

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The researcher wanted to describe the information gathered during the study in this chapter. The researcher examined data from result observation linked to the *F.R.I.E.N.D.S* movie series to improve speaking skills in order to find the solution to the problem. The research findings and analysis data gathered from teachers' previous test results and two treatment cycles were described in this chapter. The teacher's previous speaking test results were needed for preliminary study. Each cycle of the *F.R.I.E.N.D.S.* movie series was examined in this study in four stages: planning, action and observation, and reflection. The grading result for this topic was also provided by the researcher.

4.1 Preliminary Study

Preliminary study was the first step in carrying out this research. Instruments were employed by the researcher for testing and observations. The English lecturer in the class served as a collaborator, whose role it was to monitor and supply the relevant information regarding the class, while the researcher acted as a teacher. Before taking any further action, provided the speaking 1-course students with a questionnaire and preliminary scores to aid in their research on topics such as the root reasons for their problems with speaking. The teacher informed the study that students' similar vocabulary, low

self-confidence, and fear of making mistakes when speaking were the main reasons behind their difficulties with speaking. The English lecturer who worked as a collaborator provided the following first assessment about the speaking ability of the Speaking 1 courses in the second-semester of English Department students at Wijaya Kusuma University Surabaya:

Table 4.1
Previous Speaking test score

No	Initials	Scores
1	Yosefina	75
2	Yulita	87
3	Octavia	93
4	Karina	75
5	Pasha	70
6	Elga	85
7	Tita	87
8	Ferdinandus	80
9	Desinta	75
10	Novita	75
11	Najwa	93
12	Sartina	70
13	Rafli	80
14	Fadilah	85
15	Radyusa	80
The percentage of students who passed the KKM		$\frac{9}{15} \times 100\% = 60\%$

Nine students, or 60% of the total, received scores higher than the KKM, according to the table (4.1). Six other students, or 40% of the total, received scores that were lower than the KKM. In order to improve students' speaking

abilities, the researcher employed the *F.R.I.E.N.D.S* movie series as a learning tool based on the findings of these observations. The goal was to achieve outcomes for 75% of the total students who received a KKM score or 80.

4.2 Implementation Of *F.R.I.E.N.D.S* Movie Series

The research findings and analysis data gathered from teachers' previous test results and two treatment cycles were described in this chapter.

4.2.1 Cycle 1

The first cycle was done on June 4th, 2024. The subject was 2nd Semester Students of the English Department in Wijaya Kusuma University Surabaya. This cycle consisted of four steps, namely plan, acting, observation, and reflecting. The following was the results of the research analysis in cycle 1:

1. Planning

In the initial phase of planning, the researcher conducted observations in the Speaking 1 class to gain insights into how students were learning speaking skills and to identify any difficulties they encountered. This preliminary study served as a foundation for understanding the current state of speaking instruction in the classroom. Additionally, the researcher collaborated with the lecturer in the course to gather further insights and perspectives on the challenges faced by students.

Following the observations, the researcher identified key challenges and areas for improvement in the speaking aspect of the course.

These findings guided the formulation of objectives for the intervention, aimed at addressing the identified shortcomings and enhancing students' speaking proficiency.

Based on the identified problems and objectives, the researcher developed a comprehensive action plan to guide the implementation of the intervention. The action plan outlined the specific steps to be taken, including the selection and organization of materials, formulation of lesson objectives, and modification of teaching techniques to incorporate the "*F.R.I.E.N.D.S.*" series as a teaching media for speaking skills in the Speaking 1 class.

The action plan included a detailed outline of how the "*F.R.I.E.N.D.S.*" series would be integrated into the English language learning process, particularly in the Speaking 1 class. This plan specified the episodes to be used, the timing and duration of viewing sessions, and the accompanying activities designed to enhance speaking skills through the media.

The planning phase of the action research project laid the groundwork for the successful implementation of the intervention aimed at improving speaking skills using the "*F.R.I.E.N.D.S.*" series in the Speaking 1 class. By systematically identifying challenges, formulating objectives, and developing a detailed action plan, the researcher ensured

that the intervention was tailored to the specific needs and contexts of the classroom environment.

