

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on analyzing of this research. The data analyzed in order to answer the statement of the problems on chapter I. It is consisted of finding an discussion of the data that collected from the observation, interview, and documentation which is discussed based on the theory and concept from the previous chapter.

A. Research Findings

In this chapter, the researcher explains about the research finding of The Use of Cooperative learning STAD to The Speaking English Activity at Favorite Class of Branch of English Lover Assosiation Course of Banyuanyar Boarding School Pamekasan. In this case, the researcher found the data from the teaching learning process in the classroom. By doing the interview, observation and documentation to solve the problems that the researcher stated in the research focus.

For the first time, the rescarcher explains the use of cooperative learning STAD to the speaking English activity at favorite class of branch of English lover assosiation course of banyuanyar boarding school Pamekasan to answer the first question in the research focus. The second, the researcher explains the students' perception towards the learning process using cooperative learning STAD to the students' speaking English activity at favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan. The thirt, the

researcher also explains the advantages of using cooperative learning STAD to the speaking English activity at favorite class of branch of English lover assosiation course of banyuanyar boarding school Pamekasan.

1. The Finding of the use of cooperative learning STAD to the speaking English activity at favorite class of branch of English lover assosiation course of banyuanyar boarding school Pamekasan.

The reaseracher came to branch of English lover assosiation course of banyuanyar boarding school pamekasan on Thursday 01th april 2021, the researcher attended the course office to gave the letter of research permission to the director. Then, the director informed to the English teacher. Therefore, the researcher can get the data that related with the research in that crouse especially, at favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan.

After that the researcher met with the English teacher and then, the researcher asked teacher about the schedule in teaching speaking English. He had two days schadule in one week namely, Monday and Wednesday. And then he gave the lesson plan that he made before to the researcher. In this case, the rescarcher also asked the students name list of the favorite class.

In this rescarch, the teacher of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan applied the use of cooperative learning STAD to the speaking English activity. The researcher conducted this research two meetings. The first meeting, the

teacher explained about "Adjective" and the second meeting was about "simple past"

a. The first observation.

The researcher attended the course office to take permission to the director. Then, the director informed to the English teacher, after that the teacher and researcher entered to classroom at the favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan. It was conducted by the researcher on Monday 5th april 2021 at 06:00 up to 07:00 am. In this case, the researcher was as passive participant or watching the teaching and learning process. Here are the activities of teaching speaking English subject by using cooperative approach as bellow:

Subject : English

English Skill : Speaking

Topic : adjective

Strategy : Cooperative learning STAD

Day/date/month/year : Monday 5th april 2021

Time :06:00-07:00 am

Class :/Favorite

Teacher : Moh. Hafidz

1) Pre – Teaching

- a) The teacher begun the class by saying "Assalamualikum Wr. Wb." than the all students answer compactly "Walaikumslam Wr. Wb."
- b) The teacher asked to the all students condition " How are you today my all students " the students answer "I am fine thank you".
- c) The teacher asked " who is absent today" the one of student answer " no one ".
- d) The teacher gave motivation before going to the material (in this cas The teacher took role as motivator).
- e) The teacher opened the teaching learning process with he explained the topic today.

2) Whilst Teaching

- a) The teacher wrote in the blackboard about the topic which would be learned by his students, Adjective
- b) The teacher explained about the English speaking material.
- c) The teacher then asked students to count from one to six and say not to forgot about the number.(in this cas, the teacher was as an organizer).
- d) Then the teacher asked students to make a group based on the number they said. At the time, the teacher told the

student to make group which one group consisted of number one to five and so on. So, at the time, there are seven small groups which consisted of five students in each group. (in this case, the teacher was as an organizer).

