

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter deals with the data and the research finding obtained from the classroom action research at Second Grade Students' of MAN 3 Blitar, in academic year 2018/2019. The data of study obtained from the implementation, observation and the reflection of the action.

#### **A. Finding**

The research finding was presented according two cycles namely cycle I and cycle II. The finding was obtained from test and observation checklist.

##### **1. Cycle 1**

The implementation of this research in cycle 1 was defided into three meeting. In conducted on Wednesday 6<sup>th</sup> and Monday 11<sup>th</sup> 2019 and on Saturday March 16<sup>th</sup> 2019. In cycle 1 the researcher conducted this research with her friend whose be observer for the activity of students' and researcher during applied Self Regulated Strategy Development on analytical exposition. Then in cycle 1, the researcher conducted a treatment for two meeting first, than the last meeting for test. In the test, students were asked to write an analytical exposition with their own word.

##### **a. Planning**

In this stage the researcher prepared the lesson plan which was consisted of three meeting that the first and the second meeting for

treatment, the the last meeting for test. The material for improving the students writing skill was analytical exposition. For the test all of the students should make an analytical exposition based on the themes that given by the researcher.

#### **a) Implementing**

##### **1) Meeting I**

For the first meeting, before beginning teaching and learning the researcher greeted the students and gave warning up to build up the students spirit in studying English. The researcher also gives motivation for the students to improve their English skill especially on writing. After that the researcher asked to the students what is analytical exposition. Then the researcher applied the first step on SRSD that is Develop Background Knowledge, here the researcher explained about what is analytical exposition and give an example on the whiteboard.

After explaining about material, the researcher explained what is SRSD (Self Regulated Strategy Development). The researcher must be ensure that the students understand with this strategy that be used in this research.

For the next, the researcher gave the result of preliminary test. On the paper of preliminary test it was written an error that must be corrected like grammatical error, content, etc. Then the researcher gave small paper for the students and asked to make evaluation list and plan to make an analytical exposition better than

before. Then the researcher asked the students to memorize the evaluation list and plan.

## 2) Meeting II

As previous meeting, the second meeting was started by greeting and warming up to build up the students spirit. After that the researcher asked the students about the related of previous topic. The researcher also explain more about an analytical exposition text also how to use generic structure on analytical exposition text.

Then the researcher gave an example of analytical exposition on the whiteboard and asked the students to analyze about themes, title, structure, etc. Then the researcher asked the students to memorize the evaluation list and plan that was made at previous time only 10 minutes before the researcher asked to submit the correction paper and the result of preliminary test. Then the researcher gave an feedback for this meeting and asked to the students to prepare their self for test in the next meeting.

## 3) Meeting III

As previous meeting, the third meeting was started by greeting and warming up to build up the students spirit. Than the researcher reminded the previous study to the students to make sure their understanding, After that, the researcher explained about the test. Every students could make an analytical exposition based on themes that given by the researcher using their own words. Unlike

the preliminary test, in this test the students more enjoy to do it and some of them could manage the time well. But still there was many students who got difficulties in doing the test.

#### **b) Observing**

From the observation of teaching and learning process, the researcher found that the students like to write an analytical exposition. They were also more interesting and enthusiastic to participate during teaching and learning process.

Although some of them still have difficulties to put the correct general structure, and they difficult to range a good sentence, then some of them still confused to make reiteration on their analytical exposition. So, the researcher trying to solve this problem with explain more clearly. The result of the observation can be seen on the observation checklist.

#### **c) Reflecting**

Based on the process of teaching and learning from the first meeting until the last meeting, the researcher found there were some problem in students' vocabulary. It can be known from the students result of the test. It is found that the students who passed the cycle 1 were 46% and 54% were failed. So, the researcher should to continue the next cycle of cycle 2.

The revision that the researcher made to teach in the cycle 2 was in the group discussion in the treatment. But for the test is same with cycle 1 that the students do the test individually. The researcher

hoped that they would be more active because the teacher allowed to bring their group and discuss with their group. In the next cycle, the researcher also tried to manage the time.

