

CHAPTER IV

FINDINGS and DISCUSSION

The findings and discussion are the fourth chapter in this study. It contains two important parts, such as findings and discussion. The findings consist of the results of research and the discussion consists of analyzing the data described in the findings by comparing it with the theories that had been collected in this study.

A. Findings

1. Implementation of meeting I

The first meeting was carried out about comparison degree. In this first meeting, the author carried out the following activities:

a. Planning

Before carried out teaching and learning activities, the teacher gave some rules, first teacher explained about the material and gave the students some examples of the material until they understand and when the teacher gave them some questions they answered it well. After that the teacher grouped the students four or five students into one group with different knowledge, then the teacher shared the papersheet into them which is it would be their own score in the end of the lesson. And then the teacher asked all of groups to make four riddles and allowed another

groups to answer the riddle, the riddle based on the lesson. When it end the teacher gave them a report who is the winner.

After this plan was well organized, the next step that the researcher did was an action. The action was about what the researcher had plan before. The action would be like introduced the lesson and explained what the students have to do

b. Action

The first time the teacher did when entered the classroom was checked the attendance of the students. After that based on the attendance the teacher divided the students into groups, every group consisted four students, the teacher explained the lesson until they understand with the lesson and also gave them papersheet. The teacher asked the students about their understood, when they had understood the teacher continued the other rules, the teacher asked the group to work together and made four riddles about the lesson, the lesson was about comparison degree. One of students in their group would be a model in front of their friends and told the clues. The teacher told the rules to the students to answered the riddles, when the group answered the riddles correctly but they did not followed the rules, the point would be minus. And the last the teacher asked the students to answer the question in the papersheet which is it would be their own score.

c. Observation

In the first meeting the observations showed the activites of students. Based on the researcher, few students had the initiative to record the material either after the teacher has finished explaining the material. Most of students waited for the teachers

instructions to take notes. Students who had formed in one team turned out there were still students who just joked and did not really pay attention to the material presented by the teacher. The activeness of students responded to the teachers questions was too low. When this asked to the students used interviews, students answered that they did not dare to answer the questions from the teacher because they afraid being wrong. Based on the students answered, the teacher gave more motivation to the students to actively asked questions and expressed opinions. The researcher also said that the students did not feel afraid being wrong in answered or argued because it would not be laughed or punished. According to Hamalik (2005, p.159) stated that every act was always thanks to the motivation. The researcher hoped that gave motivation can changed students attitude to be more active. In this meeting active discussion or participation in groups were low too. Groups which team members are dominated by male students mostly only spoke on their own and did not collaborated between teams. Most of students pointed to each other to work on the worksheet gave. One of them can be observed in group one when they were did the worksheet. The active discussion or students participation in the group needs to improv. In this meeting, the tournament was held and was attended by 27 students. The tournament followed by all groups, when the tournament was held, there were two groups that received group awards with great team criteria. In this meeting just two groups got rewards because the activity of students participated in groups learning was not maximal.

d. Reflection

Based on the results of observations in the first meeting, there should be improved included; First, strengthening the sound when explaining the lesson, because so many students told to their friends, so because of that when teacher explained the lesson, the voice was not really clear. Second, provided reinforcement and appreciation to the team that achieved performed. Third, provided guidance to teams that would not be able to work well, fourth, did not grouped students who dominated are male and the last gave them sanction who did not pay attention to the teacher and who did not work together with their friends.

2. Implementation of meeting II

The second meeting discussed about Report text. Before carried out this second meeting, the teacher held the followed activities:

a. Planning

In this second meeting, the teacher identified problems and formulated problems based on reflection in the first meeting, so it would help the teacher did the different way when teaching them. After that, the teacher made a new lesson plan because its different lesson. This second meeting the lesson was about report text. The teacher planned a group which students would be one team, it would help students did not talked more with their friends. The last the teacher made a quizzes for the students to got their own scores in the end.