- e) Then the teacher told the students not to forget about the number they said before. Then he continued to explain that in each group, who said number 1 gather with number 1, number 2 gather with number 2, number 3 gather with number 3, number 4 gather with number 4, number 5 gather with number 5, number 6 gather with number 6. The teacher explained slowly, but the students seemed understood. The students directly came together as teacher's instruction. (in this case the teacher was as an organizer).
- f) The teacher gave one paper that it include the picture to the group with different "adjective" for each group (in this case the teacher was as an organizer).
- g) The teacher told the students to discuss about the picture or adjective, the teacher has given to the all group with different adjective and each group discussed the picture related to the topic they held in the leader group. The teacher also told the students in each group that they were

leader group. The students did not confuse about that, because it was not only now they took a part with this activity. (in this case the teacher was as an organizer).

h) Many times, teacher came to each group to see and listen the student's activity. (in this case, the teacher was as a monitor).

i) While teacher monitoring the group's discussion, the students sometimes asked him about vocab that they did not know and he answers directly. (in this case, the teacher was as a resource).

j) While teacher monitoring the group's discussion, the teacher sometimes made correction if the students got wrong in discussion about material. (in this case, the teacher was as an observer).

k) The teacher told them that leader 1 talked about the picture 1, leader 2 talked about the picture 2, leader 3 talked about the picture 3, and the next.

l) Then the students discussed about the picture they held seriously but joyfully because they discussed it with their own friends. However, sometimes the students got difficulties in understanding the tense and the vocabulary they spoke. They sometimes asked to their teacher. At that discussion, the teacher informed the students to speak

English although not all to make their friends understand about the discussion. So, they mixed their language between English and Indonesian. Sometimes they also used Madurese language. (In this case, the teacher was as an organizer).

m) After that activity done, then the teacher informed the students that the time to ask to another group, and the other group to answer to all questions. (In this case, the teacher was as an organizer).

n) The teacher monitored the students and asked them not to be silent. The teacher motivated it to the girls because they were not too active and seemed shy to speak. (In this case, the teacher was as a motivator).

o) The teacher also corrected the students' discussion or explanation when he found some wrongs of explanation. (In this case, the teacher was as an observer).

3) Post Teaching

a) The teacher gave comment about the teaching English activities. He also motivated the students who still could not speak and were not active. (In this case, the teacher was as an observer).

b) The teacher closed the class by praying together (Allahumma arinal haqgo haggo war zugnat tiba'ah wa arinal batila batila war zugnaj tinabah) and salam (Assalammualaikum Wr. Wb).

b. The Second Observation

In the second observation, The researcher came again to Branch of English Lover Association course of Banyuanyar boarding school Pamekasan On Wednesday 07th april 2021. The condition was different from the previous meeting, in this meeting the teacher taught the material based on the topic on the schedule.

The activities of teaching learning process in the second observation of the use of cooperative learning STAD to the students speaking English activity at favorite class of Branch of English Lover Association course of Banyuanyar boarding school Pamekasan. By doing the observation in the classroom, the researcher got the important points or data that the researcher needed in conducting research. And the researcher also used documentations to get the data clearer and more credible. Which the teacher taught in the tenth class as follow:

English subject : Speaking

Topic : simple past

Strategy : cooperative learning STAD

Day/date/month/year : Wednesday 07th april 2021

Time : 06:00-07:00 am

Teacher : Moh. Hafidz

Class : Favorite class of BLESS.

a. Pre-Teaching

1. As usual the teacher came to the class and said greeting to the students with "Assalamualaikum Wr. Wb" then the all students answer "Walaikumsalam Wr. Wb."
2. Then the teacher asked to the all students " who is absent today" then the one of student mentioned the name of student is absent, and then the teacher checked the name list.

b. Whilst-teaching

1. The teacher came to the material today, the material is about simple past.
2. before the teacher explained the material, the teacher asked the students to count from 1 to six and he said not to forgot about the number.
3. the teacher told the students to made a group which one a group consisted of number 1 to 6 and so on. So, at the time there are small groups which consisted of 6 students in each group.

