

**CHAPTER IV**  
**DISCUSSION AND ANALYSIS**

**Research Findings**

The research was done to determine changes in students' ability to speak English; to find out the researcher administered one cycle of classroom action research.

**Initial Conditions**

Before teaching speaking thorough games begins, first the researcher asked 20 questions to each student to determine students' skills in speaking English.

The results of this can be seen in the Appendix 4, and below is the summary.

**Cart 1: Summary of Initial condition.**

Number	Score	Category	Number of Students	%
1	85 – 100	Vg	-	-
2	70 – 84	G	8	32
3	55 – 69	E	12	48
4	0 – 54	L	5	20
Total			25	

The explanation of the table above. There are 5 students who received grades 0-54 with a less score, and there are 12 students with enough categories (55-69). Which has score 70 there are 8 students.

## 4.1 Planning

In teaching speaking skill the researcher used card game to helping the students in studying English and the researcher prepare with lesson plan, it can be see in Appendix 1.

## 4.2 Implementation

### 4.2.1 Teaching Procedure

There are steps that the writer used in teaching English by using game:

#### 1. Greetings

Generally, in Muhammadiyah Elementary school” Salam (Assalamu’alaikum) and good morning” is used in greeting between the teacher and the students. Such as following short conversation:

Teacher : “Assalamualaikum students ?”

Students : “Wa’alaikummussalam Sir”

Teacher : “Good morning students”

Students : “good morning sir”

Teacher : “How are you today?”

Students : “I am fine, thank you and you?”

Teacher : “I am fine too, thank you my students”

#### 2. Presentation Stage

Starting lesson by showing the pictures

2.1. The teacher put on the big picture on the white board.

2.2. The teacher asked the students whether they know the picture such as following question:”do you know what pictures is this?” Then the teacher describes the pictures. After that the teacher asked the students to repeat

the name of pictures directly after the teacher. Then the teacher asked the students to pronounce the words by themselves that is pointed by the teacher.

2.3. To make the students pronounced and memorizing the words better, the teacher asked the students some questions about parts of pictures.

### **3. Practice Stage**

3.1. After the teacher feels satisfy with students' pronunciation, the teacher begins to give pictures to describe to know the students ability in speaking English. In the session the students have to try to describe by themselves before coming forward.

3.2. The teacher calls them one by one by to describe the pictures.

3.3. The teacher monitors the students perform and after the time is up, the teacher give correction.

3.4. The teacher asked the students to always practice to make their English influence.

3.4. The teacher evaluates their abilities in speaking English.

### **4. Production Stage**

4.1. To know the students ability in speaking English, the teacher must give some question, students are able to answer the question correctly know kinds of vocabularies.

### **5. Closure**

Conclusion of three studies in that day.

The teacher asks his/her students some questions to know their ability.

The teacher closes the lesson by praying" Alhamdulillah" Together.

#### **4.2.2 Students Activities**

On this occasion, the teacher greets the students and asks about their condition such as: “Assamu’alaikum, good morning students, how are you today?” these in order to warm up the situation. Then the teacher tells the students what are they going to learn at that day, for example” well students, today we are going to learn about English language”. Next teacher asks some questions about the topic to trigger the students’ knowledge, like:” do you know this game?” the teacher also explain this game. Here the teacher uses pictures for supporting the learning.

In this stage, the teacher gives card game pictures to the students. The teacher asks to do individual so every students has a card game picture with different picture. The teacher gives ten minutes to prepare with the vocabularies. After this every students has five minutes to say as many sentences as they can describe it in front of class. The teacher monitors the students’ Vocabularies, Pronunciation, Performance, Expression, Fluency and Content. It can see in observation.

#### **4.3 Observation**

To know the ability of students the researcher does observation during the implementation of games using observation form in Appendix 5.

The result of the observation can be seen bellow:

### Result of observations 1

No	Name	Vocabu- laries	Pronun- ciation	Perfor- mance	Expres- sion	Fluency	Content
1	Student 1	E	G	G	E	G	G
2	Student 2	G	G	G	E	G	E
3	Student 3	E	E	G	E	E	G
4	Student 4	L	E	L	G	L	E
5	Student 5	G	E	G	E	E	E
6	Student 6	G	G	E	G	E	G
7	Student 7	E	G	E	E	E	E
8	Student 8	G	E	G	G	G	E
9	Student 9	G	G	G	G	E	E
10	Student 10	G	G	E	G	G	G
11	Student 11	G	E	G	E	E	E
12	Student 12	E	G	G	E	G	G
13	Student 13	G	E	G	G	G	E
14	Student 14	G	G	E	G	G	G
15	Student 15	G	E	G	G	E	G
16	Student 16	G	L	E	E	L	L
17	Student 17	E	G	E	E	E	E
18	Student 18	G	G	G	E	G	G
19	Student 19	E	G	G	E	E	E
20	Student 20	G	G	E	G	G	G
21	Student 21	G	G	E	G	G	G
22	Student 22	G	G	G	E	E	G
23	Student 23	L	L	L	E	L	E
24	Student 24	E	G	G	E	G	G
25	Student 25	G	E	G	E	G	G

### Explanation:

Vg = Very Good

G = Good

E = Enough

L = Less

The students will get G if G more appears than Gg, E and L. G it means getting score between 70 and 84, Vg it means getting score 85-100, E it means getting score 55-69 and L it means getting score 0-54.

### Result of Observation 2

No	Name	Vg	G	E	L
		85-100	70-84	55-69	0-54
1	Student 1		√		
2	Student 2		√		
3	Student 3			√	
4	Student 4				√
5	Student 5			√	
6	Student 6		√		
7	Student 7			√	
8	Student 8		√		
9	Student 9		√		
10	Student 10		√		
11	Student 11			√	
12	Student 12		√		
13	Student 13		√		
14	Student 14			√	
15	Student 15		√		
16	Student 16				√
17	Student 17			√	
18	Student 18		√		
19	Student 19			√	
20	Student 20		√		
21	Student 21		√		
22	Student 22		√		
23	Student 23				√
24	Student 24		√		
25	Student 25		√		
<b>Total</b>		<b>-</b>	<b>15</b>	<b>7</b>	<b>3</b>
<b>Total Number of Students</b>		<b>25</b>			

The result of the observation can be summarized as follow.

**Chart 2: Summary of the suffix condition**

Number	Score	Category	Number of Students	%
1	85 – 100	Vg	-	-
2	70 – 84	G	15	60
3	55 – 69	E	7	28
4	0 – 54	L	3	12
Total			25	

The table above shows the ability of students. The less category score 0-54 there are 3 students or 12%, and for enough category students who get 55-69 there are 7 students or 28%, and with good categories (score 70 -84) there are 15 students or 60%.

#### 4.4 Reflection

After getting data of initial condition and observation the researcher conclude that teaching speaking by using game can improve the ability of fourth class students of Muhammadiyah Elementary School 8 Surabaya especially in English speaking.

At the initial condition, the students who get score good score there are 8 students while in the observation increased become 15 students and there are 12 students in the initial condition with enough categories and in observation become 7 students. And in fewer categories there are 5 students become 3 students.

Score in good category increase 7 students, and in the initial condition there are 12 students in enough categories, and then in the observation test become 7 students. While in the fewer categories on initial condition there are 5 students, and in the observation test there are 3 students.

#### **4.4.1 Result of Analysis**

By using games in teaching and learning English can help students in studying English. It can be concluded that the games can improve students' skills in learning English. This is caused ease for the students to understand the teaching material and it impact on increasing students' attitudes, and also it can be motivation students.