptive Text

Next the teacher opened the next slide was the generic structure of the Descriptive Text. While the teacher explained about the slide, all students keep calm and pay attention to the teacher, they have good attitude. The teacher explains the generic structure & social function of descriptive text and the teacher gives examples of descriptive text and asked students to analyze it.

Examples of Descriptive Text

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.

Picture 4.4 Example of Descriptive Text

Teacher : Dari penjelasan diatas apakah ada yang bertanya tentang deskriptif teks?

*Students : *No answer**

Teacher : Alright, now i want to ask you about one example above. Coba tunjukkan yang mana "Identification" dan yang mana "Description"?

Please 1 student come forward and answer my question, maybe the boys?.

Students : i'll try mam

Teacher : Sure

4.5 The Teacher Asked About *Identification & Description* to The Students

After the teacher asked student understanding, the teacher asked students to choose one picture about tourism place in that book then work in pairs to make a simply dialogue for understanding with the responses in English. The teacher gave opportunities for the students to ask question when they found difficulties in using the word. After that, the teacher corrected the students when they mispronounced some words and asked them to practice pronouncing it. She also corrected the grammar and pronunciation mistakes only if the sentence were not understandable. All of the correction was directly done but not often in order not to discourage the students. To speak in addition, the researcher always appreciated the student's participation by saying "good" in order that the students were always motivated to be active to speak English without any hesitation.



4.6 Picture Student Work In Pair About Wonderfull Indonesia

3. Post-Activity

The bell was rang, it was a sign that the English Lesson was ended at 11.40 am. And the students have practiced Work in pair describe about Wonderful Indonesia in the class. Before ended the lesson the teacher reviewed the material that students have learned that day.

Teacher : So, what are we learning today?

Students : Descriptive Text about Wonderful Indonesia, Maam

Teacher : Good job! Any question from the material?

Students : No, maam

Teacher : Ok, before the class is end lets says "Hamdalah" together

Students : Alhamdulillah

Teacher : Thank you for your attention and don't forget to pray dzuhur, wassalamualaikum wr wb

Students : Alright maam, waalaikumsalam wr wb

4.7 The Teacher Reviewed The Lesson

4.1.2 The Second Meeting

The second meeting was held on Wednesday, 26th February 2020. It took 80 minutes. It commenced at 10.00 a.m. and ended up at 11.40 a.m. The teacher start greeting to all of the students, before learning process teacher always check the attendance list and ask who are absent today and review the last material.

1. Pre Activity

In the second meeting the students were not complete because half of them participated in the activities by the school. At the first time, the teacher entered the class; the teacher went right to the middle of the class because the students were crowded, the teacher asked them go back to their's seat and reminded them to be quiet when teaching learning process and asked students to took out English book, when teaching learning process the teacher need the LCD, Laptop, the teacher asked help to the student to prepared.

2. Whilst Activity

The teacher reviewed the previous lesson, she was explaining the learning objectives to be achieved. The teacher gave students a video that was related in the lesson and asked them to observe the video that had been given about it, with the teacher's guidance, the students wrote down on paper about the expression of check for understanding with the responses in that video. Like with the previous lesson, the teacher asked students what places were in the video and the students answer one by one.

The teacher asked the students to play Jenga Games, the teacher divided the groups of girls and boys, the teacher gave instructions on how to play Jenga Games, then the teacher gave a "warming up" of playing Jenga Games, after that, 5 female students and 5 male students played Jenga Games accompanied by the teacher, the students were very enthusiastic and happy, the teacher took the student's grade one by one from their appearance. The teacher gave a feedback to them after that, then, the

teacher gave students questionnaire in order to find out the student's response after using Jenga Games in speaking activity.

B : Mom, I got a number 5

Teacher : You can explain about Borobudur temple

B : Borobudur temple is located in Magelang, Central Java. The stupa-shaped temple was founded by Mahayana Buddhists around the year 800 AD during the reign of the Syailendra dynasty. Borobudur is the largest Buddhist temple in the world.

Teacher : Good job, next student please play Jenga Games.

4.8 The student's speaking activity by using Jenga Games



4.9 Picture of the student's play Jenga Games

3. Post Activity

The bell was rang, it was a sign that the English lesson was ended at 11.40 am. And the students have practiced Jenga Games in the class. Before ended the lesson the teacher reviewed the material that students have learned in that day.

Teacher : So, what are we learning today?

Students : Still Descriptive text and play Jenga Game maam.

Teacher : Good job! Any question about descriptive text?

