

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of the action research about the improving students' ability in writing recount text through process-genre based approach at first grade students of SMAN 1 Ngunut.

#### A. Findings

This stage discussed about action research cycle I and action research cycle II.

##### 1. Action Research Cycle 1

This part shows the description of cycle 1 that used process-genre based approach in teaching writing recount text to the students. The discussion covers planning, implementing, observing, and reflecting.

##### a. 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. In addition, the researcher needed to prepare the instrument of writing mastery and get the criteria of success from the English teacher.

## **b. Implementing**

In this stage, the researcher needed three meetings. Each meeting was 90 minutes. Meeting 1 was for explaining of material recount text. While, meeting 2 was writing recount text in pair work through the writing process which included pre-writing, drafting, revising, editing, and publishing. In the last meeting was writing text in independently (individual). A clear description of each meeting is elaborated below:

### 1) Meeting 1

The first meeting was done at 07.00 – 08.30 AM on Thursday, 3<sup>rd</sup> April 2014. The meeting was started by greeting the students such as, “Good morning students?”, “How are you today?” and “Did you have an unforgettable experience on the last weekend?”. Next, the researcher was checking the students’ attendance. Then the researcher gave information that they would learn about recount text.

After giving stimulation question to the student, then the researcher gave the students handout missing text and the researcher assigned students to fill the missing text based on a record with title “Miss Sarah’s journey to Indonesia” then discuss the answer. Next, the researcher assigned the students to read the model text and wrote the word that they did not understand. The researcher having question and answer session to recall the students background knowledge related to what kind of the text type used to retell experiences in the past and what is social function is. After that, the researcher distributing the students’ worksheet,

then assigned the students worksheet in pairs to do exercise 1 (vocabulary exercise and comprehension question) then discuss the answer.

The researcher was explaining about recount text and grammar review to the students before doing grammar exercise. Then, the researcher assigned students did exercise 2 (grammar exercise on the use of past tense) by individually then discussed the answer. Then, the researcher used a quiz to encourage the students who had less motivation to writing English. The quiz was about recount text. The students who got answer the question would have reward from the researcher.

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.

## 2) Meeting 2

Meeting 2 was done at 08.30 – 10.00 AM on Tuesday, 8<sup>th</sup> April 2014. This meeting was started by greeting and checking the students' attendance. Then asking some questions related the previous material. The researcher asked some questions to the students such as, "What is definition of recount text?", "What is function of recount text?", "What kind of verb form used in the recount text?", and so on.

In this meeting, the researcher gave information that the students would publish the final writing in facebook group. Then, the researcher was asking to all of students who did not have a facebook account, and nobody raised his and her hands, its means that all of students have facebook. Next, the researcher wrote

students' facebook account. Then the researcher made a facebook group with the name X-G SMAN 1 Ngunut.

After that, the researcher asked the students to collaborative with friend one seat. The first, the pair works write main ideas and give supporting ideas. The second, the students made a draft and wrote well organization manner based on acceptable generic structure of recount text, used correct transition signal to connect the information, and used appropriate grammatical structures and appropriate mechanics including punctuation, capitalization, and spelling.

The third, the researcher was proofreading other students' writing with the help of revised proofreading guidance (provided by the researcher) and giving feedback. Then, the students revising and editing the writing based on the feedback received to be the final writing. Researcher's conference was done to assist the students in revising and editing their writing. The final writing in the writing sheet would be submitted. Then the students would get the printed copies at the end of the section.

In the last, the students publishing the final writing in the facebook group with the name X-G that the researcher's made and the other friend in class can give comment. The students were given time to publish their final writing and give comments on other students' writing within 2 days starting from Wednesday, 9<sup>th</sup> 2014. After that, the researcher closes the meeting.

### 3) Meeting 3

Meeting 3 was done at 07.00 – 08.30 AM on Thursday, 10<sup>th</sup> April 2014. This meeting was started by greeting and checking the students' attendance.

The main teaching was the researcher gave the work sheet to the students. They were assigned to independently write a piece of recount text. The students were assigned to write a recount text more than 100 words independently in 60 minutes. They also had chance to ask to the researcher when they got difficulty. Next, the students submitted their writing.

