CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Research Findings

The previous chapter mentioned the procedure in using Classroom Action Research was the cycle can be done more than one time and each cycle will contain four phases. In each cycle, the researcher provided some research instruments including observation sheet for student and teacher. There is also the result of post-test and questionnaire. The researcher shown the finding of the study and discuss it in this chapter.

4.1.1 Finding in Interview

The interview occured on January, 16th 2020. The researcher prepared some questions in an open-ended question interview. The questions concern the conditions of class in English subject, the teaching and learning style, obstacle that faced by students and the score they got for this subject. The teacher has been teaching in one of the Vocational High School on Surabaya for three years and knew the behaviour of students for English. The teacher also said that English became less important to be taught because of the school operation system so the listening and speaking skill almost never given to the students. While the oral skills was forgotten, the teacher taught students to write some simple sentences using simple tenses. When checking on the textbook used, there are all integrated skills task but it skiped by the teacher.

This school used Direct Method in teaching and learning process. The most activity used when learning English language was reading passages, translating some words related to the topic material and repeating how to pronounce them. As a result, students know less about the material and got a low

score at this subject. The researcher also found that the passing grade for English lesson was 75. The most score the students got in each test, mid-term and final examination in the previous semester was between 63 to 72. The teacher would gave the students who get a low score a simple translation tasks so they could reach the determined school grade. In the end of interview, the researcher accompanied by teacher visit the class and observing the actual conditions.

4.1.2 Finding of Cycle 1

4.1.2.1 Student Observation sheet

The researcher used observation sheet when observed the process directly during the conduction of the study. There are twelve indicators in students observation sheet that needed to be monitored in each phase in connection with the steps of lesson plan. In the time when the observation occured, the researcher as observer one and the other English teacher from this school as observer two helped in assessing the students performance.

Table 4.1 The result of students observation sheet for first cycle done by both the researcher and the second English teacher.

Phase	Indicator In Observation	Score	
		Observer 1	Observer 2
Opening	Pay attention to the purpose	4	4
Main Activity	Observe attentively to the explanation	4	4
	Involve in excalating knowledge	2	2
	Involve in forming a group	4	3

	Comprehending the tasks	3	3
	Understanding the worksheet	2	2
	Involve in completing the task	2	2
	Students activity	3	3
	Preparing the presentation	3	3
	Work cooperatively	2	2
	Effectiveness of group process	3	2
Closing	Responding to evaluation	3	3

From the table above, there were similarity and differencess between the scores from each observer. In the opening, the observers witnessed the three details were shown by students, so it got mark 4. There were ten indicators in main activity. The indicators which scored 3 was because there just two descriptions that shown by students, while the others with score 2 only shown at most one description. The table pointed the two differencess in scoring between observer 1 and observer 2, that was the third and tenth indicator in main activity. The third indicator was about involvement in forming a group, after the making of study group, one to two students in each group did not participate until the end of the class. One point of the description stated that student is willing to work in group together. Observer 1 gave score 4 because there were just two groups that had an ignorant member which meant the other two groups had all the members participate in completing the task. But, when the lesson already passed half of the time, they began to work with their group until the end of class. The second observer gave score 3 because she wanted all the students to work in group during the lesson and there was no exception. The difference also happened in the tenth indicator of main activity. The second observergave score 2 because there was a

student which did not agree with his own group decision. So, to make the score relevant for maintained the success level, observer one followed the result of the other observer with reason observer two has more experience in education field.

