CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the results of both action cycle I and action cycle II. Each consist of the results of the writing test in cycle I and cycle II, the results of observation, the result of interview and result of test.

A. Research Finding

In this case would be described some findings which were found on classroom action resrach of implementing Round Table Strategy on teaching narrative text at second grade of SMPN 1 Sumbergempol. This reserach was conduted in 2 phases. First phase was conducted before implementing Round Table Strategy and the second one was conducted after applying Round Table Strategy. Its aim to know whether the students' score got improvement before and after applying Round Table Strategy in teaching narrative text.

1. Result of The Preliminary Study

This first phase was conducted before applying Round Table Strategy in teaching narrative text. In this phase, the data which was collected about teaching strategy. That English teacher used in teaching learning process, condition of the class, students' participation. Those information was collected by conducting. observation sheet, interview, also pre-action test for the students.

a. observing

The observation was conducted at 07.00 - 08.20 AM on Tuesday, 02nd February 2016, it describe how English teaching learning process works. Especially, the process of Teaching writing text at the second grade of SMPN 1 Sumbergempol. First, the teacher taught writing by explaining what kind of text is. After that, the teacher asked students to write the text (a story). Then, the teacher explained the students the schematic structure and content of the story. And then, he asked students to answer some questions related to the story. The last, he asked the students about their achievement to submit the students' daily score. The researcher assumed that this teaching technique could not help the students to understand about the lesson. Furthermore, this technique caused many problems in teaching writing, especially in teaching narrative texts. The researcher would try to describe some problems based on the observation. the students had difficulties in learning writing. First, it was related to the students' skill who were lack of vocabulary. So, it makes them hard to write the words used in the story. Second, the students could not recognize and brainstorm their ideas well. Consequently, the students get bored and difficult to write the story. And the real effects were the students not active in class and the students' English score was low relatively.

b. Interview

1. Data from Interview of the Teacher

The interview was conducted the English teacher for many times. First interview was conducted at 10.00 – 10.40 AM on Thursday, 04th February 2016. It

asked about the condition of teaching learning process generally. It was asked about problems in the classroom happened frequently. Those were the general condition in English class primarily on students' writing, the difficulties faced by students in writing lesson, and the kinds of strategies implemented by the teacher previously to improve the students' understanding of English texts.

The teacher answered some questions about general condition of the class. The teacher described much about what the writer asked. The teacher said that sometimes the students followed the lesson enthusiastically but sometimes they did not really reactive with the lesson. He added that the students were easy to feel bored. writing and listening were considered as hard English skills to be mastered by the students. The teacher said that there were some difficulties faced by students in understanding English texts. In this semester, the teacher taugh recount text, descriptive text, and narrative text, based on Standard Competence (*SK*) and Basic Competence (*KD*). The teacher got the texts from some books. The teacher also said that it was hard for some students to pass the criterion of minimum completeness (*KKM*) concerning the school policy. So that, the teacher still tried to solve that problem by giving additional score to get *KKM* standard. This method used to get the information directly from the source of the research.

2. Data from Interview of the Students

The second interview was conducted to the students using interview guidelines. It consist of how teaching learning process, how effective the process, and what their hope in teaching process. Through interview guidelines, the researcher asked their opinions about the teacher technique of teaching. Some of

them said that English teaching learning process was interesting enough. Some others said they were not really interested in following the lesson. Then, the students told the researcher about their difficulties in learning English. Some of them feel that writing was the most difficult skill to master. They stated that they were hard to build the ideas of the text. They said that their difficulties caused by their lack of vocabularies. For example, in writing lessons, it was hard for them to arrange the text, because they did not know the meaning of several words so they could not find what the ideas of the text. The students also said that the teacher's teaching techniques did not make the students interested in following the lessons. Consequently, they could not receive what has been given by the teacher well.

c. Result of Pre-action Test

$$p = \frac{f}{n} \times 100\%$$

Which P : The class percentage

f : Total students who get score ≥ 75

n : Total students

So:

$$p = \frac{8}{32} \times 100\%$$

$$= 25.00\%$$

Table 4.1 The percentage of the students who passed and did not pass the standard score in preliminary data

Category	Standard Score	Frequency	Percentage
Passed	≥ 75	8	25%
Did not pass	< 75	24	75%

Based on the table, it can be seen from the preliminary data there were only 8 students (25%) of the 32 students in VIII B of SMPN 1 Sumbergempol passed the standard score, but 24 students (75%) of the 32 students did not pass in writing. The standard score in SMPN 1 Sumbergempol was 75. Some of the students had poor ability in writing. It happened because the students had difficulties in learning writing. The students could not recognize and brainstorm their ideas well. Therefore, the students' ability needed to be improved. In this research, the researcher used Round Table Strategy for brainstorming the ideas in writing a narrative text. The implementation of Round Table Strategy was expected to be able to improve the students' ability in writing narrative text.

