

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researcher would like to analyze the data gathered from the research. The data was obtained from observation, and interview. The researcher described about the implementation of Buzz Group technique at eighth grade students of MTs Miftahul Huda Watuaji Jepara.

After conducted classroom observation, and interview, researcher got the data about how is the implementation of Buzz Group Technique and what are the advantages and disadvantages of Buzz Group Technique. The data in this research were analyzed qualitatively. The method of this research was descriptive research.

4.1 Findings

Based on the observation which had been done by the researcher during the implementation of Buzz Group Technique in teaching speaking, the researcher found the findings. The finding of researcher concerning to the implementation of Buzz Group Technique at the eight B grade students of MTs Miftahul Huda Watuaji Jepara is discussed as the following:

4.1.1 The Implementation of Buzz Group Technique in Teaching Speaking.

Based on the data observation and documentation which were done by the researcher, the teacher implemented Buzz Group Technique in teaching

speaking to know how the implementation of buzz Group Technique is.

Teacher's activity;

- a) Teacher prepares the lesson plan before in teaching.
- b) Teacher open the class and check attendances list.
- c) Teacher tells about the material.
- d) Teacher asked to the students about the material.
- e) Teacher given a homework to the students.
- f) Teacher close the class.

Teaching learning English by using the media of dialogue in paper was done in the eight B grade class of MTs Miftahul Huda Watuaji Jepara. The eight B grade class located at the second floors, it consist 23 students 10 girls and 13 boys. The teacher name is Mr. Khotibul Umam who handles the English lesson for the eight B grade students.

Before teaching, the teacher made lesson plan before the teacher teach in the classroom. The teacher makes a lesson plan to organize the learning activities in the class. From the lesson plan the teacher are able to manage the steps in the learning activity.

The observation conducted on Wednesday 4th September 2019 at 11.20.15-13,00 a.m. the class followed by 23 students. The material was

about expression suggestion, and obligation. The observation indicator as below :

Observe the teacher in learning process of using Buzz Group Technique.

Table 4.1 Observation Sheet for Teacher

NO	INDICATOR	YES	NO
1	Teachers' preparation to implement Buzz Group Technique in teaching speaking.	√	
2	Teacher explained the students about the topic to learn in the meeting.	√	
3	Teacher uses Buzz Group Technique in the class.	√	
4	Teacher asked students to do discussion based on the instruction before.	√	
5	Teacher asked students from big group to small group.	√	
6	Teacher asked students to do discussion based on the instruction before.	√	
7	Teacher asks students to present their group discussion result.	√	

Before beginning the lesson, the teacher opened by saying “assalamualaikumWr. wb” to the students. After that, the teacher checked the students' attendances that were absent today. Then, teacher begin a class by asks about the assignment in the last week. Before teacher began into main topic, the teacher gives students ice breaking. After the students felt

relax, the teacher start to give the lesson. Teacher gave students about the material that is speaking dialogue about suggestion and obligation. And then teacher explained about expression suggestion and obligation. After that teacher asked to each students made example about expression of suggestion and obligation in sentence. Next teacher asked students to make a group consist of 6 students and every group teacher gave some dialogues and asked students to analyzed the dialogue where were suggestion and obligation. After that students bold the sentences which are suggestion and obligation.

Teacher asked students to make group again consist of 4 students. In each group made 1 dialogue about suggestion and 1 dialogue about obligation to make dialogue in each group consist of 2 students made suggestion and 2 students made obligation. After that teacher asked students to come forward, to practice their dialogue in front of aclass. After all of groups finished to present their assessment, teacher gave a value for each group.

After all the material in finished, teacher motivates students that youth should not just play but use your time to seek knowledge before your parents and regret comes. Learning English is very important in this modern era. English is a global language, if you can speak English and understand English then you will be able to travel around the world someday. Teacher close the class by gives homework according to the material explained by teacher. Gives homework can reduce their play time for learn, it can make

students more able to think. Teacher said goodbye and “wassalamualaikum.wr.wb” before left the class.

