CHAPTER IV

RESEARCH FINDINGS AND DISCUSION

This chapter reports the results of both the actions in cycle 1 and cycle 2, discusses of the action research about the use of Blog to improve the tenth year students' writing ability at SMAN1 Ngunut. All of them are presented in the following sub-chapters.

A. Findings.

1. Preliminary Action

Preliminary study was conducted to get information about the real condition of the students during teaching and learning process, to find out what problems they encountered during writing class and to give the students pretest to continue a simple recount text.

The researcher did the preliminary study on Tuesday, April 22th, 2013 at 07.00-08.30 am o'clock. Before implementing in learning-teaching process, a test was given to the students. It was done to know how far the students mastered recount text before the teacher taught the material. The score of the test would be compared with the students' test achievement at the end of each cycle that was expected to evaluate the application of using blog in learning-teaching process to improve the students' achievement in writing ability.

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The test in preliminary study, the researcher found that X-H consists of 36 students but the total number of students who achieve mastery learning was only 12 students, so the percentage of the number of the students who achieve of 24 not mastery learning was 33%, and the class score was 69, 28. It showed that it is far from the national passing grade 75. (See Appendix 10)

2. Cycle 1

The implementation of the action of the first cycle was conducted in two meetings. Implementation of the action in the first cycle covered planning, implementing of the action or acting in the first and second meeting, observing, and reflecting. These four stages, which were conducted in two meetings, started from April 28th and April 29th, 2014.

1) Planning

In order to the objective of the learning can reach, the researcher prepared the syllabus, lesson plan, and students' worksheet. Beside it to know the process could run well that was suitable with the planning, the researcher prepared the observation sheet for students and teacher as a researcher, too. The teacher asked the collaborator to provide a piece of paper to note whatever happened during learning teaching process by using blog in writing. The students' questionnaire form was used to get the student's comments on the implementation of writing recount text using blog. Another preparation was guide students to make blog.

To guide students made an attractive blog with background template. It helps students' interested learning English especially in writing.

All the teaching activities planned in the first cycle were implemented in two meetings. The planning of the first cycle was designed and developed based on the program of the second semester of the tenth grade. The first meeting was focused on the explanation of recount text, characteristic of recount text. And the second meeting was used to administer the post-test of Cycle 1 to evaluate the effect of the application of the strategy on the students' understanding the recount text.

2) Implementing

The implementing in the cycle I including of two meetings can be discussed as in the following descriptions:

1. Meeting One

The first meeting was implemented on Monday, April 28th, 2014 at 11.00 until 11.45 am and then free second time continue at 12.15 until 13.00. Based on the lesson plan that had been made, the researcher held the teaching process in three phases of activities, i.e. pre activity, main activity, and post activity. The three phases of the strategy were explained like the followings:

In the pre-activity, first the teacher started the meeting by greeting and checking the students' attendance. The researcher also told the students about the goal of the teaching. The goal of the teaching is that students should understand the verb used in recount text, characteristic and the generic structure of recount text.

Main activity, the teacher gives explanation about the recount text and the generic structure. After the students understand the material, he was arranging students to make a group of thirteen. It took for about 5 minutes. The arrangement of the group was based on the score of the test in preliminary study, because the researcher hoped that the high level students could help the low level students, so the male and female students were mixed. Then, they were guided by teacher to make a blog. After finished, they do the task by opening researcher's blog. Then he asked students to share their answer to another group. The researcher gave some error analysis and feedback about the group work. The students were asked about their learning problems. In the post activity, the teacher and students concluded the material they had learned. As the time over the teacher greeted the students and closed the class.

2. Meeting Two

Meeting two of Cycle 1 was holding on Thursday, April 29th, 2014 at 70.00- 08.30 am. In pre-activity, the teacher began greeting and checking the students' attendance and asked them who did not attend that day.

After that, this activity entered into the main activity, the students were asked to sit in groups as the day before. Five minutes later, the students had settled in their group and their place. The class activity was continued by the explanation generic structure of recount text and how to write paragraph recount text correctly.

On the main activity the teacher distributed the worksheet to the students. They must open the researcher's blog. In this meeting, students do the task about how to write recount text well. At the first time, they asked to rearrange the jumbled sentences into a good story. In this lesson, the researcher took a topic about holiday. The second task, they asked to analyze generic structure of the text. And the last, they asked to make a short recount text. The teacher reminded students don't forget the characteristic and generic structure of recount text. During the activity, teacher walked around the classroom to monitor the students' activity and help or guide them when they found difficulties. Sometimes the teacher gave

Assistances as the dialog below:

Teacher: "Do you find difficulties?"