b. Actions

After the plan was compiled, the next step was carried out several actions, the teacher counted the students and asked the students which absent today and then the teacher prepared to grouping the students. In the first meeting the students can chose their friend by theirself, but in this second meeting, the teacher did not used this way again, so the teacher listed the name of students. In this lesson the students prepared their material because in the end of first meeting the teacher told them about the material. All of students must had one report text, so when they were in one team, they had four report text, they had to mention the generic structure of the report text, what the report about and then they combined their report into one paper and they had to present their report in front of the class. When they did their work, the teacher monitored their work while giving them an explanation. In the end of the lesson, the teacher gave them quizzes based on their presentation, this quizzes showed which students did not really undersrstand and which students did not pay attention

c. Observation

The results of observations in this meeting showed an increase in students activities. In this second meeting, it turned out the situation of students was a little bit different from the first meeting The attention of students to teachers who explained had increased. Other conditions were also different from the first meeting. The activities of students talked alone among members had begun decreased. The activeness of students responded to the teacher questioned in this meeting had increased. After the teacher explained about the lesson was group discussion. Observation data in this meeting showed an incresed in the activity of

participated/discussed in group. The learning process run more effectively. This can be seen from each member in each team who had started to get along and can work together. In this meeting tournament was attended by 27 students. After held the tournament, in the end of the lesson, the teacher gave the students a quizzes about the material that they presented. The results of the questions and answered in the quizzes that the teacher gave was many students can answered it. It means that the students really gave their attention when their friends presented their report. In this meeting three groups that received groups awards with Great Team Criteria and three groups Good Team criteria.

d. Reflection

After saw the results of the observations made, there are several things that need to improve was motivated and strengthening the team that has good performed although they would not be one team again in next meeting, sanction would also increased so that the students would be afraid to do something wrong, like joked, talked more, did not pay attention and other.

3. Implementation of meeting III

The third meeting was carried out about how to express relief, pain and pleasure. In this third meeting, the researcher carried out the followed activities:

a. Planning

Before teaching and learning, what the teacher did was planted concepts, the teacher explained how to express relief and gave them an examples with audio and

asked them to listen to the audio, the teacher gave them the real example, after that the teacher divided the students into groups, in this group the students would not change until the third meeting, because the lesson consisted of three meetings. The teacher shared the transcript of the audio and allowed the students to read it. And at the end the teacher used games before learning.

b. Actions

The teachers' action was to do a game, the game was only to check their readiness and their concentration. Then the teacher divided the students into groups, which one group consisted of four students. The teacher played the audio and the students listened to the audio while reading the transcript. Sometimes the teacher repeated the audio with the teacher herself because some students feel the word is different from the audio, it means they feel the pronunciation is not the same as what they listened to. The teacher explained how to differentiate the expression of relief, pain and pleasure, at the end of the lesson, the teacher asked the students to guess what the teacher felt based on the expression that the teacher showed. The group that guessed correctly, the teacher would give a point.

c. Observation

Observation data from this meeting showed that the activity of recorded students was decreased. Based on the researcher in this meeting the students seldom listened to the audio with English language. Second, their tongue was really rigid to say some words in English. They could not concentrate when listening to the audio because they were only focused on the transcript and the pronunciation. So because of that the students did not really enjoy the learning process. The activity of students responded to

the teacher/instruction of the audio was also lower than the second meeting because they feel confused with the audio, like the researcher said above, they seldom listened audio like that, so when they are listened for the first time, they feel confused, when the researcher asked them to tell how the story but they could not answered it. When the researcher knew the facts, the researcher tried to repeated the audio by herself, the researcher hoped that it would helped them to differentiate the words and asked them to follow the researcher to said that words. After that the researcher played again the video and asked them to discuss about the dialogues and let them to differentiate the expression in the dialogue, when they did the work the teacher monitored them and the researcher can said that in this meeting showed the activeness discussion or students participation in decreased. Most students still confused when they listened the audio, they still confused to differentiate the expression. The activity of students took part in tournament was dropped because they did not understand with the audio. In this tournament none of the groups received awards because in this activity of students participated in group learning was really not maximal.

d. Reflection

Based on the results of observations in third meeting, there should be improved included the teacher had found easier audio for listened so that can made the students easier to understand, the teacher should have trained the students to said words in english.

4. Implementation of Meeting IV

This meeting still discussed about how to expressed relief, pain and pleasure.