After submitting their writing (to be assessed), they would get the copies of it to be published to facebook group as media. (The students were given time to publish their final writing independently and to give comment on the other students' writing within 3 days starting from Friday, 11<sup>th</sup> April 2014). In this meeting, the researcher gave the score final writing of each students based on the scoring guide to their last works.

### **c. Observing**

In this stage, 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 cycle 1, the observation sheets covered stages in genre based approach namely, BKoF, MoT, JCoT, and ICoT. In the case, the researcher also observed and compared the result of students' score writing between cycle 1 and preliminary score.

The test on cycle 1 was conducting on the third meeting. The detailed parts of findings of the implementation of the action during the first cycle was done to see whether this first cycle was successful or not. 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 1, the researcher found out 25 students got score 75 or more and 10 students got less than 75. The percentage of success is:

$$\frac{25}{35} \times 100\% = 71,4\%$$

From the formula, it was found that the students who passed the writing recount text on cycle 1 was 71,4% and 28.6 failed the test. This means that the target of success was not achieved yet.

#### **d. Reflecting**

The reflection is done in order to know the weakness 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 cycle 1 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 in writing test, although still not successful. It is necessary to conduct a better program to handle weakness in the first cycle that will be implemented in the next cycle.

Based on the result of cycle 1, there were two problems happened, they were: (1) the researcher found that just some students who active in class, (2) the student difficulties to use simple past tense in writing recount text.

Based on the result which had been gathered, the researcher must give the more explanation and motivation to the students in order to be more focused on writing recount text activity.

#### **e. Modification of Strategy**

In the cycle 2 was conducted through the same procedure in cycle 1. The researcher designed it with different strategy. In the first, the researcher found that just some students who active in class. Then, the students got difficulty to use the past form of verb in the past event. Thus, the researcher revised lesson plan with different material by modifying the approach.

The teaching procedure in cycle 2 stills same with cycle 1 which covered; Building Knowledge of Text (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT). But in the cycle 2, in ICoT stage, the researcher asked the students to write recount text through process writing such as pre-writing, drafting, editing, revising and publishing.

## **2. Action Research Cycle II**

This part discussed the finding of second cycle. The discussion covers planning, implementing, observing, and reflection.

### **a. Planning**

Before doing the implementation, the researcher and the collaborator teacher revised the lesson plan. It was used by the researcher to guide the students to implement the strategy. The researcher needed 3 meetings in this cycle. In addition, the researcher needed to prepare different material of recount text.

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

**b. Implementing**

In implementing section, the researcher still collaborator with English teacher to conduct the teaching learning process. The action needed 3 meetings as the previous cycle. Meeting 1 was for explaining deeply of material recount text. While, meeting 2 was writing recount text in pair work through the writing process which included pre-writing, drafting, revising, editing, and publishing. In the last meeting was writing text in independent (individual). The students also write a piece of recount text through writing process that includes pre-writing, drafting, revising, editing, and publishing. A clear description of each meeting is elaborated below:

a) Meeting 1

The first meeting of cycle II was conducted on Thursday 17<sup>th</sup> April 2014 at 07.00 – 08.30 AM. This meeting was started by greeting and checking the students' attendance. Then, asked some questions to build the students' readiness.

At the Building Knowledge of Text (BKoF) stages, the researcher gave more time to review materials related to recount text, such as what is recount text, how to write recount text, and so on. Then the researcher gave points and reward to the students who could answer. The review questions to make them more active and motivated. Then in Modeling of Text (MoT), the researcher gave more explanation on recount text and asked the students to do more task not only



related content, organization, vocabulary but also mechanics (spelling, punctuation, and capitalization). After that, the researcher closed the meeting.

b) Meeting 2

Meeting 2 was done on Tuesday, 22<sup>th</sup> April 2014 at 08.30 – 10.00 AM. This meeting was started by greeting and checking the students' attendance. Then the researcher asked the students to collaborate with friend one seat.