2. Acting

The action stage was held on June 4th, 2024. In implementing the lesson plan utilizing "*F.R.I.E.N.D.S.*" movies as a medium to enhance speaking skills, the researcher, acting as the teacher, structured the activities into several distinct action stages. Firstly, the lesson commenced with an introductory phase wherein explain "Telling Story" Material and the "*F.R.I.E.N.D.S.*" movie series was introduced to the students. This phase encompassed providing background information about the show's popularity and explaining its relevance within the Speaking 1 course. Additionally, the purpose of watching the series in relation to improving speaking skills was elucidated, and access to selected episodes or clips was facilitated either through streaming platforms or prepared DVDs and digital files.

Following the viewing session, the subsequent stage involved the analysis and identification of various language aspects portrayed in the movies. This entailed conducting a class discussion to identify and analyze language patterns such as pronoun usage, fluency, vocabulary choices, grammar structures, and comprehension cues. Students were guided to observe and take note of these aspects, with the aid of guiding questions to assist in analyzing the language patterns employed by the actors. Furthermore, students were encouraged to compare and contrast the observed language features with their

own language usage, fostering a deeper understanding of effective communication strategies.

Subsequently, the explanation of speaking skill material formed the foundation for the subsequent phase. Based on the analysis conducted, specific speaking skill material indicators were elucidated to the students, with each indicator being broken down and illustrated using examples from the movie series. This phase also involved discussing the importance of each indicator in effective communication and elucidating how mastering these skills could enhance students' speaking abilities.

The subsequent stage focused on practical application and assessment, where speaking activities were designed to require students to apply the identified language patterns and skills. Students were tasked with working in pairs or small groups to create dialogues inspired by scenes from the series, incorporating the language features analyzed. Additionally, speaking tests were conducted to assess students' ability to demonstrate the identified speaking skill material indicators, with feedback and guidance provided to aid in their improvement of speaking proficiency.

Finally, the lesson concluded with a reflection and feedback phase. Students were encouraged to reflect on their learning experience, discussing challenges faced and effective strategies employed to improve their speaking skills. Moreover, students were invited to share their thoughts on the relevance of using multimedia content like "*F.R.I.E.N.D.S.*" for language learning, while

also providing opportunities to offer feedback on the lesson structure and activities to inform future teaching practices.

3. Observation

The observation stage served as a crucial component in evaluating the effectiveness of the teaching and learning process using "*F.R.I.E.N.D.S.*" movies to enhance speaking skills. Throughout this stage, the research collaborator, typically the lecturer, actively participated in observing the researcher's implementation of the lesson plan and the student's engagement during the activities. This collaborative observation process involved monitoring the students' speaking scores, calculating these scores using statistical patterns, and evaluating their performance against predefined criteria.

Firstly, the observation involved closely monitoring students' speaking scores to assess their progress and proficiency levels. This quantitative data provides insights into individual student performance and overall class performance over time. By tracking these scores, patterns and trends in students' speaking abilities could be identified, facilitated informed decisions on instructional strategies and interventions.

Secondly, the calculation of students' scores involved utilizing statistical methods to analyze the data collected during the observation process. This quantitative analysis enabled the researcher to identify areas of strength and weakness in students' speaking skills, allowed for targeted interventions and instructional adjustments in subsequent cycles.

Furthermore, the observation checklist, previously prepared and utilized during the observation process, served as a valuable tool for systematically documenting students' speaking behaviors and performance. The checklist included criteria such as pronunciation, fluency, vocabulary usage, grammar accuracy, and comprehension, providing a comprehensive framework for assessing students' speaking abilities.

Table 4.2
Cycle 1 test score

No	Initials	Scores
1	Yosefina	75
2	Yulita	85
3	Octavia	90
4	Karina	75
5	Pasha	75
6	Elga	85
7	Tita	90
8	Ferdinandus	83
9	Desinta	80
10	Novita	80
11	Najwa	93
12	Sartina	75
13	Rafli	85
14	Fadilah	85
15	Radyusa	88
The percentage of students who passed the KKM		$\frac{11}{15} \times 100\% = 73\%$

As it can be seen in the table (4.2), 73% of students, or 11 out of 15, received higher than KKM scores in Speaking 1 courses. Four students had

not yet reached the KKM other from that. As a result, the researcher used the identical steps for cycle 2 as for cycle 1. Students had to accomplish this in order to receive a success indicator of 75% in the following cycle.