Before carried out this meeting, the teacher held the followed activities:

a. Planning

Before carried out teaching and learning activities, the teacher identified problems and formulated problems based on reflection in meeting three, and then the teacher arranged the students activity in the classroom.

b. Actions

After the planned was compiled, the next step was carried out several actions, the teacher hold a presence of students, the teacher asked the students to sit in their group, the teacher explained what the students have to do. In this meeting the teacher asked the students to make a dialog based on the lesson. They had made a dialog about expressing relief, pain and pleasure. In this meeting the teacher only asked the students to make a dialog about the material and when the students work their task the teacher monitored their work and also checked their work. In the end of the time, the teacher told the students that in the next meeting they should practiced their dialog in front of their friends. There is six groups and they would performed in next meeting. The teacher want to knew how their speaking also.

c. Observation

In this meeting showed an increased in students activeness in recorded students activities. The teacher just found a litle problem of students, first almost all

of the students did not know how to translate bahasa into english, so many students did not had a dictionary and it make them feel so hard to made a dialog, so the teacher gave them a solution, the teacher allowed the students to open their phone and opened the internet. Second, they feel unconfident to performed their dialog in front of the class. In the group discussion, learning process increased. In this discussion every students did their tasks to made a dialogue about the lesson, every students looked so busy with their phone and their friends to find the english words or to translate the words. In this meeting did not had a tournament because in this meeting the researcher just only asked the students to made a dialogue, so its not tournament, but in the end of the lesson, the researcher gave awards to the group who had finished the dialogue on time.

d. Reflection

After saw the results of the observations, the teacher gave them motivated and strengthening the team that had good performed. The teacher asked the students to every meeting they should had a dictionary so when they hade to translate they could not feel hard.

5. Implementation of meeting V

In fifth meeting it was still carried out how to express relief, pain and pleasure. This was last meeting about how to expressed relief, pain and pleasure. the teacher held the followed activities:

a. Planning

Before teaching, the teacher did some plans, like the teacher planned a game for the students whose would be performed in the first time in the front of class, and then the teacher gave the rules to the students when their friends gave their performed, the other group had to write what the main idea of the dialogue that their friends performed. The last, another grup gave the team scores based on their performed like their pronounced, their expression and other. In the last of all performed the teacher asked every group the scores and what the reasons they gave that scores like that.

b. Actions

The teachers' next action was carried out the planned procedures. The teacher asked the readiness of the students, the teacher asked the students to sit in their team and then the teacher asked the leader of the group to stand up and the teacher did brainstorming of the leader. The leader which wrong when followed the teachers' instruction would be the first performed and it was continued to another leader which wrong too. The teacher got the number of the group and called the first group to performance in the front of the class, the first was group four, six, one, two, five and the last was group three. They prepared theirselves before performed and also read the transcript. When the students did their dialogue, the teacher sit behind of the class to see their performed and also saw their expression, listened their pronounced, and sometimes wrote the words thay they wrong to pronounce, and in the end the teacher practiced the words that the teacher wrote.

c. Observation

Observation data of this meeting showed the activity of recorded students activities increased so high. Based on researcher, it turned out that the students looked so ready to perform in front of the class to show their ability to act. In this meeting before the performance was held, the teacher did a game to check their readiness and also listed the group who would be the first performance, when the teacher told that they would play a game they saw more enthusiastic and active played the game. In accordance with the opinion of Yusuf (2004, p.9) that the game would be effective to the students to actively participate in learning activities. With competitive games, each student in this group is encouraged to work together and help each other understand questions and answer the questions. Suherman (2003, p.220) stated that the game method has disadvantages including not all topics could be presented through games, required a lot of time, determined losing wins and pay-paying can have negative consequences, may also occur, disrupted other classes. Based on this, the researcher prepared and planned this game well. The activeness of students responded to the teacher instruction was really good. It can be seen when the teacher asked them to follow the instruction when played the game, they really gave their attention to the teacher, when the teacher told the rules in performed the dialogue, they also followed the rules, and when the teacher asked them to give their scores to their friends they did it without any complaint and the last the teacher asked them to write the main idea of the dialogue that presented by their friends, and when the teacher asked about that, every group could answer the questions. In this meeting active discussion or participation in group was really good,

every students gave their participation to their friends. It can be seen when another group was performed the dialogue, every students gave their attention looked the performed and listened the dialogue. Some students wrote the topic and main idea and some students listened the dialogue carefully. When the tournament was held, it followed all groups. In the end of the lesson, the teacher gave awards to the groups who did the performanced really good and also award to the groups who answered the question well.

d. Reflection

Based on the results of observations in the fifth meeting, the teacher just trained the students to spoke english words.