In this meeting, the researcher applied IJoT stages likes in cycle 1 through writing process such as pre-writing, drafting, editing, revising and publishing. But the researcher provides clearer proofreading guidance. Then the researcher gave longer time for the researcher's conference, so that all students would get the chance to consult their writing if they found difficulties.

The final writing would be submitted. Then the students would get the printed copies at the end of the section. In the last, the student was publishing the final writing in the facebook group and other friend in class can give comment. The students were given time to publish their final writing and gave comments on other students' writing within 2 days starting on Wednesday, 23<sup>th</sup> April 2014. After that, the researcher closed the meeting.

c) Meeting 3

Meeting 3 was conducted on Thursday, 24<sup>th</sup> 2014 at 07.00 – 08.30 AM. This meeting was started by greeting and checking the students' attendance. Then the researcher gave a simple game for the students.

In this meeting, the researcher applied ICoT stages, the students wrote recount text about unforgettable experiences individually through writing process

such as pre-writing, drafting, editing, revising and publishing. The students would still be able to consult with the researcher through the researcher's conference if they got difficulties during the process writing.

The students individually wrote main ideas and gave supporting ideas. Next, the students made a draft and wrote well organization manner based on acceptable generic structure of recount text, used correct transition signal to connect the information, and used appropriate grammatical structures and appropriate mechanics including punctuation, capitalization, and spelling. Then, the researcher was proofreading other students' writing with the help of revised proofreading guidance (provided by the researcher) and giving feedback. After that, the students revising and editing the writing based on the feedback received to be the final writing. Researcher's conference was done to assist the students in revising and editing their writing.

The final writing would be submitted. Then the students would get the printed copies at the end of the section. Then the researcher gave questionnaire to know the students' responses toward the implementation of the strategy in writing recount text. Next, the students submitted their questionnaire.

In the last, the students publishing the final writing in the facebook group and other friend in class can give comment. The students were given time to publish their final writing and give comments on other students' writing within 3 days starting Friday, 25<sup>th</sup> 2014. After that, the researcher closes the meeting.

### c. Observing

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

- All students got better score.
- All of students active in class and focused on the activities of recount text, they talked and discussed their papers.
- Most of the students used correct verb form that used in recount text.

The score of the students on cycle 2 can be seen in the appendix. From the score of the students in cycle 2, there were 33 Students got score 75 or more and just two students who got less than 75. The percentage of success is:

$$\frac{33}{35} \times 100\% = 94,3\%$$

From the formula, the students who passed the writing recount text on cycle 2 was 94,3% and 5,7% failed the test. Thus, by this result the researcher found that the criteria of success 75% were passed. It means the researcher was successful.

Then, based on the result of the questionnaire in cycle 2, there were 20 (57,2%) students considered the strategy was interesting to teach students and 15(42,8) students considered the strategy was very interesting. Next, there were 22(62,8%) students considered the ability in writing recount text after implementation the strategy was increase, there were 13(37,2%) students

considered their writing ability was very increased. In relation to generating ideas (content), 25 students (71,4%) considered their ability in generating ideas increased and the other 10 students (28,6%) students considered their ability very increased. Moreover, there were 22 (62,8%) students agree to say that their ability in organizing ideas increased, and 13(37,2%) considered their ability organizing ideas was very increase.

Furthermore, in relation to the ability in using suitable vocabulary items, 25(71,4%) of them considered it increased, 10(28,6%) of them considered it was very increase. In relation to the ability in using appropriate grammatical structure there were 24(68,6%) students considered that is increased, 11(31,4%) students it was very increase. Next, in relation on the ability in using correct spelling, punctuation and capitalization (mechanics), there were 28(80%) considered their ability in using appropriate mechanics increased and 9(20%) students considered it was very increase. Then, there were 23(65,7%) students considered their confidence increased and 12 (34,3%) students was very confidence.

From the data above, it was evident that all students had positive response toward the implementation of process genre based approach in writing ability. Thus, the last criterion of success related to the students' responses towards the implementation of the strategy has already been achieved.