**Table 4.1 The Result of The Test in Cycle 1**

NO.	NAME	SCORE	PASSED	FAILED
1	AA	80	√	-
2	BKA	64	-	√
3	DNI	80	√	-
4	DTS	76	√	-
5	DN	60	-	√
6	ENLL	72	-	√
7	EFIS	80	√	-
8	FWA	72	-	√
9	HSK	72	-	√
10	HI	60	-	√
11	IFA	44	-	√
12	IVA	56	-	√
13	KFZ	60	-	√
14	KAZ	80	√	-
15	KH	80	√	-
16	MFHA	80	√	-
17	MSH	40	-	√
18	NAR	64	-	√

19	NPA	80	√	-
20	RK	72	-	√
21	RRL	72	-	√
22	RNS	76	√	-
23	SA	72	-	√
24	SQN	80	√	-
25	SG	64	-	√
26	TFR	40	-	√
27	TAN	80	√	-
28	TAM	80	√	-
29	UN	76	√	-
30	ZLM	80	√	-
TOTAL		30	14	16
Presentage		100%	46%	54%
Mean score		69,7		

Based on the process of teaching and learning from the first meeting until the last meeting, the researcher found there were some problem of students' writing. It can be known from the students result of the test. Then from the result of observation checklist in cycle 1 there some students paid attention with the instruction from the researcher but some of them still lazy and not understand with difficult word but they are shy to ask their problem to the researcher. Then when the researcher gave a test to the student individually, each students needed a different time

allotment is not enough. It was because some of the students had different ability in English especially on vocabulary and their grammatical is not well.

There were 30 students who joined the test in class XI IIS 4. 26 students got the score equal to or above 76 and 16 other students got the score more than 76. It is found that the students who passed the cycle 1 were 46% and 54% were failed. So the researcher should countinue to the next cycle that is cycle 2. So, the researcher need to conduct the next. There for the researcher decided to revise the planning in the cycle 1 and the implementation strategy in the cycle 1 to conduct the next cycle.

#### **d) The revision for conduct the strategy in Cycle 2**

The revision in cycle 2 is needed because in cycle 1 the presentage of students' score not more than 70%. The criteria of success that had been determine 70%. It means that the result could not achieve the criteria of success. So, the researcher continue to next Cycle and revise some design in teaching and learning process.

**Table 4.2 The differencess between Cycle 1 and 2**

Cycle 1	Cycle 2
Grouping	
The first activity the researcher asked the students to analyze an example of analytical	The researcher devide the class into some group that every group consist of 4-5 students to

exposition that given by the researcher individually	discuss and analyze an analytical exposition with their group
The way to analyze an analytical exposition	
The researcher asked the students to analyze analytical exposition on the whiteboard that given by researcher together	The researcher asked the students to make an analytical exposition in every group, then choose one of the group to write their text on the whiteboard and asked to analyze the text together
The way to make a plan and solve students problem in writing	
The researcher asked the students to make an correction paper and memorize evaluation list and plan to make a good alaytical exposition text	The researcher asked the students to discuss with their group to solve their problem in writing English and make a plan together to make an good analytical exposition
Instructions for the test	
For the test the students should make an analytical exposition based on themes that given by the researcher	For the test the students free to choose a themes for their analytical exposition



## 2. Cycle 2

This part discussed about the finding of the second cycle. The result of the action research in the first cycle had shown that Self Regulated Strategy Development could improve the students' writing ability at Second Grade Students' of MAN 3 Blitar. But the presentage on cycle 1 did not achieve the criteria of success, so the cycle was continued in the next cycle or cycle 2.