Students : No, maam

Teacher : Ok, before the class is end lets says "Hamdalah" together

Students : Alhamdulillah

Teacher : Thank you for your attention and don't forget to pray dzuhur, wassalamualaikum wr wb

Students : Alright maam, waalaikumsalam wr wb

4.10 The Teacher Reviewed The Lesson Today

4.1.2 The Students' Responses in Teaching Speaking Using Jenga Games

In the end of the study, the teacher gave the students a piece of paper that contained the questionnaire of learning process. And then, the researcher asked them to fill it by themselves without any compulsion from anywhere. There were ten question to be answered. The task of students only answer "yes" and "no". The

question classified into 2 criteria. The first was about English lesson that contained 3 questions. The second was about speaking English using Jenga Games that contained 7 questions.

4.1.2.1 The Student's Response

The students were asked to choose an appropriate answer from the options provided about teaching speaking using Jenga Games. The researcher analyzed the result of questionnaire by using percentage. As follow :

$$\text{The result} = \frac{\text{Sum of the student's responses of one question}}{\text{The number of students}} \times 100\%$$

Table no. 4.10 The table of questionnaires with the student's responses

No	Questions	The Student's Responses		The number of students
		A : Yes	B : No	
1.	Apakah anda senang belajar Bahasa Inggris?	16	1	17
2.	Apakah anda senang berbicara dalam Bahasa Inggris?	10	7	17
3.	Apakah anda memiliki kendala dalam berbicara menggunakan Bahasa Inggris?	9	8	17
4.	Apakah anda mengalami kesulitan selama belajar speaking menggunakan media Jenga	7	10	17

	Games?			
5.	Apakah belajar speaking menggunakan media Jenga Games menarik bagi anda?	17	0	17
6.	Apakah anda menyukai belajar speaking menggunakan media Jenga Games?	15	2	17
7.	Apakah sebelumnya guru anda pernah menggunakan media Jenga Games ketika mengajar Speaking?	0	17	17
8.	Apakah media Jenga Games membantu anda untuk bisa berbicara dalam menggunakan bahasa inggris?	14	3	17
9.	Apakah anda mengalami peningkatan atau kemajuan dalam berbicara (speaking) setelah mengetahui media Jenga Games?	13	4	17
10.	Apakah anda setuju menggunakan media Jenga Games untuk belajar berbicara (speaking) digunakan di kelas?	15	2	17

Based on the table result of questionnaire above, the result will be described by the researcher.

Percentage of each term in the questionnaire was:

1. The first question is "*Apakah anda senang belajar Bahasa Inggris?*" and the percentage is 94%. It means that almost all of the students like English lesson.
2. The second question is "*Apakah anda senang berbicara dalam Bahasa Inggris?*" and the percentage is 58%. It means that almost all of the students like to speak English although they are not at all.
3. The third question is "*Apakah anda memiliki kendala dalam berbicara menggunakan Bahasa Inggris?*" and the percentage is 52%. It means that almost half of the students agree that English lesson was difficult to be learned.
4. The fourth questions is "*Apakah anda mengalami kesulitan selama belajar speaking menggunakan media Jenga Games?*" and the percentage is 41%. It means that there are few students do not feel difficulties and they enjoy the game.
5. The fifth questions is "*Apakah belajar speaking menggunakan media Jenga Games menarik bagi anda?*" and the percentage is 100%. It means that all of students feel enthusiastic while learning English Using Jenga Games.
6. The sixth question is "*Apakah anda menyukai belajar speaking menggunakan media Jenga Games?*" and the percentage is 88%. It means that there are few students like learning English by using Jenga Game method.
7. The seventh question is "*Apakah sebelumnya guru anda pernah menggunakan media Jenga Games ketika mengajar Speaking?*" and the percentage is 0%. It means that the teacher has never applied Jenga Games for learning to speak