Table 4.2 Observation Sheet for Students

No	INDICATORS	YES	NO
1.	Students pay attention to their teacher explanation.	√	
2.	Students have good interaction with their teacher.	√	
3.	Students have good interaction with their classmate.	√	
4.	Students active do asking and answering question with their classmate or teacher.	√	
5.	Students enjoy the class.	√	
6.	Students follow teacher instruction and rules in the learning process	√	
7.	Students response the teacher.	√	

About students' observation sheet result, researcher had identified that for first and second indicators, students had a good respond with their teacher in the class and paid attention. When teacher explained the material. Next, they also often asked a question about the material to their teacher. Sometimes, when teacher gave them question, students do discussion with their classmate to answer their teacher. Also when they were in grouping they had a good

communication with their group. In fourth indicator students also active in doing asking and answering question, when they were grouping, if they did not about something, they asked to their teacher. They did not shy or afraid like the other students did in general.

In fiveth indicator, students enjoyed the class, especially when students in grouping and presented their result in front of the class. sixth and seventh indicator, started from beginning the teacher entered the class till teacher would closed the class, the students follow teacher instruction, although the stduents still shy and in some cases they did not want to present their result when the teacher asked them to present their result in front of the class.

4.1.2. The Advantages and Disadvantages by Implementation of Buzz Group

The researcher has interviewed the teacher at MTs Miftahul Huda Watuaji Jepara. The interview was conducted on Wednesday 11 September 2019 at 09.00. AM.

The interview was conducted to the English teacher who implements Buzz Group Technique in teaching speaking of MTs Miftahul Huda Watuaji Jepara, the data was only from one teacher is Mr. Khotibul Umam. In this interview the researcher give five questions to interview the teacher. The result of interview as follow:

Table 4.3 Interview Sheet

1.	<p>Question: What do you think about Buzz Group Technique?</p> <p>Answer: “I think Buzz Group Technique is easy method to teach English. Buzz Group Technique is learning by discussion. From large group divided into small group consist of 4-5 students. The place is arranged so students can face to face and exchange ideas easily. Discussion is held in the middle or in the end of lesson with the aim to find out student’s understanding of the material. It is made students active to speak in the class”.</p>
2.	<p>Question: How is students’ participation when you use this technique?</p> <p>Answer: “Students are very enthusiasm in learning. They can better understand the lesson when I teach in the class. They become more active speak English in the class. This technique make students enjoy learning but also remain focused on the lesson”.</p>
3.	<p>Question: How is class condition when you use this technique?</p> <p>Answer:”this technique make the class condition is controlled. Students can learn in sequence starting from listen to the material, learning in group, and presentation in front of the class. Although it makes a noise from the chairs arranged in a circle for discussion, but students can still be controlled”.</p>
4.	<p>Question: How is student’s achievement after using this technique?</p> <p>Answer: “Students’ achievement was better than before. Because students more focus on learn. They become active speak in class. They enjoyed learn in a discussion. Initially they were shy and afraid to speak English in class but using this technique made students dares to speak in front of the class”.</p>
5.	<p>Question: What are advantages and disadvantages from this technique?</p> <p>Answer: “I think this technique same with another technique that have advantages and disadvantages. For advantages this technique make students more active in the class. Students to be dare speak English with their friends. They can control their emotions more when discussion. They can learn to respect the opinions of others. This technique also has disadvantages. This technique need more time because in large group students must discuss and in small group they must discuss again. When making a place for discussion or when students move it make them noisy. They cannot immediately put themselves in group”</p>

4.2 Discussion

After the implementation of Buzz Group Technique in teaching speaking, researcher observation and interview the teacher. The teacher implemented Buzz Group Technique in the class by asking the students to make large group consist 6-8 students, and make small group consist 4 students. In small group teacher asking 2 students to made dialogue about suggestion, and 2 students made dialogue about obligation. After that each group come forward to explained and practice dialogue in front of the class.

The teacher applied the technique well and the students did the instructions very well. This technique really recommended to use. Because this technique trained the students to speak and conveyed their argument in a group. Buzz Group Technique also gave the chance to the students to be active. They could share their idea in discussion group. They can be active speak English in the class. They dare speak English front of the class. They can more understand about the material.

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