4. the teacher told the students not to forget about the number they said before. Then he continued to explain that in each group, who said number 1 gather with number 1, and so on. The students directly came together as teachers' instruction.
5. The teacher gave students one paper with different colour in each group and with different topic.
6. The teacher explained about the material to the all group namely, simple past.
7. The teacher told the students to discuss about the topic that the teacher has explained and each student made some questions related to the topic they held in the leader group.
8. When the discussion began the teacher came to each group to see and listen to the students' activities.
9. While the teacher monitoring the students, the students sometimes asked him about the problem with the vocabulary and pronunciation, and he sometimes answered it directly.
10. While the teacher monitoring the students' activities, the teacher sometimes made correction if the students got wrong discussion about the material.

11. The teacher told them that leader to explain about their topic to another group, then the teacher informed the students became leader to speak English although not all to make their friends understand about the explanation, so, sometime they mixed their language between English and Indonesian. And also sometimes use Madurace language.
12. After the activity or discussion was done, the teacher informed the students that time to back the place.
13. The teacher monitored the students and asked them not to be shy to speak and they did not be silent, the teacher's means that you have to speak although you did not understand, above all you speak up, you did not be shy oke.
14. The teacher corrected the students' discussion when he found any wrong discussion.

c. Post Teaching

1. The teacher motivated the students who still could not speak and were not active.
2. The teacher gave applause to all students.
3. Then the teacher closed the class by praying together "wallahu a'lam, faya robbi waffigni bitaqwa kaya Allah faya robbi irhamni bihusnil khotimati".

2. The course students' perception towards the learning process using cooperative learning STAD on students' speaking English activity at favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan

Based on the observation in the class room during the use of cooperative learning STAD in Teaching speaking English activity , and also the result of interview with the English teacher, the researcher found several things that very important to this research. The researcher could conclude that the students were fun and interested in joining the lesson. Most of students paid attention on teacher's instruction and they tried to complete each other to get opportunity to discussed. So, by this strategy really helped the students to be more active and more enjoyable in joining lesson in the class room.

On Thursday 08th april 2021, the researcher attended again to the course after the class over. At that time, the researcher wanted to know their perception about the cooperative learning STAD that the teacher use in their class room. So, the researcher met the favorite students and conducted the interview with them. The researcher interviewed with the first volunteer.

"Actually, formerly when I was in junior high school at home, I never like English. But, when I am at banyuanyar boarding school exactly at BLESS course, I start to like English. I think Because of the English teacher that very creative. So, he always make me and

*my friends feel enjoy and fun in learning English. I get new inspiration to be English lover since he teaches me. Well, Sometime, I feel bored when learn about speaking English. But, because I like how the teacher teaches, I can reduce my boring. Even, I am spirit agatn to learn Speaking English."*¹

*"I like my English teacher. Because, he has kinds of way to invite us active. Especially, about the strategy last week and yesterday. As my teacher said at the first time, that approach was cooperative learning stad. I like it. because I can be more active. Whereas, I am one of students who has low self-confidence. By that strategy, I can practice to be brave. Exactly, to stand up in front of my friends or my group. Step by step, I can decrease my nervous."*²

The other students also stated that,

"One of reasons why I like my English teacher, namely Moh. Hafidz is his style and his motivation. As I know, he always support us to be better although we are fault in learning in the class room. For example, when I was wrong vocabulary and pronouciation, I could realize that I had to focus on the activity in the class. His motivation really becomes my new inspiration to improve my self. Of course, I like that activity, because I can be active, more concentration, easier to comprehend the topic and by that strategy,

¹ MH, favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan, direct interview (8th april 2021).

² 2K, the favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan, Direct Interview (8th april 2021).

