**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion of the action research about the implementing of improving the students’ ability in writing recount text by using peer assessment at the eight year students of Mts. Darunnajah Tanggunggunung.

* 1. **Findings**

This stage discusses about the preliminary observation (reconnaissance), action research cycle I and action research cycle II.

* + 1. **Preliminary Study (Reconnaissance)**

This study was started by getting permission from the head master of MTs. Darunnajah Tnagunggunung. After having permission to conduct a study in this school, the researcher conducted an interview to the English teacher of class VIII on Friday, March 15, 2012. The interview was conducted in order to gain the information about which class that the researcher should conduct a research, find out the topic that the students had difficulty.

From the interview, researcher was suggested by the teacher to conduct a study in class VIII with recount text as the topic to be taught. There were 23 students which consisted of 12 males and 11 females. The teacher said that the students had low score in writing recount text and. Both males and females students preferred to have chat to the other in the classroom. Sometimes, they were chatting during learning activities.

On Saturday, March 16th 2012 the researcher followed the teacher in the classroom. The researcher not only introduced herself to the students but also observe the learning activity in this class. The teacher informed the students that around 4 weeks later, the researcher would teach writing of recount text by using peer assessment as the strategy.

During the learning activities, the researcher found that the students were not interested in writing English text and confused to start their writing. The teacher used traditional method to teach writing. She just asked students to write based on the example in the book. The researcher found that the teacher had a little effort to motivate the students to write English text. As result, the students who had low ability in writing English did not have motivation to improve their skill.

On the following day on Saturday, March 17th 2012, the researcher entered the classroom and asked the students’ experience when they had holiday. There were many various answers of the students. In order to know how well the students’ ability in writing recount text. The researcher asked the students to write their experiences in English on a piece of paper as they could. After writing of their experiences, the researcher asked the students to submit their writing and the researcher gave score based on scoring guide to each student.

From the score of the students, the researcher knew that the student’s ability in writing recount text was not good. The researcher also showed the scores to the students in order to they wanted to improve. The students’ scores on preliminary observation were attached in appendix.

From the score of preliminary study, the researcher found that among 23 students who joined the test, 2 students who passed the test. The percentage of success is:

x 100% = 8,7 %

From the formula, the students who passed the preliminary writing recount text test were 8,7% of the students. The criteria of success that had been determined are 85% of the students. It means that this test result could not achieve the criteria of success. Based on this test, it can be concluded that the students’ ability in writing recount text was bad.

* + 1. **Action Research Cycle I**

This part shows the description of cycle 1 that used peer assessment as the strategy in teaching writing recount text to the students. The discussion covers planning, the implementing, observing, reflecting and analysis.

* + - 1. **Planning**

Before doing the action in first cycle, the researcher and the collaborator, English teacher, designed the lesson plan. It should be made in order to help the teacher to know the students’ need and to motivate the students to follow the lesson in the class. The lesson plan was arranged and developed based on the school based curriculum. Besides, the researcher needed to prepare the instruments of writing mastery and get information of criteria of success from the English teacher.

* + - 1. **Implementing**

In the implementation phase, the researcher needed 4 meetings. Each of meetings was 80 minutes. Meeting 1 was for explaining of material recount text. While, meeting 2, 3 and 4 were writing recount text by using peer assessment. In the last meeting, the students submitted their last draft. A clear description of each meeting is elaborated below:

1. Meeting 1

The first meeting was done at 07.00 – 08.20 AM on Friday, 23rd March. The meeting was started by greeting the students and asking the students’ activities on their last weekend as such, “Good Morning the students!”, “How are you today?” and “Did you go somewhere on last weekend?”

After giving stimulation question for the students, then the researcher moved to explain the objectives of the study that was to write the story which had happened in the past. The researcher gave the students a colorful handout which covered the definition of recount text, time signal that used in recount text, the function and structures of recount text, and the researcher’s experience as the example of recount text. It also contained some verb lists used in the example text.

The next was giving an explanation about recount text. In this case, the researcher used a quiz to encourage the students who had less motivation to writing English. The quiz was to mention the time signal that used in the recount text. The students would get 10 points when they could mention one time signal. The students who got the highest point would be the winner and he or she could ask the other students to do what he or she wanted such as singing a song or dancing.