6. Implementation VI meeting

In this meeting discussessed about Giving Direction. Before implemented this meeting, the teacher conducted the followed activities:

a. Planning

The teacher brought audio and LCD to the class and played the video example dialogue of giving direction, the teacher asked the students to bring a cartoon for drew the direction. The teacher divided the students into groups, and the last the teacher asked the students to watch and listened the video carefully.

b. Actions

After the plan was compiled, the next step was carried out several actions, the first the teacher checked students' attendance and then the teacher divided the

students into groups, after that the teacher explained about the lesson that they would be learning. The teacher gave the students a chance to ask about the lesson. Then the teacher played the video and let the students watch it, the teacher repeated the video until three times, and sometimes the teacher asked the students about the topic and asked them about the words that they did not know. The teacher gave them tips to the students what words that usually used in the dialogue in the direction, so it would help the students to understand the dialogue like turn right, turn left, go ahead and other. Sometimes the teacher gave the transcript to the students when they looked so confused. After that, the teacher asked the students to prepare their cartoon and asked them to watch and listen to the another video again and also asked the students to draw the direction and also place that mentioned in the dialogue. A group which drew correctly would get a reward from the teacher. In the end of the lesson, the teacher gave them a papersheet and asked the students to answer it. The scores would be their own scores.

c. Observation

In this observations showed the activities of students increased. It can be seen when the teacher played the audio about the direction, they listened the audio carefully, they can understand the audio because the teacher found easier audio. The activeness of students responded to the teacher instructions it is also increased, it can be seen when the teacher asked them to draw they did the task directly without a noisy, they just did their task with their friends in the groups. When the teacher asked them why they are not asked more about the lesson to the teacher, they answered that they like this lesson, they usually heard conversation about giving direction, so they

did not feel its hard lesson for them. When the tournament was held, the tournament was attended by 27 students. After students work on the task the teacher saw the students task, most of the groups made a direction correctly, so after that, the teacher gave awards to the groups who really had good draw.

d. Reflection

After saw the results of the observations made, there are not really bad conditions when teaching the lesson, because the students enjoyed the lesson and they can accepted this lesson smoothly.

B. Discussion

English learning used cooperative learning through Students Team Achievement Division (STAD) of SMK 1 Teluk Kepayang District of Kusan Hulu, Tanah Bumbu Regency has been carried out accorded to the stages of implementation, namely class presentations, group learning, tournaments, and group awards.

The first stage of learning activities used Students Team Achievement Division (STAD) in the classroom presentation by the teacher. At this stage, the teacher conditions of the students should be ready to learn. The teacher conveyed the learning objectives, explains the material outline, and motivates learning. Submission is made as attractive as possible. This aims to make students interested and happy to learnt english.

As expressed Suherman (2003, p.259) that if cooperative learning was formed in class, peer influenced can be used for positive purposes in english learning. Students who have not mastered the material can asked their friends who have mastered the material. At the group learning stage, students learning in small groups that have been predetermined. This is in accordanced with what was revealed by Lie (2004, p.38-39), there are three important things that need to be considered in the management of cooperative learning classes, namely grouping, the spirit of cooperative learning, and structuring the classroom.

In this regard, classrooms was formed so that, students are comfortable in learning, by combining several chairs so that students can in one group sit close together. After students in groups, researchers and teachers shared student worksheets as one of the learning media. In accordance with the opinion of Hamalik in Arsyad (2002, p.15) that the use of learning media in the teaching and learning process can generate motivation and stimulation of learning activities in this case there is an increase in student activity. By using students worksheet it is expected that learning activities are not centered on the teacher but are student-centered, because students themselves must solved problems and constructed their knowledge. The teacher's role when group learning takes place is as a leader, facilitator, and motivator. As a leader, the teacher is tasked to condition and directed students so that the learning process take place well. The teacher as the facilitator has the task of gave guidanced and direction so that it does not only dictated students. While the teacher as a motivator is tasked with aroused enthusiasm and interested in student learning.