AIS   : "Iya Pak. Saya masih bingung bagaimana membuat bagian Orientation?"

Teacher: "Orientation itu menerangkan siapa saja yang terlibat dalam cerita, apa yang terjadi, dimana tempat peristiwa terjadi, dan kapan terjadi peristiwanya."

They did the entire task in their blog by discussing with their group members. Then the researcher asked to visit their friend's blog to give comment. By the friend's comment, teacher hopes they can find their mistake. The researcher also guided students to change template of their blog so look more attractive. At last, the teacher reflected the text and asked the students problems. They were still low in vocabulary and grammar. In the closing activity the teacher and students conclude the activity and then teacher closes the class and greet the students.

3. Observing

When the observation took place, the observer collected the data of the teaching and learning process that included the teacher's (researcher) activity, students' activity, students' interaction with teacher, students' interaction with other students, students' interaction with the material, and students' interaction with teaching media or the whole facts which were happening during the teaching and learning process. The collaborator also observed the lesson plan of the researcher. The followings were the result of the collaborator observation:

1. **The Result of Observation**

The first part that became observer attention was the acting process and students respond to the whole acting process. Observer found that in the beginning of the teaching the teacher explained the material too fast so there were students who looked confused. The observer noted that in explaining the simple past tense sentence the teacher did not involve the student to try to find the pattern of this sentence so it seemed that the learning was teacher-centered. Besides, the observer also suggested that the teacher need to give more time to the students to make note. Based on the observer's observation, the students respond to the teacher explanation was enough. The students' interaction to the teaching media was good but needed to be improved. The students' enthusiasm was good to finish the assignment. (See appendix 9)

2. **The Result of Test**

From the post test in cycle 1, the researcher found that among 36 students who joined the posttest 1, there were 21 students who passed the test. These all are classified into success. Full member of the students who failed the test was 15 students divided in the score less than KKM 75. It means that the percentage of success is 21/36 x 100% = 55, 56%.(See Appendix 10).

4. Reflecting

On the basis of the obtained data from the observation, the researcher made reflection. The result of the data analysis would be matched the criteria of success. From the cycle 1, there were 14 students who failed the test. It means that the researcher was unsuccessful, because the target of success in this study was 80% among the whole member of the tenth grade students of the H class have to get minimum score 75 are taken as subject of the research.

Actually, the positive response was given by the students on teaching and learning process. The researcher found that most of the students did not follow the learning process well because still low of motivation. Moreover it was caused each group consisted three students, so many students did nothing, they were depend on their friend members. Therefore, the teacher had idea to make students in pairs, in order to all students to be active.

Although there was a significant improvement in the mean score and the number of students who achieve mastery learning, the criteria set up had not been achieved. The next cycle was still needed to conduct and some revisions of the Cycle 1 were also made to improve the students' writing ability competence.

5. Conclusion

From the analysis above, it was found that the teacher could not manage the class well. The teacher spoke too fast for students so that his explanations and questions were difficult for them to understand. This phase was not done as what it had been planned.

In term of the students' result on the writing post-test in Cycle 1, it was found that there were 21 students who passed the test. The amount of the students who failed the test was 15 students divided in the score less than KKM 75. It means that the percentage of success is 21/36 x 100% = 58, 33%. It was also found out that the students still confuse to explore their ideas and organizing idea. From the description above, it was conclude that treatment given in cycle 1 had not met the criteria success used in the study. Therefore, the action research should be continued to Cycle 2 and some aspects of the teaching strategy used blog had to be revised and improved in Cycle 2.

3. Cycle 2

This section covered the plan, the implementation of the action, the observation, and reflection of the second cycle. The second cycle was conducted in two meetings.

1. **Planning**

The planning of the teaching and learning process of the second cycle was made as the attempts of improvement of the first cycle result. In this cycle, the researcher did not change any kinds of several things that could be prepared before conducting the implementing phase. The researcher just changed the activity that would be used in the action, but the other research instruments were still used as the previous cycle without any changes or improvement.

In the first meeting the teacher chooses a picture of "Popoh beach". It's used to help explore the student's idea. The teacher also asked students to modify their blog to make interested. In this meeting still sit by group. At second meeting still focused about writing recount paragraph. But in this meeting, the researcher asked students to work independently. They did their task in the same blog. Given comment in another blog is useful to know how far they understand about recount text. By the friend's comment, teacher hopes they can find their mistake. During the activity, teacher walked around the classroom to monitor the students' activity and help or guide them when they find difficulties. After finishing the task, the teacher asked the students to share their answer with other friends.

2. **Implementing**

In this phase, both the researcher and the collaborator worked together to implement the revised plan from cycle 1. The researcher would act as the teacher and the collaborator became the observer.