The researcher gave opportunity the students to ask some questions related to the material in order to check their understanding of the material. The meeting was done by giving review of the material and homework to change some verbs into the past form.

1. Meeting 2

Meeting 2 was done at 07.00 – 08.20 AM on Saturday, 24th March 2012. This meeting was started by greeting and followed by building students’ readiness by asking some questions related to the previous material. The researcher asked some questions to the students such as, “What is the definition of recount text?”, “What is the function of recount text?”, “What kind of verbs form used in the recount text?” and so on.

The main teaching was filled by peer-work. The researcher asked the students to choose his/her peer work. The student who was not have a peer, he or she would join to other fiends. In this case, the researcher gave a work sheet to each student. The students were asked to discuss their homework and to fill the blank in the recount text and determined the structures of the text collaboratively. The student with his peer was also given chance to check others’ work by using certain criteria which has been prepared by the researcher. The certain criteria was given by the researcher that can be seen in the below table.

|  |  |
| --- | --- |
| Punctuation   * Using proper period and commas in the sentences * Using question marks in the question sentences * Using proper capital letters (Proper names, beginning of sentences) * Using proper quotation marks (“…”) | Spelling   * Correct spelling   Other   * Neat hand writing |
| Sentences   * S-V-O/S-V-C formation * Word/ verb agreement * Using correct conjunction (and, but, then) * Using correct preposition (on, in, into, out of, above, below, over, under) * Using proper article (the, a, an) | Overall writing (paragraphs)   * There is main idea in a paragraph * Having well argued (makes sense) * Well organized (introduction, body, conclusion) * variety |

They was also given chance to give comments and feedback their own peer’s works. Here, the researcher monitored and controlled the students’ activities.

The meeting was closed by gaining some information about what made students motivated to write and what is the most difficulty that the students faced in the learning activity. The researcher also motivated the students to improve their writing because in the next meeting, the researcher asked students to write their unforgettable experience.

1. Meeting 3

This meeting was conducted on Friday, 30th March 2012 at 07.00 – 08.20. The meeting was started by giving some simple physical activities. The students were asked to do what the researcher said such as, “Clap one!” and “Clap two!” until “Clap ten!”

The main teaching was the researcher gave the work sheet to the students. They were asked to write their unforgettable experiences. The researcher gave 30 minutes for time writing. After they finished their writing, they were asked to give their work to their own peer that determined in the previous meeting. Each student read his/her peer’s work each other. The researcher not only asked them to underline the words that were incorrect spelling, capital letters and grammar but also to give feedback. After finishing it, the peer gave the work to the owner. The researcher monitored during their activities. Then, they rewrite their work on the other paper with the peer’s correction and revision.

The meeting was closed by giving comprehension questions related to all the aspect of recount text.

1. Meeting 4

Meeting 4 was conducted on Saturday, 31st April 2012 at 07.00-08.20 AM. The class was started by greeting and some questions to build the students’ readiness. In this meeting, the researcher asked the students to focus on their time writing. The students were given the work sheet to write their experience as like the previous meeting. They could use the same experience story but they had to give additional paragraph when they used the same story. The time for writing was 30 minutes. After the time writing, they had to read and discuss their works to their own peer. The students checked and gave revision the spelling, mechanics, content and grammatical to his/ her peer. They also had chance to ask to the researcher when they got difficulty. The researcher monitored, controlled and answered the students’ questions.

The researcher asked the students to rewrite their works on another paper when they were sure about their writing. In this meeting, the researcher gave the score of each student based on the scoring guide to their last works.

* + - 1. **Observing**

In this part, the English teacher conducted the observation during the teaching learning process. The teacher used observation sheet that given by the researcher as the instrument of the study. In this case, the researcher also observed and compared the result of students’ score of writing between cycle 1 and preliminary score.

From the observing, the researcher found that in the first meeting, the researcher did not give special attention towards the students who often made a chat with others. The researcher was also could not control the students from other class who often made a trouble.

The test on cycle I was administered on the fourth meeting. The detailed parts of the analysis and findings of the implementation of the action during the first cycle were done to see whether this first cycle was successful or not. Both researcher and teacher analyzed the data taken from the post test activity. For detail information about the result of the post test one as the instrument of the students’ writing improvement is shown in appendix.