4. Reflecting

In the reflecting stage, the researcher engaged in a series of activities to assess the outcomes of the teaching and learning process, particularly in relation to the improvement of students' speaking skills. Despite efforts made during the action steps, if the test results failed to meet the established criteria for success, the researcher undertook the following activities:

a. Evaluating the Teaching and Learning Process:

The researcher conducted a thorough evaluation of the teaching and learning process to identify potential factors contributing to the lack of improvement in students' speaking test results. This evaluation involved assessing the effectiveness of instructional strategies, the relevance of teaching materials, and the implementation of classroom activities. By critically examining the teaching approach, the researcher aimed at pinpointing areas that may require adjustment or improvement.

b. Evaluating Students' Activities Since the Teaching Process:

Additionally, the researcher evaluated students' activities following the teaching process to gain insights into their engagement

levels, learning progress, and any challenges encountered. This evaluation encompassed reviewing students' participation in class activities, their interaction with instructional materials, and their responses to feedback provided during the learning process. Understanding students' activities helps the researcher identified potential barriers to learning and informs adjustments to instructional approaches in subsequent cycles.

c. **Preparing for Further Research by Creating a New Lesson Plan:**

If the results of the current cycle were deemed unsuccessful, the researcher prepared for further research by developing a new lesson plan. This involved in revising and refining the existing lesson plan based on the diagnostic findings from the observation and assessment processes. The new lesson plan might incorporate adjustments to instructional strategies, additional support mechanisms for students, and modifications to assess the methods to better align with desired learning outcomes. By creating a new lesson plan, the researcher set the stage for continued investigation and improvement in subsequent research cycles.

4.2.2 Cycle 2

The cycle was done on Tuesday, June 11, 2024. In this activity, the researcher replied from cycle I, but the researcher analyzed the problem from cycle I in learning Speaking 2 Courses. And the researcher was more active in building the atmosphere of the class and fixing the problem.

1. Planning

At this stage, the researcher had everything ready to go, but they were also keeping an eye on the cycle 1 about reflection data. The researcher created fresh lesson plans, learned resources such as the *F.R.I.E.N.D.S.* movie series, and other materials that were utilized previous to the teacher's arrival in the classroom. The researcher ensured that the instructional materials to be utilized were more engaging than those from the first cycle and following the curriculum, specifically the self-designed curriculum. In addition, the researcher created an observation sheet as an instrument for the study.

2. Acting

in this stage, the researcher who acted as teacher to enhance speaking skills among students. Prior to commencing lessons, the teacher initiated with greetings and attendance before outlining the day's objectives and lesson topics. To bolster understanding of speaking concepts, the teacher began with a review of Cycle 1 topics such as linking sounds and intonation patterns. Next, the teacher explained “making plans” material or topics and after that students were shown the *F.R.I.E.N.D.S* movie series which contained the topic of making plans. Students were then grouped based on their Cycle 1 performance and individual needs.

For the High Success Group, characterized by strong performance, the instructor provided challenges through tasks like fluency activities and

shadowed longer dialogues. Conversely, the Low Success Group received additional scaffolding and supported measures. These included practicing slower speech with simplified dialogues, removed Indonesian subtitles to focus solely on speech nuances, engaged in partner recordings with peer feedback using structured rubrics, and received individual consultations with the teacher.

This enhanced Acting Phase in Cycle 2 exemplified a targeted and differentiated approach aimed at improving speaking skills for students with lower success indicators. Through personalized support, active learning activities, and continuous assessment, the instructor aimed at guiding these students towards achieving higher levels of proficiency and success in speaking.

3. Obseving

At this point, the teacher and the researcher worked together as a team. Utilizing observation sheets, observations of the educational process were conducted in order to assess research findings and gather data. In comparison to cycle 1, the findings of this observation showed that students were more engaged and attentive. In contrast to the first cycle, the class was more conducive because students were already familiar with using the F.R.I.E.N.D.S. movie series, which piqued their interest in learning how to use the program and they loved the variety of activities that were done in class. The following outcomes from cycle 2 were attained.