The criteria of success was if the mean percentage reached to 80%. Here are the details in criteria of success:

NO	Rate of success	Predicate of Success
1	90% ≤ MP ≤ 100%	Very good
2	80% ≤ MP < 90%	Good
3	70% ≤ MP < 80%	Enough
4	60% ≤ MP < 70%	Less
5	0% ≤ MP < 60 %	Very less

In this cycle, the mean percentage of researcher result was 58% while the observation sheet result of the second English teacher was 55%. It means, the total score from researcher to students observation sheet was 35 from the maximum score. From all aspects, three indicators in opening and main activity almost got full score 5, five of it got score 3 including the closing and four with score 2. Based on that, the researcher got 58% in criteria of success. For the second English teacher, she gave score 4 for opening, five indicators with score 3 and the rest with score 2. The result of total score was 33 from the second teacher, which was 55% in success criteria. The success of students progress in the table above showed that the result is very less because the percentage was less than 60%. The comparison of the researcher and the second English teacher was different with 3%. In main activity, the second indicator which was about students involvement in increasing their knowledge got score 2 from each observer, it was because only one description appeared. It was responding to teacher's explanation by giving an

answer towards teacher question. The fifth indicator also got score 2 for trying to comprehending the worksheet. Some students intended to ask questions according to the task but they still got confused. It was because this was the first time for them to learn using Task Based Learning approach. Another indicators which almost got the lowest score was sixth and ninth. In sixth indicator about the involvement of students in completing the task, although the task was done in group but only two or three people worked in each group. The ninth indicator is about cooperation, the only description showed was checking the task before giving it to the teacher. but only two groups able to completed the task.

4.1.2.2 Teacher Observation Sheet

The teacher's performance also being observed during the procedure. There was seven indicators the observer should paying attention at. The teacher observation sheet was made by concerning the order of lesson plan. It has the same rule with students sheet in scoring each aspect. Maximum score for teacher observation sheet was 35. While observing the teacher, there was a little differences between both of observer. The result can be seen at the following table.

Table 4.2 The result of teacher observation sheet for first cycle done by both the researcher and the second English teacher.

Phase	Indicator In Observation	Score	
		Observer 1	Observer 2
Opening	The first activity in teaching process	5	5

Main Activity	Giving an explanation about the material	4	4
	Mastery of the learning material	3	3
	Suitability of material	4	4
	Utilising of media	4	4
	Learning material which increase students enthusiast	4	3
Closing	Last learning activity	4	4

The point which had different score was in main activity, learning material which increase students enthusiast. The descriptions were teacher should increase students participacy actively, made students open mind about the lesson material, increase students enthusiast and confidence. The researcher gave score 4 because the description that missed was to make students had open minded behaviour towards the lesson. The second teacher gave score 3 because the teacher failed to make students open minded and that it made the students lost confidence and often ask the teacher whether their answer for the task was true or not. Total score from the researcher was 28, it shown the result reached the criteria of success by 80%. Total score from the second teacher was 27 which still in the number 77% and did not reached the criteria. From this result, the researcher and teachers planned the next cycle to improve both students and teacher performances in solving the problem of learning English integrated skills.

4.1.3 Finding of Cycle 2

4.1.3.1 Students Observation Sheet

There was a rise on the score for student indicators, no aspects got score less than 4, but instead some of them got total mark. All of the description in every indicators was the appearance from student that must be shown to ensure the learning process closed to the expectation. In cycle two, number of indicators which got total score was three or four. From the researcher's sheet, total score after adding up all poin was 52, so the criteria of success had reach 86% which means the performance of students during the learning process in cycle two was better than the previous. As for the result of the second English teacher, three indicators got total score and there rest of them got 4. Thus, the totality reached to 85% from the sum total 51.

Table 4.3 The result of students observation sheet for second cycle done by both the researcher and the second English teacher.

