

CHAPTER IV

RESEARCH FINDINGS

This chapter reports the research findings based on the results of the interview, observation, and documentation that has been done in MAN 2 Malang. The findings are orderly structured in this writing. The findings reported in line with the research problems.

A. The Activities of Teaching Writing

To describe the practice of teaching, the researcher observed the class taught by the English teacher. The researcher conducted observation sessions in MIPA 2 class (Tuesday, 27 March 2019) and MIPA 1 class (Wednesday, 28 March 2019). The researcher analyzes what activities the teacher uses in teaching writing. The results of the research findings were presented in the descriptions below:

1. Started with giving motivation

At the beginning of the class, the teacher started the class by giving motivation. From the results of the interview and observation, the researcher found that there are three activities conducted by the teacher to motivate the students, as follows:

a. Starting the class with stretching or brain exercise

From the observation, the researcher found that in both classes before the class began, the teacher takes about 10 minutes to do stretching or brain exercise. In MIPA 2 class, the teacher conducted

brain exercises to begin the class (see UDAUT 1 appendix 7) but, in MIPA 1 class the teacher conducted the brain exercise after singing together (see UDAUT 2 appendix 6). This activity belongs to extrinsic motivation where the teacher tries to build a fun atmosphere of the class so the students have more spirit or enjoy to learn English writing.

b. Conducting fun activity

The teacher also asked the students to sing together, in MIPA 2 class the teacher conducted this activity after the students finished to do brain exercise, they sang a song under title “Million dreams” twice (see UDAUT 2 appendix 7) and in MIPA 1 class the teacher conducted this activity to began the class so, before the class conducted, the teacher asked the students to sing together. The students sang a song with the title “All of you” and next, a song with the title “Million dreams” (see UDAUT 1 appendix 6). As the first strategy, this kind of activity also belongs to extrinsic activity where the teacher tried to stimulate the students to learn English by build a fun class atmosphere.

c. Connecting the learning objectives with real life

The researcher also found that the teacher explained the objectives of the learning activity by connecting it to real life. The teacher tried to explain the purpose of learning report text and the benefit of learning

it to real life. The teacher also give some example of the benefit of learning report text (see UDAUT 6 appendix 6)

2. Applied The Teaching Strategies

Here, the teacher used NHT (Numbered Head Together) strategy to teach English writing. The strategy was done by the teacher by divided the students into several groups, then the teacher numbered the students, each student on the team has a different number between 1 and 3. Next, the teacher asked the students to discuss the material or an exercise and then, the teacher chose one of the group representatives by “ball throwing game”. The teacher played music and then threw a ball to the students. The students threw the ball to each other, and when the music is stopped, the last student who brought the ball and the other students who had the same number as the last students is chosen to present the result of their group discussion. (see UDAUT 9 appendix 7 and UDAUT 9 appendix 6)

3. Evaluation

Based on the observation, In the last session of the class or in the closing activities, the teacher gave the students some evaluation to do. The teacher gives an evaluation in stages based on the student’s understanding. First, the teacher asked the students to make some supporting details, so the teacher provided the main idea, and then the students try to develop the main idea into supporting details. Next, the teacher asked the students to formulate a paragraph. Here, the teacher only provided some topic. So, the students were asked to find the main

idea based on the topic and then formulated a paragraph. (see UDAUT 10 appendix 6 and UDAUT 11 appendix 7)

B. The Students Respond to The Activities Set and Carry Out by The Teacher

The researcher did observation and distribute the questionnaire to describe students responses to the activities carried out by the teacher in teaching English writing. The observation results are the perspective of the researcher while the results of the questionnaire are the perspective of the students. The observation conducted by the researcher in MIPA 2 class on Tuesday, 27 March 2019 and MIPA 1 class on Wednesday, 28 March 2019. The Researcher also distributed the questionnaire to the both of classes, which consist of 30 students of MIPA 1 Class dan 26 students of MIPA 2 class on Tuesday, 21 May 2019. The questionnaire used is open form and close form with four alternatives. The questionnaire consisted of 10 close form questions and 6 open-form questions which each question had four options of what the students actually experienced. The research findings consist of a description of the data found in the research field including two parts as follow:

a. The result of observation

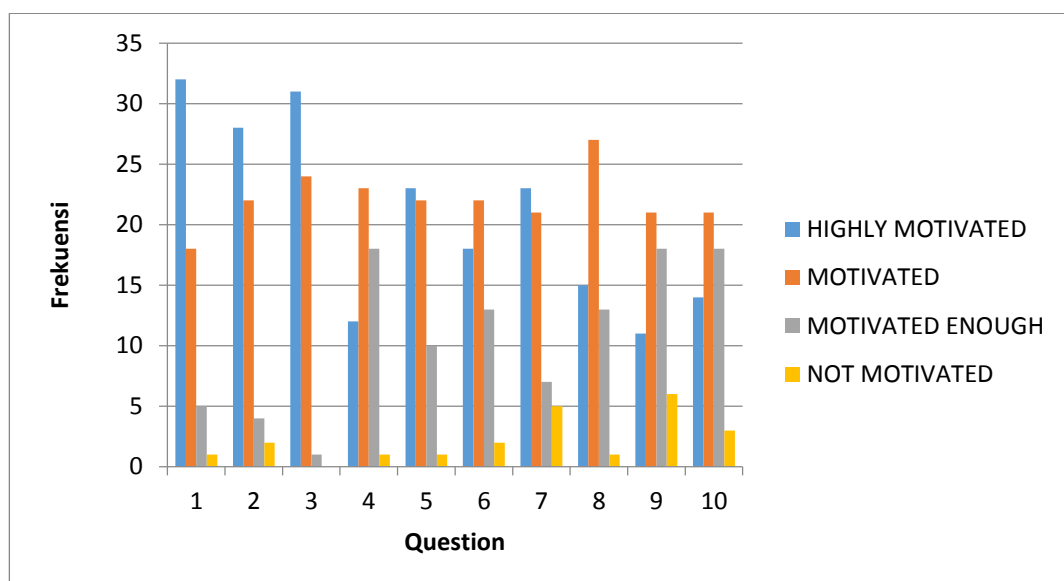
As the result of the researcher's observation in MIPA 2 class (Tuesday, 27 March 2019) and MIPA 1 class (Wednesday, 28 March 2019) it can be seen that the students respond about the activities are good. Most of the students were active in the teaching and learning process. The students

were active and excited to follow the class activity like stretching, singing, and ball throwing game. The students also respond to the teacher's instruction or the teacher's question. (see UDAUT appendix 6,7).

b. The result of the questionnaire

The student's response based on the result of questionnaire results are the perspectives of students. The researcher distributed questionnaires to both of the class, which consist of 30 students of MIPA 1 and 26 students of MIPA 2 or 56 respondent in total.

Figure 4.1 The Summary of The Students Response of Closed-Form Questions Questionnaire



(see appendix 9 to see the results of the questionnaire above in detail)

The chart above explains the response of 56 respondent to the teacher's strategy in motivating students. It can be seen that there are ten close form questions about teacher strategy in motivating (see appendix 8) and the

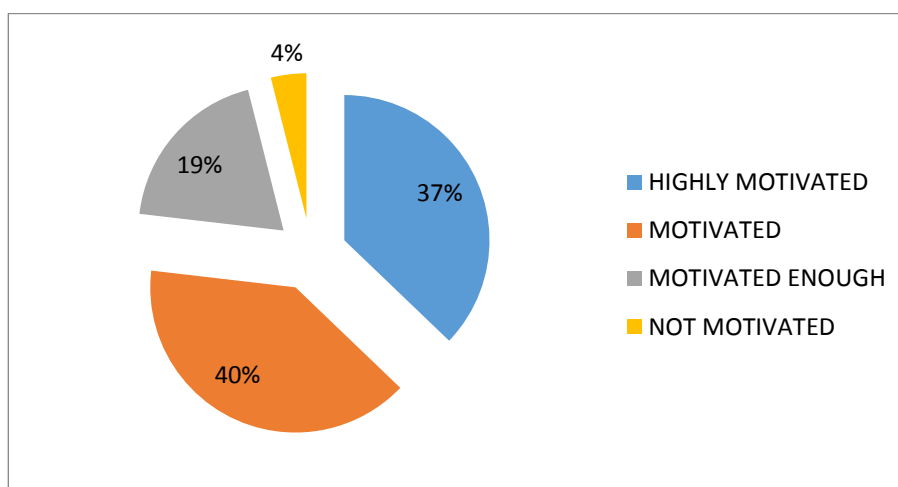
number of students who felt highly motivated, motivated, motivated enough, or not motivated. Student responses will be described below ;