Table 4.3
Cycle 2 test score

No	Initials	Scores
1	Yosefina	80
2	Yulita	88
3	Octavia	95
4	Karina	81
5	Pasha	78
6	Elga	85
7	Tita	95
8	Ferdinandus	85
9	Desinta	80
10	Novita	80
11	Najwa	93
12	Sartina	77
13	Rafli	85
14	Fadilah	84
15	Radyusa	85
The percentage of students who passed the KKM		$\frac{13}{15} \times 100\% = 87\%$

In table (4.3) it can be seen 13 out of 15 students, or 87%, in Speaking 1 Courses scored higher than the KKM. Aside from that, two students had not yet passed the KKM. Since 87% of students achieved higher than the KKM on the speaking test, the cycle 2 was deemed successful based on the criteria. The study used of the *F.R.I.E.N.D.S* movie series for improving students speaking abilities was concluded as a success.

4. Reflecting

The cycle 2 was more effective than the cycle 1 because 87% of students received a score of at least 75. The researcher had noted a number of factors that contributed to this cycle's success, including:

1. When teachers allowed their students to ask questions, they became more engaged as well. The teacher responded to many of the student questions.
2. Students were very focused on listening to the teacher's explanation during the teaching and learning process. They were very interested in learning speaking English and the classroom atmosphere was more conducive.
3. Because the teacher prepared simpler language and more common vocabulary, students also found it easier to talk while engaging in conversation with friends.

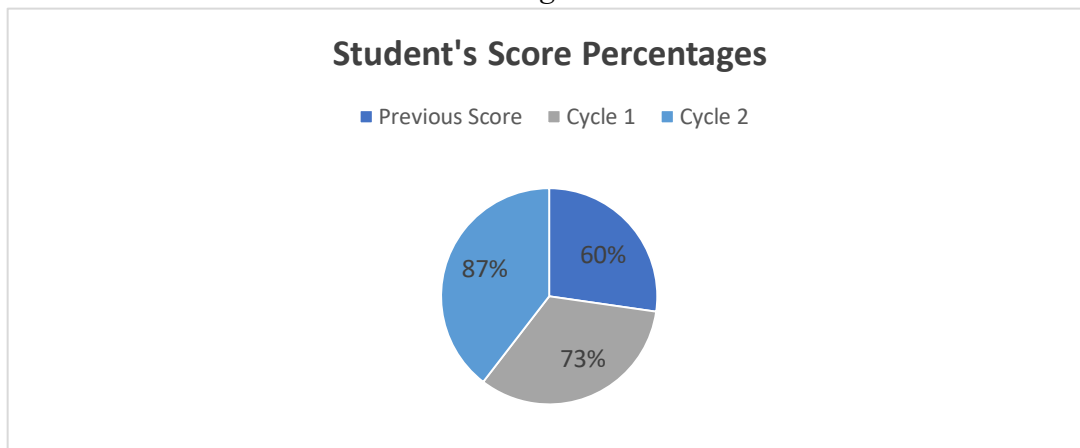
4.3 Discussion

In this stage, the researcher would investigate some differences of condition in this class, and the students had improved when applying the F.R.I.E.N.D.S movie series during the research. Students score progress in each cycle indicated the improvement of their speaking competence.

Students succeeded better and demonstrated growth in the second cycle. The teacher taught proper speech patterns. He told students to try speaking more slowly after showing the movie without Indonesian subtitles, because it was students obstacle in the first cycle. The teacher kept an eye on the students' activities as well. They were given the chance to choose the subject of planning. The purpose of the planning exercise was

to encourage students to use imagination and courage in their discourse during the speaking test. In the second cycle, the students demonstrated significant improvement, despite certain issues like mispronounced words. The following diagram was created by the researcher used in the cycle 1 and cycle 2:

Diagram 4.1



The diagram was made based on the mean of the students in preliminary study or previous score, first cycle and second cycle. It showed that the students got the improvement in their speaking competence.

The diagram (4.1) indicated that students participated in Speaking 1 courses who used the *F.R.I.E.N.D.S* movie series as a learning media had improved their speaking skills. From the cycle 1 and the teacher's preliminary score, there was an increase of 13%. Comparatively speaking, there was a notable 14% difference between cycles 1 and 2. Based on the students' test results, it is evident that the *F.R.I.E.N.D.S* movie series served as an engaging learning media that encouraged the interest of learners. Implementing the *F.R.I.E.N.D.S* movie series allowed students to enjoy and studied at the same time.