Phase	Indicator In Observation	Score	
		Observer 1	Observer 2
Opening	Pay attention to the purpose	5	5
Main Activity	Observe attentively to the explanation	4	4
	Involve in excalating knowledge	4	4
	Involve in forming a group	4	4
	Comprehending the tasks	4	4

	Understanding the worksheet	3	3
	Involve in completing the task	4	3
	Students activity	4	4
	Preparing the presentation	4	4
	Work cooperatively	3	3
	Effectiveness of group process	4	4
Closing	Responding to evaluation	4	4

The difference in scoring the observation sheet was on the sixth indicator. The descriptions were that students do the individual task, doing the group task, completing the worksheet and finishing the report for presentation. The reason second teacher did not gave more than score 3 because one of the member in four and five group busied himself in the middle of the group task. One was distracted by his individual task while the other stealthily played on his smartphone. So, the description that missed was doing the group task. But researcher still gave score 4 because half of the lesson time untill the presentation, they came back to their sense and completing the report with the groups. The second cycle result indeed showed improvement even if just little. It was enough to prove that this study succession was in the enough level because the researcher observation result reached to 80% and the second teacher observation score almost reached 80%. The second English teacher observation was 78% with total score 47 than the maximum score 60.

4.1.3.2 Teacher Observation Sheet

Both the researcher and second English teacher had the same result in scoring the teacher performance in cycle two. There was some improvement in each indicator. The sum of score from both sheet was shown that the criteria of success had reach 88% and in a good level. The researcher considered that there would be no cycle three as the teacher perfomance was successful in delivering the lesson materials based on the lesson plan orders and topic material.

Table 4.4 The result of teacher observation sheet for second cycle done by both the researcher and the second English teacher.

Phase	Indicator In Observation	Score	
		Observer 1	Observer 2
Opening	The first activity in teaching process	5	5
Main Activity	Giving an explanation about the material	4	4
	Mastery of the learning material	4	4
	Suitability of material	5	5
	Utilising of media	4	4
	Learning material which increase students enthusiast	4	4
Closing	Last learning activity	5	5

4.1.4 Findings on Post Test

The post test of this study was devided for each skill with different numbers of question. Each number also had different score for the right answers. For listening and reading section, each number with the right answers will get score three. As for speaking and writing section, which is include in product skill has some criteria to determining the score. For speaking and writing, the researcher and second English teacher create a band scales which consist four criteria the students needed to pass. One criteria will be given score two for the lowest and score five for full marks. Criteria in speaking section was pronounciation, intonation, fluency and accuracy. As for criteria for writing was amount of sentence, relevancy, text order and word selection.

On the first cycle, there were two from four groups did not collect their tasks. As the result of students observation sheet in cycle one, some students were confused and nervous as this was their first time learning integrated skills using Task Based Learning. Some students admitted never taught speaking and writing on English Subject, they were unsure how to done the task and afraid to be wrong. Although they were able did half of the task, they were stubborn to collected their work. It took long time for them to finished it until the time for English subect was over. They asked to give them some time to complete it. But, until due time they never gave the task to the teacher with reason that the sheet was lost. The other students which seems enthusiast to learn new things tried to did their work while asking the teacher if they found obstacles or did not get the meaning of the task. The time limit forced them to work very fast at the end of the task which caused them to become careless. Although they were unsure about their answers but still collected their work to the teacher.