2. Action Research Cycle I

This part shows the description of cycle 1 that used Round Table Strategy in teaching writing narrative text to the students. The discussion covers planning, implementing, observing, and reflecting.

a. Planning

In this phase, the researcher and the collaborator English teacher designed the lesson plan. It should be made in order to the researcher to know the students' need, build students' motivate to follow the lesson in the class and based on the problems faced by students according to the observation step done by the researcher . The researcherr prepared all things that related to the lesson, such as the syllabus, the lesson plan about narrative text by using Round Table Strategy, the materials in the paper, the example of narrative text, students' writing test, the questions for brainstorming, worksheet and answer sheet for students in writing

narrative text. The learning materials and the lesson plan of this research were designed based on the syllabus, the curriculum of the school. In additional, the researcher needed to prepare the instrument of writing mastery and get the criteria of success from the English teacher.

b. Implementation

The action of this research consisted of four meetings. Each meeting was 80 minutes. Meeting 1 was for explanation of material narrative text. While, meeting 2 was writing narrative text through the writing process which include prewriting, drafting, reviewing and revising and rewriting. A clear description of each meeting was elaborated below:

1. Meeting 1

The first meeting was done at 07. 00 - 08. 20 AM on Friday, 05th February 2016 at grade VIII B of SMPN 1 Sumbergempol. The researcher taught the students about narrative text. In the cycle 1 was carried out based on lesson plan 1 and the second meeting was done based on lesson plan 2 (the lesson plan 1 and lesson plan 2 were enclosed in appendix). The materials taught covered the genre narrative paragraph using Round Table Strategy. The topic of the first cycle was narrative covering story about snow white. Firstly, the researcher informed about what the material and the purpose of the material. The next, the researcher explained about the narrative text, kinds of narrative text, the generic structure of narrative text and gave some vocabulary.

Then, the researcher gave an example of narrative text. The next, the researcher divided the students into groups. There were eight groups that each

groups consisted of four students. In addition, the researcher explained about Round Table Strategy in writing a narrative text, how it worked, and what the students had to do in the first meeting of cycle 1.

2. Meeting 2

The second meeting was conducted at 07.00 – 08.20 AM on Tuesday, 09th February 2016. In this step, the researcher re-explained the material about the narrative text to the students. Then, the researcher asked the students to sit with their group. Each groups ware four students. The researcher gave the student two topics in writing narrative text and asked them to choose one of the topics. Then, the researcher asked the students to brainstorm their ideas about the topic by using some questions to help the students in writing their text. After that, the researcher asked the students to write a narrative text by using Round Table Strategy. The researcher guided the students in the steps of Round Table Strategy and re-explained to the group that did not yet clear about Round Table Strategy.

At the end of the meeting, the researcher reviewed the material asked the students to tell about their difficulties in writing narrative text by using Round Table Strategy. The last meeting in cycle 1 was done at 07.00 – 08.20 AM on Tuesday, 09th February 2016. In this meeting, the researcher took writing ability test of cycle 1. The researcher was hand out the answer sheets and the worksheets for the students to write a narrative text individually. This test was taken as the result of cycle 1.

c. Observing

In this phase, the researcher observed the students' activities, response, participation, achievement and everything happened which was found during the teaching and learning process. The researcher also observed and compared the result of students' score writing between cycle 1 and preliminary score. When observing season, the researcher noticed all of activities in the classroom to get the data. Sometimes, the researcher also asked some students' opinion about the process of teaching and learning narrative text by using Round Table Strategy.

The test on cycle 1 was conducting on the second 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 detailed information about the result of the post test one as the instrument of the students' writing improvement was shown in appendix.

From the score on cycle 1, the researcher found out 23 students got score 75 or more and 9 students got less than 75. The percentage of success was :

$$p = \frac{f}{n} \text{x } 100\%$$

Which P : The class Percentage

f : Total students who get score $\geq$ 75

n : Total students

So:

$$p = \frac{23}{32} \text{x } 100\%$$

=71.87%

Table 4.2 The percentage of the students who passed and did not pass the standard score in cycle 1

Category	Standard Score	Frequency	Percentage
Passed	≥ 75	23	71.87%
Did not pass	< 75	9	28.12%

From the table, it means that the students who passed the writing narrative text on cycle 1 was 71.87% and 28.12% failed the test. This means that the target of success was not achieved yet.

Almost all of the students understand about the material that they learned because they were familiar with narrative text. The students also paid attention and took notes when the teacher explained about the material. And also, there were some students did not understand about past tense. In the writing process, some of the students were enthusiast writing narrative text by using Round Table Strategy. Some of them were not serious in the writing narrative text. They just asked the other students to make the narrative text. It made them still having difficulties in writing narrative text. Then, the researcher help students to found vocabularies and explained again the materials.

d. Reflecting

The result of the cycle 1 from the students indicate how well the students in teaching learning process. the researcher analyzed students' achievement and progress based on their test score got. From the result of students' score, it showed that the students' got better score in writing test. Even though there was an improved score of students who passed the standard score, the indicator of success has not been achieved yet. It means that the research had not been successful yet.

It was necessary to conduct a better program to handle weakness in first cycle that would be implemented in the next cycle.

Based on the result of cycle 1 which took from the data and observation there were two problems happened. First, most students understood about the material but there were some students who did not clear about the material especially in the verb of past tense. Second, in the writing process, some of them were not participate in writing narrative text.