1. **Meeting One**

    Meeting one of the second cycles was carried out on Monday, 05st May 2014. Like in the first cycle, the implementation of teaching and learning writing of recount text was held in three phases of activities: pre-activity, main activity, and post activity. Each phase is described as follows.

    At the pre-activity after greeting, the teacher checked the students' attendance. Next, the activity run into the main activity, she asked students to sit with their group. For 5 minutes the students settled in their group. They asked to open researcher's blog. Then after students open the blog, she explains the instruction of the task. She gives a picture about "Popoh Beach" and "Wonokromo Zoo". Students asked to make a recount text based on the picture.

    They were still discussing with their group. After they finished, they must share with other group and give a comment. It's to know how far they understand about recount text. At the post activity, she gave feedback and asked the students' problem in this meeting. At the end of the meeting, the teacher concluded the material already discussed.

2. **Meeting Two**

    Meeting two of Cycle 2 was holding on Tuesday, May 06th, 2013 at 70.00- 08.30 am. In pre-activity, the teacher began greeting and checking the students' attendance and asked them who did not attend that day. After that, this activity entered into the main activity, same with other meeting, they asked to sit

with their group. They asked to open researcher's blog. Then after students open the blog, he explains the instruction of the task. This meeting was different, the students asked to make a recount text independently, but they did the task in same blog. In this meeting, researcher asked to do the task individually because to know how far they mastered recount paragraph. He found that their writing ability was getting better than the writing test in the cycle I.

Before ending the class, the researcher distributed the students' questionnaire and all of them completed it. The researcher also gave a questionnaire of the teacher's respond toward writing recount text using blog. At the post-activity, the post-test was done for the second meeting.

3. Observing

The observing was conducted during the implementing of the action. In observing, the data was gathered from the observation sheet, the result of test and the result of student's questionnaire. The report of the result of observing in cycle 2 as follow:

The percentage of successes	The category of successes
0% - 20%	Is very weak
21% - 40%	Is weak
41% - 60%	Is average
61% - 80%	Is strong
81% - 100%	Is very strong

1. **The Result of Observation**

The result of the observations during implementation of using blog in learning process at the second cycle was like the first cycle, it presented from different sources. The first source was from the researcher and students' performances on the first and second meeting in the second cycle during implementing of using blog in learning teaching writing. At the cycle two, the students' interest was improved. It brought positive effect to the students' participation and result. The students could absorb well the theory of recount text that had been explained by the teacher. It could be known from the students' answer and respond when the teacher asked them. They felt enjoy and enthusiastic during the teaching and learning process. Their feedback was much improved. (See appendix 9)

In the beginning, the members of the groups could communicate each other well. The students could fully trust each other as a team, since they had self-accountability, and sharing in terms, interpersonal communication, mutual helps, and interaction.

The observer also noted that the result of the students' discussion in doing every assignment was very good. They could finish the assignment perfectly. Of course, it did not absolutely happen to all students. The interaction among teacher, students, and the media was improved as well.

2. The Result of Test

The gained scores was taken from the result of analysis that showed the process learning teaching writing ability in recount text by using blog positively affected the learning result. The average of writing score of the post test administered in the second cycle was higher than the writing score taken from the post test of the first cycle.

From the writing posttest 2, the researcher found that among 36 students, there were 30 who got the writing score more than KKM 75. While 6 students got the writing score less than KKM 75. The percentage of students who were success is 30/36 x 100%= 83% while the percentage of students who were unsuccessful is 6/36 x 100%= 17% (See Appendix 10).

In other word, the students' score were more than the criteria of success in this study were 80% among the whole members of the H class of the tenth grade.

Based on the data, it can be concluded that writing ability of the tenth grade students of H class of SMN 1 NGUNUT can be improved. So, the cycle is stopped.

3. The result of Student's Questionnaire

Questionnaire was given after the teaching and learning process finish.

The researcher gave 5 items which has 2 options, "yes" or "no" on the questionnaire to know the students' responses dealing with the implementation of using blog in teaching writing ability. Then, the researcher analyzed each item by using Guttman scale "yes" answer was scored 1 and "no" answer was scored 0.

The result of each item can be seen as follows:

1) The question is: "Apakah anda menyukai cara mengajar guru anda tadi?"

There were 36 students answered "Yes". The percentage is:

$\underline{1 \times 36}$ X100% = 100% $\%S = \frac{1 \times Y}{1 \times N} \times 100$

1X36

100% is categorized very strong. It means the whole students in the class llike to be treated by using blog in teaching writing.

2) The question is: "Apakah belajar menulis recount text menggunakan teknik tadi menyenangkan?"