#### **d. Reflection**

The researcher compared the result of the test on cycle 2. There were 33 students that passed the test and only two students who fail test. The percentage of

success on cycle 2 was 94,3% of the students. Thus, the target of 75% 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.

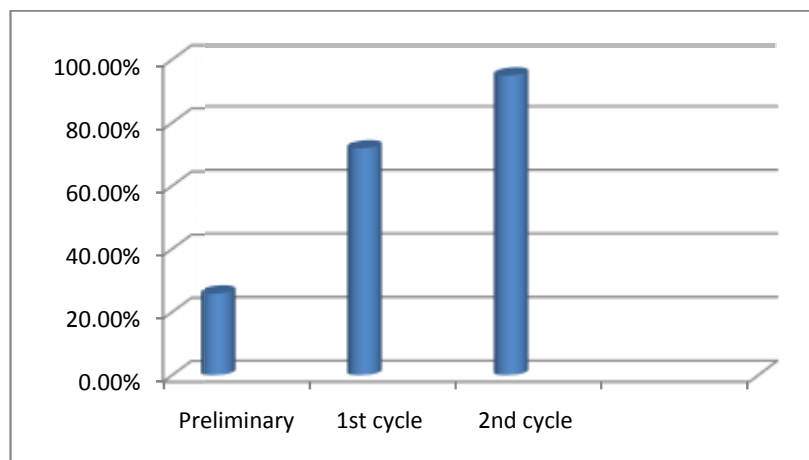
## B. Discussions

This stage discussion revealing the success of implementing process-genre based approach in improving students' ability in writing recount text.

By observing the students' ability in writing recount text from preliminary, improving their ability on the cycle 1 and cycle 2. There was significant 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 4.1 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, cycle 1 and cycle 2. On preliminary study only 9 students passed the minimal standard score. It means that 25,7% from 35 students had low ability on writing. Then on cycle 1, there were 25 students were successful on writing test, 71,4% of all students could pass the writing test and 28,6% students were failed. The researcher conducted the next cycle because it has not reached the criteria of success that 75% should passed the test. On the next cycle, cycle 2, there were 33 students could pass the standard score. It means that 94,3% of all students passed the test and only 5,7% students was failed. From this study, the researcher found that the research was successfully.

The implementation of process-genre based approach as proposed by Badger and White (2000), Hyland (2003), and Harmer (2004) was able to make the students more confidently. Its line with the findings show that the students more confident and enjoy while process teaching and learning in the classroom. The reason is the process of writing, the researcher starting from prewriting, drafting, proofreading, revising, editing and publishing both cooperative and independently. In additional, this research also implementation of Building of Knowledge (BKoF) and Modeling of Text (MoT) have made the students understand about concept of recount text and its characteristics. Next, in Joint Construction of Text (JCoT) they experienced a cooperative activity in which they could share ideas with partner through pair work. Then, they wrote their recount text independently at the ICoT stages. Those activities have made more confident

in producing a piece of writing because they have known what to write and how to write it well.

Besides, in the end meeting the researcher made quiz and gave reward to the students who can answer question from the researcher. This is can make the students enjoy and more motivated to learn writing recount text.

In additional, the researcher used facebook as media to publish their final writing recount text. Smith and Hoyer (2010) states that Facebook as one of the social media can be used as useful and enjoyable media in teaching writing because it has features to support the teaching of writing, such as status, group, notes, chats, page, and many more. The researcher conducts this study by using one of the features of facebook that is Facebook group. Facebook group is a feature that is available on the social media site of facebook.

Facebook is so much popular for most Indonesian teenagers as the data shows that there were additional 2.4 million new monthly active users only in May 2010, which summed up to total facebook users in Indonesia up to 22.4 million, taking the country into the facebook's third largest population states by Morison (2010). It was proven when the researcher asked all of students who did not have a facebook account and nobody raised his/her hands".

According to Sahdan (2010) conducted a successful classroom action research to improve students' ability in writing a descriptive text through the use of profile information. The findings show that the students were more motivated in producing a piece of composition. It lines with the findings that show the students more motivated while the process teaching and learning. The students felt

happy and enjoy because the students can share and give comment with her/his friend in the facebook group.