Chart 4.1 The result of Post Test
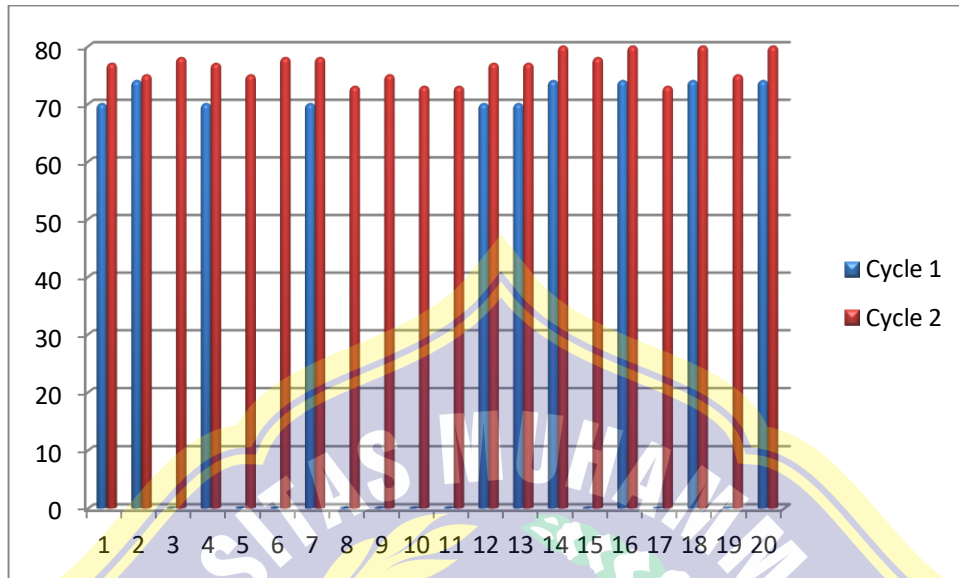
The chart above is to show the score comparison in cycle one and cycle two. There were twenty students as subects in this study. In cycle one, there were five students with score 70 and five students with score 74. The score was raising in cycle two with total sixteen students with score 75 and more. In cycle two, there were four students with the highest score which is 80. The other four students got score 77 and 78. It was clear that no student could get score 75 in the first cycle. Thus, the researcher calculated the percentage of passing grade in cycle two as follow,

$$\text{Passing grade} = \frac{16}{20} \text{ x } 100\%$$

$$= 80\%$$

Chart 4.2 The Percentage of Passing Grade in cycle two

Percentage of Students Passing Grade

- less than 75
- reach 75
- more than 75
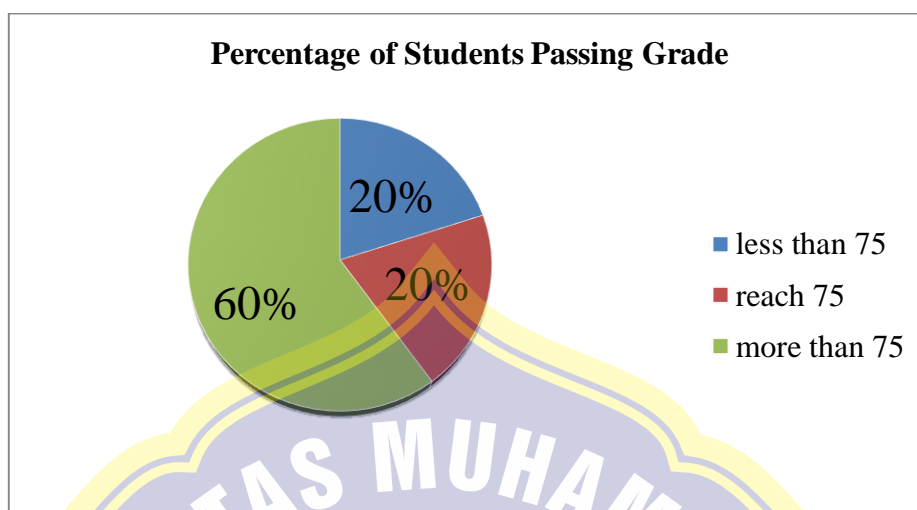
The minimum passing criteria was decided by the school for English subject, that was 75. Student was claimed to be succeed if he got score 75 and if he got under 75 would be labelled as fail. In cycle one, there were students did not gave their task to the teacher. until the due time, the students whose lost their sheets got zero. The researcher used the KKM from the school for the comparison of post test score. From the details above, most of the score which students achieved was pass over the KKM (*Kriteria Ketuntasan Minimum*) for the second cycle, so the implementation of this study turned out into a good achievement. Researcher also calculated the succeed of the class thoroughly. To counted the percentage of passing grade, the researcher adding the number of students whose the score at or over 75. The students were succeed if the percentage of the students which got score $\geq$75 more bigger or equal with 80%. The chart shown that there was improvement in cycle two. The passing grade for students who got score 75 were 20% and students who got score more than 75 reached 60% with total 16 students got score at and or more than 75.