*it helps me to respect other my friends. So, the teacher can create the good atmosphere in the class room."*³

*"In my opinion, when Moh. Hafidz used that strategy, I feel that it is very good to increase my ability in English. I can get motivation to concentrate more to learn in the class room. Honestly, I was shy at that time, because I was wrong in my speaking and my pronunciation. But, my teacher's motivation made me optimist to be braver and be better. I also can comprehend more by that strategy because I can know the different the good chatting, good pronunciation and I also can identify my mistake. So, I think it can help us more active, interested and enjoyable in learning speaking."*⁴

Based on the interview with the students at favorite class of grade of Branch of English Lover Assosiation course of Banyuanyar boarding school, the rescarcher can know that they feel enjoyable and interested in joining the lesson. This strategy can help the students to be active and they can learn to respect more each other. In this case, the researcher can conclude the students' perception towards the learning process using cooperative learning STAD on students' speaking English activity at favorite class of Branch of English Lover Assosiation course. The perception are:

³ MS, the favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan, Direct Interview (8th april 2021).

⁴ IJ, the favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan, Direct Interview (8th april 2021).

- a. The students enjoy the lesson happily by the use of cooperative learning STAD.
- b. The students are interested with the learning STAD.
- c. The strategy can make the students more active.
- d. The strategy can make the students more confidence.
- e. The strategy can make the students more comprehend on the topic.
- f. The strategy can make the students more concentration in learning.
- g. The strategy can help the students to respect each other.
- h. The strategy can make the students improve their ability.

From doing the observation to the class room, interview with the English teacher and the favorite students, and also from taking the documentation of all, the researcher can get the result of the use of cooperative learning STAD in teaching speaking english activity is good. It also has positive perception from the teacher and students.

By this strategy, the teacher can be easier to deliver the topic to the students. The students also understand faster and can identify their mistake. So, the students' weakness or the students' mistake can be improved by the evaluation and motivation from the teacher. The teacher can also easier to know which one of students understand or not. So that, the teacher can give the clue or specific explanation briefly. For the

students can be active, very self-confidence when come forward and stand up in front of other students or group, and also can pay attention carefully,

3. The advantages of using the cooperative learning STAD in teaching speaking English activity at favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan

The observation that was conducted in the classroom during the use the cooperative learning STAD in teaching speaking English activity at favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan on Monday 19th april 2021, and on Wednesday 22th Match 2017, the researcher found several things that are very important to this research. The researcher could conclude that the students were fun and interested in joining the lesson. Most of students paid attention on the approach that the teacher gave in the class in each group and they tried to complete each other to get opportunity to stand up. So, by this strategy really helped the students to be more active and more enjoyable in joining the in teaching English speaking subject the classroom.

On Thursday 22th april 2021, the researcher came again to the school after the class over. At that time, the researcher can know that they feel enjoyable and interested in joining the lesson in their classroom. So, the researcher met the favorite students and conducted the interview with them and the result of the interview had been concluded and it displayed in own the researcher word. The researcher interviewed with the first

volunteer and the result of the interview has been concluded by the researcher. He said:

"Actually, the use the cooperative learning stad to teach us how to speak is very good, why I say that because the approach make us especially me enjoy and not boring to study about the material, My English teacher always gives us strategy in teaching learning so that the approach makes me concentrate more the lesson that I have.⁵

Another student. She stated:

"I like my English teacher because, he has many ways to invite us to be active students. Especially, about the strategy that was used at two previous meeting. I like it. because I can be more active. Whereas, I am one of students who has low self-confidence. By that startegy can make me confident to practice my speaking. Exactly, to come forward and stand up in front of my friends. Or group Step by step, I can decrease my nervous.⁶

The researcher also conducted interview with rohadi he is a student who did not have chance to come forward in the use of the strategy. he stated:

"I have prepared myself to came forward (explain the material) at that meeting but my English teacher did not point me to show my speaking about the topic. Actually I am disappointed to my teacher

⁵ 'MS, the favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan, Direct Interview (22th april 2021).

