

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter presents the results of teacher's strategy in teaching transition signals used in writing narrative text at the eight graders of SMPN 2 Gondang Tulungagung.

#### **A. Finding**

Based on the result of observation and interview to the English teacher of the study, the researcher presents the finding of the study. The data were also taken from questionnaire. The following researcher presents the findings of the study that are divided into two findings there are: 1) The teacher's strategy in teaching transition signals used in writing narrative text at the eight graders of SMPN 2 Gondang Tulungagung 2) The extent do the teacher's strategy contribute to the studnets' mastery transition signals use in writing narrative text.

After doing in interview to the English teacher, doing participant observation in the English class, and the questionnaire with students' the findings are as follows:

- 1. The teacher's strategy in teaching transition signals used in writing narrative text.**

After interview with English teacher and observation in the class the researcher know how the teacher's strategy in teaching transition signals. There are four strategy in teaching transition signals used in writing narrative text.

a. Group discussion

The first strategy of teacher's in teaching transition signals used in writing narrative text at eight graders is the group discussion. In this strategy the first teacher's do the students' make a small group up to 2 until 3 students. After the finish make group teacher to do the students' read the story about narrative text. After the finish read the students' search transition signals in the narrative text. After finishing to search transition signals students make a story about narrative text and in the story add transition signals. One students search the meaning of transition signals and other students write the story about narrative text.

b. Role play

The second strategy of teacher in teaching transition signals is role play. The teacher said "I teach transition signals integrated with other skills such as Writing, Reading, Speaking and Listening. From writing and speaking, I often ask my students to make dialogue with the topic about story fiction and in the story teacher must be add the transition signals like as: And, as soon as, after, before ect. The transition signals in there must be add in the dialogue. This strategy can make the students to know the purposes of transition signals in narrative text.

Next the teacher asked them to practice it or retell in front class. From that statement, we could see that the other useful way of teaching transition signals

was by practicing with her friend. The teacher firstly read the dialogue of the teacher before the practice it in the front of the class. If the students don't know the mistake will adding transition signals in the write dialogue about narrative story. Secondly, the students listen the teacher said about the mistake in add transition signals after that students correct of the transition signals mistake. After this, they should be able to provide more detail information of transition signals. If the students fine difficulty of trasion signals, the teacher will discussion to unknow transition signals. After the teacher correct add transition signals in dialogue about narrtive text, the students' prepare do role play in the fron of class with the friends.

### c. Writing

The third strategy of teacher's in teaching transition signals is writing. From the interview English teacher says that in writing text automatically the students used transition signals to write it by themselves. Generally the teacher read or asked the students to write in paper. There were various type of to writing text such as narrative or recount. She explained transition signals before, during and after the text was write.

Before writing, the students were pre-taught unknow transition signals in the text. In thise case , the teacher had a preparation about kinds of transition signals and how the used of transition signals in the text. During writing, teacher guided the students to write alone the text or example little sentence added transition signals in sentence.

This strategy, the students can make good writing and good add transition signals in the sentences or story. The teacher said, by writing students can write well by adding good transition signals. This activity also help the teacher to manage the students using transition signals in writing narrative text.

d. Look up dictionary

In the next strategy of teacher's in teaching transition signals is look up dictionary. In this strategy the if the lesson of English class students must be bring the dictionary, because if the students not know of meaning about teacher say students can look up dictionary. This strategy can help the students teaching transition signals because transition signals is very important and difficult it is.

The first strategy to used look up dictionary is the teacher explain about kinds of transition signals and point of transition signals. After the finish explain from the teachers about transition signals teachers' say the students "Apakah sudah memahami tentang kata penghubung dan penggunaannya?" if the teacher do not understand the used of transition signals. The second strategy is before using transition signals in the story or sentences students must know the meaning of has transition signal by looking up dictionary to know the meaning. After know of meaning the teacher ask the students to make sentences.

e. Translation

The last teacher's strategy in teaching transition signals is translation. According the teacher and observation in the classroom, the students needed to know the meaning of transition signals by translating. The English teacher of

SMPN 2 Gondang used two language when she explanation transition signals in teaching process. For example, the teacher used Indonesian translation in explaining transition signals meaning. The following is field note that researcher got during the observation (May 16<sup>th</sup> 2015) that give illustration that the teacher used transition signals in explaining transition signals in teaching.

In class D of second grade, the teacher didn't give test as class B. The teacher continued the material from the module that hasn't finish yet. In discussing the material teacher asked the student to read and tranlate the story of narrative text. The teacher discussed of difficult of transition signals from the story of narrative text by tranlate it in Bahasa Indonesia.

From the illustration we could see that in explaining meaning, the teacher explained transition signals one by one until the students' understand add transition signals in narrtive text. Firstly, the teacher asked the student to translate the difficult transition signals in the text, to know the meaning, but when the students' could not translate it the teacher helped her students to translate it.

## **2. The extent the teacher's strategy contribute to the studnets' mastery in using transition signals in writing narrative text.**

As the result of students' interview about the teacher's strategy in teaching transition signals used in writing narrative text. The students like a with teaching strategy of teacher in classroom, the students do not feel bored in class because they must be active in writing and good transition signals in writing. The five strategy in teaching transition signals helped the students to ease the learning of transition signals and know kinds of tranition signals.

In teaching transition signals teachers always give question about transition signals students always respond the question with strategy that teacher's used in classroom. Most of students be active in giving question to the teachers give instruction.

Students always active in teaching transition signals and do it to try to make sentence using transition signals, and if the there are mistake the students ask the teacher. In teaching process, students always give attention to the teacher's explanation.