4.1.5 Findings on Students Response in Learning Integrated Skills Using TBL

The questionnaire sheet was prepared to know students response towards the conduction of research. The sheet depended at how the students feeling during the process or what opinion they had about implementing Task-Based Learning to teach integrated skills. There were seven statements in the questionnaire which had listed the possibility of students feeling or opinion. All of students in nautican class had fulfilled the questionnaire sheets by giving a thick (√) on the rate of very agree, agree, not agree and very not agree.

The following table frequency shown the result in questionnaire.

Table 4.6 The result of students response

NO	LIST OF STATEMENTS	Very Agree	Agree	Not Agree	Very Not Agree
1	I like completing the integrated skill task with Task-Based Learning approach in English lesson	35%	65%	-	-
2	Task-Based Learning makes the situations in classroom more pleasing	30%	55%	15%	-
3	Task-Based Learning makes me understand the lesson easier	40%	50%	10%	-
4	Task-Based Learning makes me more confident in learning English integrated skills	20%	75%	5%	-

5	Task-Based Learning can motivate myself in learning English integrated skills	45%	45%	10%	-
6	Task-Based Learning makes me more active in learning English	30%	55%	15%	-
7	Task-Based Learning makes me enthusiast in the group activity	25%	65%	10%	-

The first statement was about students feeling happy for the implementation of Task-Based Learning in completing the task as this learning method was new for them. It indicated that 35% or 7 students very agree, 65% or 13 students agree. The second statement indicated that 30% or 6 students very agree, 55% or 11 students agree and 15% or 3 students not agree about the enjoyable learning situations because they needed to adapt in doing the speaking and writing skill tasks which is new experience in this subject. The third statement was about how TBL made them easier to understand the lesson materials. It shown 40% or 8 students very agree about it, 50% or 10 students agree and 10% or 2 students not agree. According to the ability of each students, there were some students which found they need more time in understanding the material at implementation of TBL. The forth statement was about how TBL increased the confidence for students in learning integrated skills with 20% or 4 students very agree, 75% or 15 students agree about it and 5% or one student not agree. As the learning material and method were new, there was student which often doubting his own work and kept asking whether the answer was right or not. The fifth statement shown that 45% or 9 students very agree, 45% or 9 students agree and 10% or 2 students not agree. The sixth statement indicated there was 30% or 6 students very agree, 55% or 11 students agree and 15% or 3 students not agree. The seventh statement was about the enthusiasment of students in doing the task.

It indicated that 25% or 5 students were very agree, 65% or 13 students agree and 10% or 2 students not agree with the statement on the questionnaire.

4.2 Discussion

Related to the problem in Nautican class of this vocational high school, which found in the interview and class visited. The learning problem was solved by using Task-Based Learning approach with some processes in cycle one and two. The material given to students consist of the four macro skills practices. During the learning activities, teacher gave some treatments that related with the problems. The problems were the students never had experienced in learning the macro skills apart of reading, the school's lesson design was claiming to used project learning approach but in reality the teacher used direct method and teacher-center learning style, students also got score below the minimum criteria and it made them lost their confidence and motivation in learn English subject, gradually they had low enthusiast and almost not interested in learning English. The later reason why researcher insisted in taught them those skills was to make students accustomed in the real communication. Their job after graduated from this vocational high school was to become a captain of a ship and that needs a training from the early stage. This research was helping both teacher and students in designing the ideal learning style they needed to overcome the obstacles in English subject.