⁶ "MS, the favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan, Direct Interview (22th april 2021).

but he may have a reason why he did not point me at the time, that I know the time was over but other one I do not. I prepare it with my group. For the first, I do not understand but after the leader of my group explain to me the point of the story I can understand and I am ready to come forward but the reality speak different with my will”⁷

Rohadi also expressed his feeling when the English teacher use the cooperative learning STAD in teaching speaking at English activity the previous meeting. he said:

“In my opinion, when Moh. Hafidz use the cooperative learning stad is very good, why I say like that because I never found the approach during in teching learning process, but after my English teacher, I know more than before and also I can speak english although not so good.”⁸

Based on the interview with the students at favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan, the researcher can know that they feel enjoyable and interested in joining the lesson. This strategy can help the students to be active and they can learn to respect more each other. In this case, the researcher can conclude that the use of cooperative learning STAD in teaching speaking has advantages to the students. They are:

⁷ 'S, the favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan, Direct Interview (22th april 2021).

⁸ U, the favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan, Direct Interview (22th april 2021).

- a. The students enjoy the lesson happily by the use of cooperative learning STAD.
- b. The students are interested with the strategy.
- c. The strategy can make the students more active.
- d. The strategy can make the students more concentration in learning.
- e. The strategy can help the students to respect each other.
- f. The strategy can make the students improve their speaking ability.

B. Discussion

In this discussion, the researcher will discuss about the use of cooperative learning STAD to the speaking English activity at favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan, The use of cooperative learning STAD to the speaking English activity at favorite class of branch of English lover assosiation course of banyuanyar boarding school Pamekasan, the Students' perception and the advantages of using of cooperative learning STAD.

Based on the obscrvation that have done by the researcher. At the time the researcher did the first meeting or observation on Monday 05th april 2021 at 06:00-07:00 am, and the second meeting or observation on Wednesday 07th april 2021 at 06:00-07:00 am. The researcher also found that there were three steps in the teaching learning process. They were pre-teaching, whils-teaching, and post-teaching.

The next, the teacher told the students to count from 1 until 6 and so on. Then the teacher told the students to make group and don't forget the number. The teacher asked the student number 1 together with number one and number 2 together with number 2 and so on, to make group as the same number. And then the teacher explain the material, it was about descriptive text, after that the teacher gave warming up by showing the picture that related with the material in the book about adjective, but the teacher have prepared it using the other references to make easy the students to comprehend the material and the text of simple past tense. It is concerned with Jeremy Harmer, to made students easier in comprehending the text and the teacher should be choose the right topic to create the students interest and also using scheme such as giving students predictive text and interesting activities to gain their knowledge before they speak.⁹ It is one of activity that the teacher used in teaching learning process to make students enjoy and more active in their activity, because one of the purposes in teaching speaking English is someone who may speak in order they can dare to speak in front of public.

Then the teacher gave some papers to all groups with different picture of cooperative learning STAD to discuss about the picture. After that the teacher told the group to explain the pictures to other groups, then the teacher gave opportunity the other groups to ask them. When the material are finished the teacher gave applause to all group and then

⁹ " Jeremy Harmer, The Practice of English Language Teaching (www. longman.com . Third edition, Completely Revised and Update), P. 206.

the teacher closed the class by saying Assalmualikum Wr. Wb. Than the students answerd compactly Waalaikumsalam Wr. Wb.

The students' perception includes one of use thing to measure and determine whether the teaching learning process success or not. In this case, the researcher interviewed the students at favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan. Actually, in the previous explanation the researcher mentioned the result of interview with them.

From the students' perception, It is very effective to build the students' confidence in their soul, it is very appropriate to invite the students more active, teach them to pay attention and respect each other, and also can create the positive perseption from the English teacher and the students, especially at the favorite class of Branch of English Lover Assosiation course of Banyuanyar boarding school Pamekasan.

From the students' answer of the result interview at the time, the researcher concludes that their opinion about the use of cooperative learning STAD in teaching speaking English activity has advantages. The advantages are: the students enjoy the lesson happily by the strategy, they are interested on learning speaking English subject of cooperative learning STAD that can help the students more active, confidence, effective, respect with each other to improve their speaking ability.