The reflecting of the first cycle was used as a guidance to make and revise the suitable strategy in the second cycles, as following :

1. First, the researcher devide the class into some group that every group consist of 4-5 students to discuss and analyze an analytical exposition with their group
2. Then, the researcher asked the students to make an alaytical exposition in every group, then choose one of the group to write their text on the whiteboard and asked to analyze the text together
3. For the next, the researcher asked the students to discuss with their group to solve their problem in writing English and make a plan together to make an good analytical exposition
4. Last step on the test the students free to choose a themes for their analytical exposition

### a. Planning

For the planning in this stage the researcher prepared the lesson plan which consisted of three meeting. The material for improving the students writing in cycle 2 was analytical exposition. Then the strategy that used in this study was the Self Regulated Strategy Development and the students did in the group in treatment. Then for the test the researcher asked the students to make and analytical exposition with free themes individually.

#### **a) Implementation**

##### **1. Meeting I**

In the beginning of meeting the researcher explained that still were many students got low score so the presentage under 50%. Then the researcher told them that they would do the next cycle and gave them motivation in order to all of the students to do the test better than before.

For the first meeting, before beginning teaching and learning the researcher greeted the students and gave warning up to build up the students spirit in studying English. After that the researcher explain more about analytical exposition more

The result of the first cycle did not reach the criteria of siccess, soe students had problems whn making an analytical exposition, so the researcher made an alternative

strategy by making a group when giving a treatment in cycle

2.

## 2. Meeting II

As previous meeting the researcher opened the class by greeting and warming up to build up the student spirit. After that the researcher asked the students about the related of previous topic. All of the students look spirit to following this meeting because of the researcher asked them to make a group the every group consist of 4-5 students.

Then the researcher gave an example of analytical exposition on the whiteboard. The researcher asked all of the students analyze the example of it. For the next step the researcher asked every group to make an analytical exposition, then choose one of the group to write their text on the blackboard. Then the researcher asked to all of the students analyze an analytical exposition on the blackboard.

For the last time on this meeting the researcher asked the students to discussion with their group to solve their problem in writing English and make a plan to make an analytical exposition better than before.

## 3. Meeting III

As previous meeting, the third meeting was started by greeting and warming up to build up the students spirit. Then the researcher reminded the previous study to the

students to make sure their understanding. After that, the researcher explained about the test. Every students could make an analytical exposition with free themes using their own words. Unlike the test on cycle 2, in this test the students more enjoy to do it and some of them could manage the time well.

#### **b) Observing**

From the researcher observation in teaching and learning process in cycle 2, the researcher found that the students were more better in writing analytical exposition text. It can be seen from their score and their processed in teaching and learning. They were more interesting and enthusiastic to join the teaching and learning process during the researcher did the strategy in a group in a group and when the researcher gave a test with free themes, so the students more free to express their idea and argument. The researcher would guide the students and help them to improve their writing skill very much.

#### **c) Reflecting**

From all of the process of teaching and learning from first meeting until the last meeting in cycle 2, it can be concluded that the students' presentage had passed the criteria of success.

**Table 4.3 The Result of The Test in Cycle 2**

NO.	NAME	SCORE	PASSED	FAILED
1	AA	84	√	-
2	BKA	72	-	√
3	DNI	80	√	-
4	DTS	80	√	-
5	DN	72	-	√
6	ENLL	80	√	-
7	EFIS	80	√	-
8	FWA	80	√	-
9	HSK	80	√	-
10	HI	64	-	√
11	IFA	80	√	-
12	IVA	64	-	√
13	KFZ	80	√	-
14	KAZ	84	√	-
15	KH	80	√	-
16	MFHA	80	√	-
17	MSH	60	-	√
18	NAR	80	√	-
19	NPA	80	√	-
20	RK	80	√	-
21	RRL	80	√	-

22	RNS	80	√	-
23	SA	80	√	-
24	SQN	80	√	-
25	SG	72	-	√
26	TFR	72	-	√
27	TAN	80	√	-
28	TAM	80	√	-
29	UN	80	√	-
30	ZLM	80	√	-
TOTAL		30	23	7
Presentage		100%	76%	24%
Mean score		77,4		

Based on the result above, it can be concluded that presentage of cycle 2 wa 76% it is means that criteria of success had been achieve. So the cycle should be stoped.