Task-Based Learning was one of several approaches that make the communication central (Freeman; 2003). Furthermore, it was also a student-centered learning which became the part of Curriculum 2013. In this case, TBL was implemented combined with the four language skills, the class was devided to four groups in the cycle one and later five groups in cycle two. In the first cycle, there were some students whom not participating enough and so handed over the work to other member. The researcher and teacher, in attempt to make all the students took the part, remake the group into five by combining the ignorant participants in a group for cycle two. In the first cycle, the teacher gave a brief

explaination about the material and proceed to instucted students doing the task. As for the students, whom never experienced such practice, faced some difficulties in understanding how to do it. It took quiet a long time to explain how the task should be done, so the teacher guided them to endue the worksheet. Students needed to watched the video thrice to catched the informations. And for making a short passage, they succeed on making five sentences only. During the task, students kept asking about their choice of words or the meaning of new vocabularies towards the teacher. Thus, the time allocation in cycle one not enough for all groups to presenting their result, there were only two groups able to perform.

In preparation for cycle two, teacher and researcher evaluating what the problem in the first cycle. They reflected the action and observation to make a better plan to get the implementation successful. The teacher, gave one more hour for the research conduction than the previous cycle, the purpose was to give each group the chance presenting their works. In the cycle two, the researcher and the English teacher designed a listening task in true or false type. This kind of task helped students to focus more raher the multiple choice type. The students also became more confident in the group discussion where demanding them speak in English. The researcher and the English teacher also set a rule to gave them a minus point wherever they spoke in Indonesian. So, they tried hard to use English even though their pronounciation or grammar were poor. Compared with the cycle one, there was improvement from the students, in cycle one the major students still spoke in Indonesian and did not caring about the instruction that demand them using English only. The students were capable in writing longer contents by developing the supporting details. To measure the increase of their development in integrated skills, the researcher held a post test.

The post test was devided into four sections with total twenty questions. The scoring was based on the difficulties level of each task. Kinds of the exam was including all the four skills to be tested. Willis (1996) noted TBL framework aims to give students breadth of experiencing and practicing the language use to

attain both knowledge and skills required in every kind of exams. In the task cycle and language focus, teacher gave the task involving the four skills,so students used to experienced and practiced the language itself. From the result of post test, students with score more than 75 were 80%. As the formulas from Purwoko (2001) stated passing grade was successful if students with score 70 more bigger in total. But this school used 75 as their standard minimum criteria. Since the result of post test was 16 students with score ≥75, so task-based learning was effective in teaching the integrated skills for eleventh grader. It was in line with the study of Ayu (2017) after the implementation of task-based learning to increase students' speaking skill showed great improvement of result in students acievements by seeing the mean score test had reached 80%, which means students got score more than standard minimum criteria. The main students problem, which the low score in every English tests, was solved using task-based learning approach.

Students observation sheets from cycle one to two shown there were improvement of students behaviour towards learning English. The first cycle was reached to level 'Enough' because the percentage of the 78% or got total score 47 from the maximum score 60. For cycle two, the improvement could be seen from the result its got 86% or with total score 52 which drawn the level at 'Good'. In this case, task-based implementation was effective to improved students courageous in learning integrated skills. This approach also motivated students to finishing the task related to integrated skills. Willis (1996) listed the result of students' reports who have experimented task-based learning around the world: (a) gain confidence in interacting soon after the beginning of task-based course; (b) enjoy the challenge in doing the task and find it fun; (c) able to talk about language itself, and; (d) became more independent learners. It was also supported by the study of Marlina (2014) after the implementation of TBL, students were encouraged to accomplish various task by interacting communicatively using the language they were learning and made them learnt actively. And addition of the study conducted by Nuryani (2017) in teaching writing skill, the implementation

of TBL enhances students learning since TBL task encourage students involvement and lead to significant improvements regarding their language performance. It was also shown from the students response in this study that students 35% very agreed and 65% agreed task-based learning made them like completing the task, 30% very agreed and 55% agreed TBL made the learning situation comfortable. There were also 40% very agreed and 50% agreed TBL helped them understand the material easily. There were 20% very agreed and 75% agreed students stated their confident increase in the implementation of TBL while learning the integrated skills. 45% very agreed and 45% agreed that TBL motivated them, 30% very agreed and 55% agreed in beaming more active during the learning process. In making them enthusiast in the group activity 25% students was very argeed and 65% agrred about it.