From the score on cycle I, the researcher found out 17 students got score 75 or more and 6 students got less than 75. The percentage of success is:

x 100% = 73,9 %

From the formula, it was found that the students who passed the writing recount text on cycle 1 was 73,9% and 26,1% failed the test. This means that the target of success was not achieved yet.

* + - 1. **Reflecting**

The reflection is done in order to know the weaknesses and strength. It is important for improving the teaching program of next cycle. The instruments used for reflection are as follows:

The result of the first cycle from the students indicated how well the students in teaching learning process. From the result of students’ score, the researcher knew that the students got better score of writing test. However, it is still not successful. It is necessary to conduct a better program to handle the weakness in the first cycle that will be implemented in the next cycle. Based on the result of cycle 1, there are two problems happened, they were:

* Some students were still chatting with their friends and they are not concerning to the writing recount text activity
* Students faced difficulties to use the simple past tense in writing recount text.

Based on the result which had been gathered, it almost met indicators but there were still problems which have to be solved. In this case, teacher must give the motivation to the students in order to be more focused on writing recount text activity.

* + 1. **Modification of Strategy**

Cycle 2 was conducted through the same procedures and time allocation as the cycle 1. However, the research designed it with different strategy.

In the first, the students got difficulties to get main idea of their writing of unforgettable experience based on the example and they also got difficulty to use the past form of verb in the past event. Thus by providing different material by modifying the approach, the researcher used the other example of eyewitness story as the recount text. In this example, the researcher asked students to write just one paragraph. So it made students easier to write. In cycle 2, the researcher mentioned the score of each student. It aimed the students in order to be enthusiastic and get score more than cycle 1.

* + 1. **Action Research Cycle II**

In this part discusses the finding of second cycle. The discussion covers planning, implementing, observing, reflection and analysis.

* + - 1. **Planning**

Before doing the implementation, the researcher and the collaborator, English teacher, designed the lesson plan. It was used by the researcher to guide the students to implement the strategy. The researcher needed 4 meetings in this cycle. Besides, the researcher needed to prepare different material of writing recount text. In this cycle, the researcher used eyewitness story as the example of recount text.

Observation sheet used on cycle 2 was the same with the observation sheet used in the previous cycle.

* + - 1. **Implementing**

In implementing section, the researcher still collaborate with the English teacher to conduct the teaching learning process. The action needed 4 meetings as the previous cycle. The time allotment of each meeting was 80 minutes. Meeting 1 was for explaining deeply of material recount text. While, meeting 2, 3 and 4 were writing recount text by using peer assessment. In the last meeting, the students submitted their last draft. A clear description of each meeting is elaborated below:

1. Meeting 1

The first meeting of cycle II was conducted on Friday 6th April 2012 at 07.00 – 08.20 AM. The teacher greeted the students and followed by some questions to build the students’ readiness.

In the main teaching, the researcher explained more about how to write recount text. The researcher moved around the class while explaining the material actively in order to minimize the students who chatted with other students. The researcher gave the example of her eyewitness story as the recount text.

The meeting was closed by doing a simple quiz. The researcher gave a verb in the form of past, then the students made a sentence used the verb that given by the researcher and wrote on the blackboard. Then, student wrote the next sentences related to the previous sentence. The researcher asked them to continue until making a recount text. The students who wrote the wrong sentence, he or she would stand up until the other students revised it.

1. Meeting 2

This meeting was done on Saturday 7th 2012 at the same time with the previous meeting. To open the class, the researcher showed a big picture and asked the students to find out how many the pictures of head. It made the students pay attention the picture that they saw.

In the main meeting, the researcher determined the peer of each student. Then, the researcher gave worksheet to each student. The students were asked to complete the story of eyewitness that given by the researcher. They worked with their own peer. The student had chance to revise and gave comment to his or her peer’s work. They discussed each other of their work. In this case, the researcher monitored and controlled the students’ activities by walking around the class. The students were given opportunity to ask some questions to the researcher.

In the closing section, the students were asked to find out the other example of recount text from internet or the other sources. The research also reminded the students that the next meeting, they would have time writing.

1. Meeting 3

The meeting was conducted on Friday 13th April 2012 at 07.00 -08.20 AM. The teacher started the meeting by asking some questions. Before writing, the students were asked to prepare the stationary stuffs in order to they did not borrow anything and disturbed the other friends.