## B. Discussion

In this study, there were some findings in the first cycle and second cycle which will be discussed by the researcher in this section. The research was done in two cycle and every cycle consisted of three meetings. All of cycles was done by using Self Regulated Strategy Development on analytical exposition. The result of the first cycle and the second cycle was significant. In the first cycle there were some students did not pass the test. After that, the researcher did the second

cycle with the same themes and subject. The second cycles showed that 23 students could pass the test and 7 students did not pass the test. It was concluded that implementation of the use of Self Regulated Strategy Development to improve the second grade students' writing ability on analytical exposition at MAN 3 Blitar was success. Because every students had achieved the criteria of success that was given by the researcher.

**Table 4.4 Table of students' achievement**

<b>No.</b>	<b>Category</b>	<b>Score</b>	<b>Presentage of students' success</b>
1.	Preliminary	51,8	0%
2.	Cycle I	69,7	46%
3.	Cycle II	77.4	76%

The score in cycle 2 were better than the scores of cycle 1 and scores of cycle 1 were also better than preliminary test. It was conclude that there was progress in each cycle and the implementation of Self Regulated Strategy Development to improve second grade students on analytical exposition at MAN 3 Blitar was success. The improvement could be seen from students' score in writing analytical exposition.

The researcher chosen Self Regulated Strategy Development because it was fun and enjoyable, than every students could analyze their mistakes on writing English and they could learn how to made a plan for improve their writing skill. Then it was easy for them to made a good analytical exposition by using Self Regulated Strategy Development than without using this strategy. During the implementation of using Self

Regulated Strategy Development in teaching and learning process all of the students more enthusiastic and attractive. Especially for students who were passive in the class, it given them motivation to learn more. Pintrich (2000) indicated that Self-regulation is an active constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behavior. This research reveals that most of the students could understand the material well and could transfer their argument and idea to their writing product.

In teaching and learning process the researcher gave some examples of analytical exposition and explained how to find out the idea and argument before the students write independently, because the students need information or topic before write. According to Ralmes (1983:6) said that the processes of writing consist of prewriting, writing, revising, editing and publishing. The researcher gave the detail explanation how to write an analytical exposition using Self Regulated Strategy Development before the students writing, the researcher also gave revision and the motivation to the students to learn and guide them while writing analytical exposition. Because the students interesting using this strategy needed in writing an analytical exposition. They also could ask to the researcher when they were found difficulty. So, they could feel comfortable in joining the class also understand the material

The result of students' achievement showed that Self Regulated Strategy Development used in teaching and learning English could improve the students' ability in writing in two cycle. Before the



researcher applied this strategy preliminary test only many students could not pass the test. But, after the researcher applied this strategy, their score improved significantly. Their progress was not only can be seen from their writing score, it also can be seen from their motivation during the process of teaching and learning.

### **C. Implication**

Implications basically refer to impact that this research might have on future research or policy decision or relevant field of interest on this study. In cycle 1 many obstacles experienced by researchers, such as some students were not willing to pay attention and some did not understand with the material. Student scores are also very low and far from the criteria of success. Then the researcher emphasizes on cycle 2 as researchers optimize time, form students into several groups so that they are more active, giving students the opportunity to create themes to create analytical exposition text freely, etc.

Starting from the preliminary test to the last meeting, students have seen an increase in attitudes, and scores have also increased significantly, this indicates that this study has a good impact on students in particular, some of them more confident, disciplined, responsible even though this does not have a lot of impact, but overall there is an increase in student learning.

For teachers, this strategy can be applied as an alternative strategy for teaching English later, because it is proven to be able to improve

student learning levels, especially in English writing material. Then for the next researchers, this thesis can be used as a reference, especially in English language research.