In order to achieved learning goals, learning resources used are not only students worksheet. The teacher also advised students to used other english books. Teaching aids are also needed to make it easier for students to solved problems in the students worksheet. In accordance with what was disclosed by Piaget quoted by Suwarsono (2002, p.13) that the ability of middle school students to think abstractly is still not fully developed, so that in many cases students may still need media assistance to concretize abstract of english objects so as to facilitate students in understanding the english concepts learned.

The third stage of Students Team Achievement Division (STAD) was a tournament held at the last meeting of each meeting. Rules in the tournament are students who have almost the same academic ability to compete to represent their respective groups. Every studen has the same opportunity to contributed the highest points to their group, so students are motivated to try their best. Points are donated from the tournament would determine the group award. If they want a group award, they must contributed the highest possible points to their group.

The tournament was held with the aimed to determine the extented to which students understand the material in the LKS. At the beginning of the tournament activities.

The last stage of cooperative learning Students Team Achievement Division (STAD) was a group award. Points earned from the tournament to determine group awards. By gave a group award, it was expected to motivated students to be more active in learning and got good achievements. According to the results of interviews

with students, they are motivated to learning so that their groups win and got prizes. This was supported by the opinion of Djamarah and Zain (2002, p.167) which stated that giving rewards to achievements achieved by students can stimulate to get better achievements in the future.

Awards are given in the form of praise, applause, certificated and prizes. According to Thorndike cited by Suherman (2003, p.30) states that in law as a result it was explained that satisfaction born from the reward of the teacher will provide satisfaction for the child, and the child tends to try to do or improve what has been achieved. Rewards in this regard are praise, applause, certificates and prizes.

The results of the student questionnaire responded data indicated that students' responded to Students Team Achievement Division (STAD) are very good. This can be seen from the four observed aspects showed an increased. Four aspects were observed, consisted motivation in participating in learning, interaction with teachers and other students, collaboration with group friends, working on problems and assignments.

The researcher found some problems in this class that made their learning outcomes very low, it was related with factors that influenced learning outcomes by Djamarah, 2002. He said that there are some factors that influenced learning outcomes, they are internal and external factors.

Internal factors means that the problems came from theirselves who are learning. In internal factor, namely psychological factor, it means the factors included interest, intelligence, talent, motivation and cognitive ability. In this

research the researcher found this factors so because of that, the students have low learning outcomes. When learning the students did not have motivation, they did not interested with the subject, they did not gave their attention to the teacher and it turned to their learning outcomes. If the students have high interested and motivation tend to pay attention to the lesson they would better learning outcomes.

External factor means the factors came from outside the students. In external factor, there are some factors, like environmental and instrumental factors. Instrumental factor also greatly affected the implementation of learning. If the facilities were not adequated, the learning process would not run smoothly. In order to achieved affective learning target and quality, teacher was required to be more creative and professional when they are designed learning model. In this research the researcher found the problem in the teacher. The teacher did not creative when taught the students, based on my interview with the previous teacher, the teacher said that she seldom used games in learning activities, she always used lecturer model when taught in that class and she also said that she did not create when palnned the learning model. Because of that the students did not have motivation, did not have interested with the subject.

When the researcher taught that class with cooperative learning students team achievement division, their learning outcomes was increased. 5 students got the high progress and 2 students got lowest progress in their learning outcomes. They results can be seen in the table

4.1 Table of students' learning in high progress

No	Name	Initial score	Final score	Increase
1	Nurul Elma	69	80	21
2	M. Rizaldi	70	90	20
3	Saniyah	70	90	20
4	M. Asrobi Abdi	72	90	18
5	Ahmad Khairudin	65	80	15

4.2 Table of students' learning in low progress

No	Name	Initial score	Final score	Increase
1	Sepina Putri .E.	70	80	10
2	Yati Cynthia. A.	70	80	10

Because just 2 students got low progress the researcher can concluded that the way for choosed The Students Team Achievement Division To Improve The Students Learning Outcomes in SMK Teluk Kepayang was good and their learning outcomes was increased.