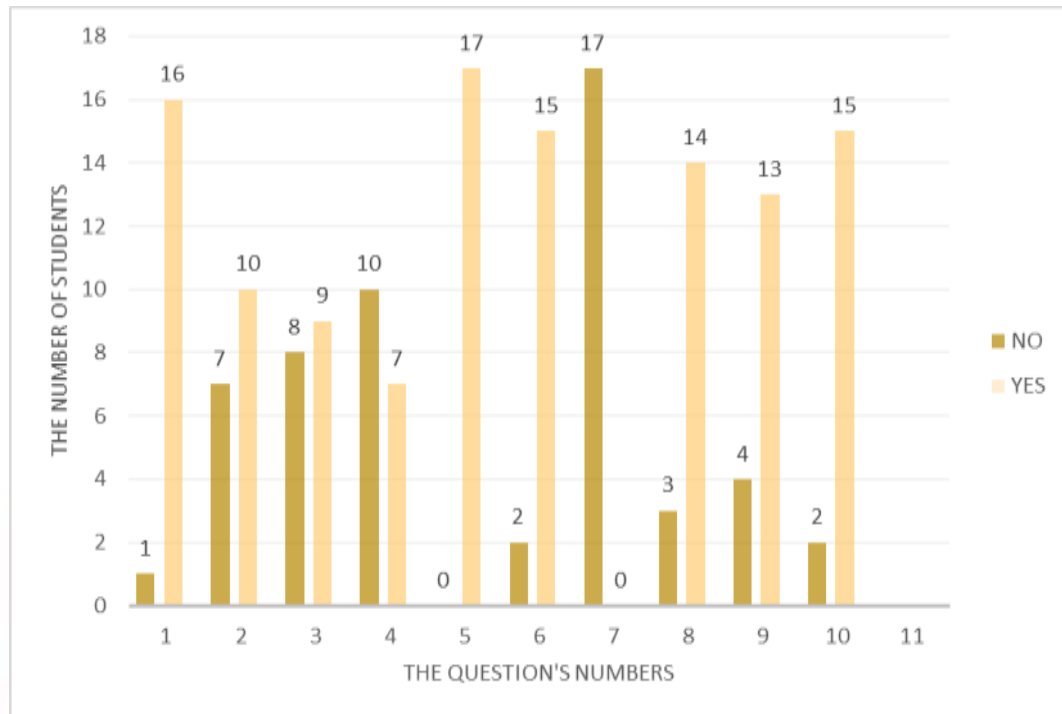
English.

8. The eighth question is *"Apakah media Jenga Games membantu anda untuk bisa berbicara dalam menggunakan bahasa inggris?"* and the percentage is 82%. It means that some students find it helpful to speak English by using Jenga Games.
9. The ninth question is *"Apakah anda mengalami peningkatan atau kemajuan dalam berbicara (speaking) setelah mengetahui media Jenga Games?"* and the percentage is 76%. It means that there are few students have improved speaking English after using Jenga Games.
10. The tenth question is *"Apakah anda setuju menggunakan media Jenga Games untuk belajar berbicara (speaking) digunakan di kelas?"* and the percentage is 88%. It means that almost all students agree to use the Jenga Games media to improve learning speaking English.

The researcher applied all of the students' answered in the table:

Question	Total	Precentage
Yes	65	65%
No	35	35%

4.1.2 The Researcher applied the students' responses in graphic :



From the result, the researcher found 65% students are interested in teaching speaking using Jenga Games. And then the students felt happy about the material, the method is interesting and reducing the fear when they speak English.

On the other hand, 35% students were not interested in teaching speaking using Jenga Games. The students do not feel happy about the material, and the method is not interesting. It was not matter, because most of the students are interested in teaching speaking using Jenga Games.

4.2 Discussion

The data obtained from the two times observation. The observation process

included the topic and the teaching learning process. The researcher observed the activity directly with the field note, observation checklist and questionnaire.

In the first meeting, the researcher found that the implementation of teaching speaking using Jenga Games was not done perfectly. The students did not pay attention to the teacher because the time started this lesson was not appropriate where students felt sleepy, exhausted and could not focus on that lesson, they preferred to chat with their friends than to pay attention to the teacher in teaching. Consequently, when students tried to explain about the picture on the book, they found some difficulties to make sentence correctly. The students were little confused and afraid when speaking English even though they did not speak in front of the class.

In the second meeting, the implementation of Teaching Speaking Using Jenga Games was going smoothly. The students paid more attention to the teacher and felt enthusiastic to speak English. But they found difficulty in practising speaking, they still felt confused when playing Jenga Games. The students were little afraid when practicing speaking using the picture given by the teacher in front of the class. It took a longer time to finish practicing speaking, looking at this progress the teacher should pay more attention to students to overcome students' difficulties in speaking practice using Jenga Games.

4.2.2 The Student's Responses

After the teaching learning technique was implemented, the researcher gave the students a piece of paper that contained the questionnaire of learning process. there were seventeen students in the class who answered the questionnaire that was

given by the researcher in the last meeting of observation. It can be know students' responses. There are two types of the students, there are positive responses and negative responses.

Based the questionnaire that had been calculated by the researcher, the researcher found 65% students interested in learning teaching speaking using Jenga Games.

On the other hand, the researcher found 35% students are not interested in learning teaching speaking using Jenga Games. It was no matter, because almost the students interested and happy in teaching speaking using Jenga Games.