There were 34 students answered "Yes". The percentage is:

$\underline{1X34}$ X100%=94% $\%S = \frac{1 \times Y}{1 \times N} \times 100$

1X36

94% is categorized very strong. It means most students in the class feel that studying through this technique make them understand better and easier.

3) The question is: "Apakah blog dapat meningkatkan belajar menulis anda dalam Bahasa Inggris?"

There were 30 students answered "Yes". The percentage is:

$\underline{1X30}$ X100%= 83% $\%S = \frac{1 \times Y}{1 \times N} \times 100$

1X36

83% is categorized very strong. It means most students in the class can improve their writing by using blog

4) The question is: "Apakah anda dilibatkan secara aktif dalam proses belajar mengajar?"

There were 33 students answered "Yes". The percentage is:

$\underline{1X33}$ X100%= 92% $\%S = \frac{1 \times Y}{1 \times N} \times 100$

1X36

92% is categorized very strong. It means most students in the class are involved actively in the teaching and learning process.

5) The question is: "Apakah proses belajar seperti ini meningkatkan pemahamanmu terhadap recount teks?"

There were 29 students answered "Yes". The percentage is:

$\underline{1X\ 29}$ X100%= 100% $\%S = \frac{1 \times Y}{1 \times N} \times 100$

1X 36

82% is categorized very strong. It means most students in the class can understand about recount text. So, generally it can be concluded that the students were interested and excited to flow this activity. Consequently their writing ability could be improved.

4. **Reflecting**

Based on the observing phase, the researcher and students' performance showed that they had improvement. The researcher had improvement in explaining the implementation of using blog in his class, the students' had reached the good category in participation. Based on the post-test result conducted in the second cycle at May 05th, 2014 at 70.00-08.30 am, it was found that the mean score of the students' writing test was 82, 02. It was higher than the post test of the first cycle in which had reached the mean score 76, 02.

It means that they had achieved the minimum criteria of success set up in the study. Test of preliminary study were 12 and the other 24 students were unsuccessful. It means that just 33% students had good ability in writing while 77% did not. Then, from the cycle I, the students who got score more than KKM 75 were classified into success on writing test. There were 21 students or 58% of all students who passed the test while the other 15 students or 42% were failed.

The result of the research in the cycle II showed that the students who passed the test were changing. Cycle II explained us that 30 students or 83% were passed the test while the other 6 students or 17% were failed. The Comparison Result of the Study from Preliminary, Cycle I, and Cycle II is presented in the following diagram.
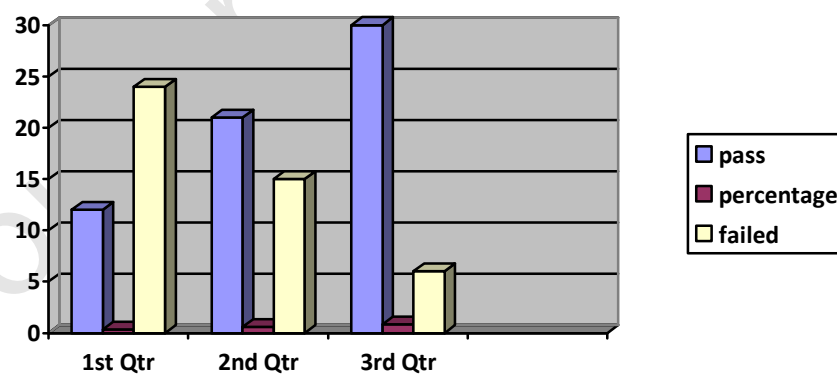
1) **The Comparison Result of the Study from Preliminary, Cycle I, and Cycle II**

From the result of the evaluation on learning-teaching process and that on the students' achievement, it was conducted that the treatment given in Cycle 2 had reached the criteria of success used in the study. Therefore the action research was stopped or not to be continued to Cycle 3.

B. DISCUSSION

After obtaining the data, the writer needs to discuss the finding in older to clarify in older to clarify the answer of research problem. Based on the explanation above, it was found that in teaching learning writing using blog students felt enjoy and enthusiasm during the teaching and learning process.

The students' personal response through the questionnaire indicates that the students were motivated to write English because all the activities of using blog method involved and forced all students to write. They can write their experience, knowledge, perceptions and concept. From researcher performance, he had been able to manage the class and to arrange time allotment well. In posttest cycle 2, it was found that 39 students or 83% were passed the test while the other 6 students or 17% were failed. It means that they had achieved the minimum criteria of success set up in the study.

From the analysis above it can be conclude that, the result of the second cycle had fulfilled the all criteria success in this study. It did not need to continue on the next cycle, the study stopped.