- a. From question number one, the result shows that 37 students (57%) felt highly motivated, 18 students (32%) students felt motivated, 5 students (9%) felt motivated enough, and 1 student (2%) felt not motivated when the teacher asked the students to sing together before the class started.
- b. From question number two, the result shows that 28 students (50%) felt highly motivated, 22 students (39%) felt motivated, 4 students (7%) felt motivated enough, and 2 student (4%) felt not motivated when the teacher start the class with stretching (brain exercise).
- c. From question number three, the result shows that 31 students (55%) felt highly motivated, 22 students (39%) felt motivated, and 1 student (2%) felt motivated enough when the teacher conveys the basic competency (KD) by connecting it to real life.
- d. From question number four, the result 12 students (22%) felt highly motivated, 23 students (43%) felt motivated, 18 students (33%) felt motivated enough, and 1 student (2%) felt not motivated when the teacher divided the class into several groups.
- e. From question number five, the result shows that 23 students (41%) felt highly motivated, 22 students (39%) felt motivated, 10 students (18%) felt motivated enough, and 1 student (2%) felt not motivated when The teacher distributes the LKS and discusses it first.

- f. From question number six, the result shows that 18 students (33%) felt highly motivated, 22 students (40%) felt motivated, and 13 students (24%) felt motivated enough, and 2 students (4%) felt not motivated when the teacher asks students to discuss with their respective groups.
- g. From the question number seven, the result shows that 23 students (41%) felt highly motivated, 21 students (38%) felt motivated, 7 students (13%) felt motivated enough, and 5 students (9%) felt not motivated when the teacher uses “ball throwing” game for learning.
- h. From question number eight, the result shows that 15 students (27%) felt highly motivated, 27 students (48%) felt motivated, 13 students (23%) felt motivated enough, and 1 student (1%) felt not motivated when the teacher asks students to do the exercise in groups
- i. From question number nine, the result shows that 11 students (20%) highly motivated, 21 students (38%) felt motivated, 18 students (32%) felt motivated enough, and 6 students (11%) felt not motivated when the teacher asks students to present their answers in front of the class.
- j. From the question number ten, the result shows that 14 (25%) students felt highly motivated, 21 students (38%) felt motivated, 18 students (32%) felt motivated enough, and 2 students (5%) felt not motivated when the teacher asks the students to write report text.

From the description above, it can be concluded that the activities carry out by the teacher has motivated the students to learn English writing. The result shows that the students are highly motivated in preliminary activities, when the teacher asked the students to sing together, asked the students to do stretching (brain exercise) and when the teacher conveyed the basic competence (KD) by connecting it to real life. And from the result of question number 4 until 6 it's shown that on average, the students were motivated by the activity conducted by the teacher in the main activity. The motivation of learning decrease at the end of the class or in the evaluation session or closing activity. To see the student's response from the overall activities carried out by the teacher from the beginning to the end of the class, the researcher interpreted from the total results of the questionnaire that can be seen in the following figure:

Figure 4.2 The Total Results of Student Responses to The Activities Set and Carry Out by The Teacher



From the figure above, it can be seen from of 56 subjects and 10 questions. the total answer of "highly motivated" as many as 207 times or (37%), then, the answers of "motivated" as many as 221 times (40%), the answers of "motivated enough" as many as 107 times (19%), and the answers of "not motivated" 22 times (4%). From the figure above it can be concluded that, overall, students have been motivated by the activities used by the English teacher. Only 4% of the answers showed students were not motivated by the strategies used by the teacher.

Furthermore, to find out the response of students more deeply, the researcher also added a closed-form questions to the questionnaire. Based on the result of the closed-form questionnaire (see appendix 10) the researcher found that :

- a. Out of 56 students, 37 students (66%) stated that they were very excited to take English lessons. In addition, 40 students (71%) stated that they are excited because the teacher is humorous and fun.
- b. Out of 56 students, 47 students (84%) argue that activities in English class are very fun. Furthermore, 41 students (73%) agree that activities such as singing together, stretching, and games on English lessons can increase motivation to learn.
- c. 27 students (48%) of the respondent stated that they were motivated to learn English writing, and 23 students (41%) stated that they are writing became easier after following the class.

- d. When the teacher about to give an evaluation, 39 students (70%) stated that they felt excited to know how far they understand about the lesson, and the other 10 students (18%) stated that they felt challenged to do assignments.