Then, the researcher passed out the worksheet to each student. The time for writing recount text was 40 minutes. After writing, the student was asked to read the peer’s work and he/she got the peer’s work. They checked their works each other. They underlined the words that were incorrect and they were given chance to give comments and feedback to peer’s work based on the criteria that given by the researcher.

The meeting was closed by giving general feedback to all of the students and asked them to submit the work. The researcher said that the time writing would continue on the next meeting.

1. Meeting 4

Meeting 4 was conducted on Saturday, 14th April 2012 at 07.00-08.20 AM. The meeting was started by greeting and a simple game for the students. The researcher asked the students what the researcher said not the researcher did such as, “Touch your nose!” and the researcher touch the hand. The researcher saw how many students who touch their nose and touch their hand.

In the main teaching, the researcher passed out their work in the previous meeting. The students were asked to discus one more to the peer. They worked collaboratively with their own peer. They rewrote their work on the other worksheet. The last, the students asked comment from the researcher one by one. The researcher informed the students that she would score their last work in order to the students worked hard and seriously. After they got the last comment from the researcher, they were sure about their work by asking his/her peer.

The researcher gave score to each student’s work by using the scoring guide. The researcher showed the score to all students in order to know how well they improved their ability in writing recount text

* + - 1. **Observing**

The observation was conducted by both the English teacher and the researcher. The English teacher observed during the action of cycle 2 by using the same instrument, observation sheet. The researcher also compared the score of writing test on cycle 1 and cycle 2. She could find the improvement of the students, these were:

* All the students got better score
* Most of the students used correct verbs form that used in recount text.
* All students focused on the activities of writing recount text, they talked and discussed their papers.

The score of the students on cycle 2 can be seen in the appendix. From the score of students in the cycle II, 22 students got score 75 or more and just one student who got less than 75. The percentage of success is:

x 100% = 95,6 %

From the formula, the students who passed the writing recount text on cycle 2 was 95,6 % and 4,4% failed the test. Thus, by this result the researcher found that the criteria of success 85% were passed. It means the researcher was successful.

* + - 1. **Reflecting**

The researcher compared the result of the test on cycle 2. There were 22 students who passed the test and only one student who could not pass the test. The percentage of success on cycle 2 was 95,6 % of the students. Thus, the target of 85% was absolutely getting passed. It means that this cycle was successful. It can be concluded that the students’ ability in writing recount text has improved and the result of the test could reach the criteria of success. So, the researcher stopped the cycle on cycle 2.

* 1. **Discussions**

This stage discusses about the summary of the findings of the study from the preliminary observation up to the last cycle and also the English teacher opinion.

* + 1. **Summary of Findings**

By observing the students’ ability in writing recount text from preliminary, improving their ability on the cycle 1 and cycle 2. There was significance development of the students’ ability.

The diagram of percentage of success on preliminary study, cycle 1 and cycle 2 can be seen as follow:

Diagram 1. The percentage of success on preliminary study, cycle 1 and cycle 2.

From the diagram above, it is clear that there is improvement of the students’ ability from the preliminary study to cycle 1 and cycle 2. On the preliminary study only two students passed the minimal standard score. It means that 91.3% from 23 students had low ability on writing. Then on cycle 1, 17 students were successful on writing test. 73,9 % of all students could pass the writing test and 26.1% students were failed. The researcher conducted the next cycle because it has not reached the criteria of success that 85% should passed the test. On the next cycle, cycle 2, there are 22 students could pass the standard score. It means that 95.6% of all students passed the test and only 4.4% student was failed. From this study, the researcher found that the research was successfully.

* + 1. **Teacher’s Opinion**

After the implementation of the peer assessment as the strategy to improve the students’ ability in writing recount text, the researcher tried to get more information about it by having interview with the English teacher. She gave good response. She said that the strategy could attract the students’ attention and interest in learning speaking activities. Moreover, it gave motivation and the students are active in the writing class. She wanted to do the similar strategy to make the teaching learning process more attractive and enjoyable for the students.

* + 1. **Students’ Response toward the Applied Strategy**

The students’ responses toward the applied strategy vary. Most of the students liked to check their friend work and check their own work. Most of students felt enjoy writing activities by work collaboratively. However, they did not like if they were being asked to check the task given by their friends because sometimes their friends’ hand writing was not readable.