Based on the result of previous cycle, the research must be continued to the next cycle (Cycle 2) with doing some improvements, not only about the students activities but also everything that supported the teaching learning process. The researcher must give the more explanation about the material and motivation to the students in order to be more serious on writing narrative text.

e. Modification of Strategy

In the cycle 2 was conducted through the same procedure in cycle 1. The researcher found that some students did not clear about the material especially in the verb of past tense and some of them were not serious in writing narrative text. Cycle 2 begun from making new lesson plan with some revised part. In the material the researcher gave some of vocabularies . It was aimed to get a better understanding of the texts. The researcher also re-selected familiar title of narrative text and explain the materials more clearly. It was to motivate students and they would get better of implementation the strategy. Evaluation and post test 2 were prepared to know students' achievements in the end of this cycle.

2. Action Research Cycle 2

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

a. Planning

In this cycle, it was begun from revised the lesson plan and it was used by the researcher to guide the students to implement the strategy. It was aimed to change some parts that need to be revised. The researcher need 2 meetings in this cycle. The researcher also made preparation of teaching materials.

b. Implementing

In this phase, the researcher still collaborated with English teacher to conduct the teaching learning process. The action needed 2 meeting as the cycle 1. Meeting 1 was for explaining deeply of material narrative text. The first meeting was done at 07.00 – 08.20 AM on Friday, 12th February 2016. The second meeting for writing narrative text and also doing interview were done at 07.00 – 08.20 AM on Tuesday, 16th February 2016.

Meeting 1

In the meeting at 07.00 – 08.20 AM on Friday, 12th February 2016. The researcher asked some questions to remind the students about the lesson in the first cycle. Then, the researcher explains about the generic structure of narrative, simple past tense and gave some vocabularies of verb past tense. After that, the researcher divided the students into groups. There were eight groups that each groups consisted of four students. In addition, the researcher explained about

Round Table Strategy in brief and what the students had to do. At the end of the meeting, the researcher reviewed the material and asked the students to tell about their difficulties in writing narrative text by using Round Table Strategy. Then, the researcher gave feedback for students about their difficulties in writing narrative text by using Round Table Strategy.

Meeting 2

The last meeting of cycle 2 was done at 07.00 – 08.20 AM on Tuesday, 16th February 2016. The researcher handed out the worksheets for the students to write a narrative text. The researcher focuses on strategy and narrative writing test 2. The first, the researcher gave the student two topics of writing narrative text and asked them to choose one of the topics. Then, the researcher asked the students to brainstorm their ideas about the topic by using Round Table Strategy. The researcher asked some questions to help the students in writing their ideas in narrative text. The researcher guided the students in the steps of Round Table Strategy and monitors each group. Then, the researcher asked student wrote paragraph independently. After that, the researcher asked all students to collect their writing. Finally, the researcher gave the comment and gave conclusion about all material.

c. Observing

In this stage, the English teacher conducted the observation during the teaching learning process. The English teacher observed during the action of cycle 2 using the instrument and 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:

- The students got better score

- The students asked actively to the materials that they did not understand.

- All members of the group were contributed their brainstorming ideas in writing a narrative text.

- Most of students used correct verb form that used in narrative text.

- The students showed more enthusiasm in writing narrative text.

The score of students on cycle 2 can be seen in the appendix. From the score of the students in cycle 2, there were 29 students got score 75 or more and just 3 students who got less than 75. The percentage of success was:

$$p = \frac{f}{n} \text{x } 100\%$$

Which P : The class percentage

f : Total students who get score $\geq$ 75

n : Total students

So:

$$p = \frac{29}{32} \text{x } 100\%$$

=90.62%

Table 4.3 The percentage of the students who passed and did not pass the standard score in cycle 2.

Category	Standard Score	Frequency	Percentage
Passed	$\geq$ 75	29	90.62%
Did not pass	< 75	3	9.37%

From the table, the students who passed the writing narrative text on cycle 2 was 90.62% and 9.37% failed the test. Thus, by this result the researcher found that the criteria of success 75% were passed. It means the researcher was successful.

Based on the result of the interview in cycle 2, the strategy was help the students to solve the English writing problem . Round Table Strategy was able to make the students brainstorming ideas. The students feel enjoy and they like to participate in learning English writing by using Round Table Strategy. In additional, the students think that learning English by using Round Table Strategy was interesting and improve their motivation in studying writing.

d. Reflecting

The researcher compared the result of the test on cycle 2. There were 90.62% or 29 students that passed test and 9.37% or 3 who fail test. Based on the result above, the researcher concluded that the result in the cycle 2 was successful. It means that the students' ability in writing narrative 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 discusses about the summary of the finding from the research and theory related to the research. The result of the implementation of Round Table Strategy in improving students' ability in writing narrative text could reach the criteria of success.

By observing the students' ability in writing narrative text from preliminary, improving their ability on the cycle 1 and cycle 2. There was significant development of the students' ability.

Figure 4.1 The diagram of percentage of success on preliminary study, cycle 1 and cycle 2, can be seen as follows:

Hundreds
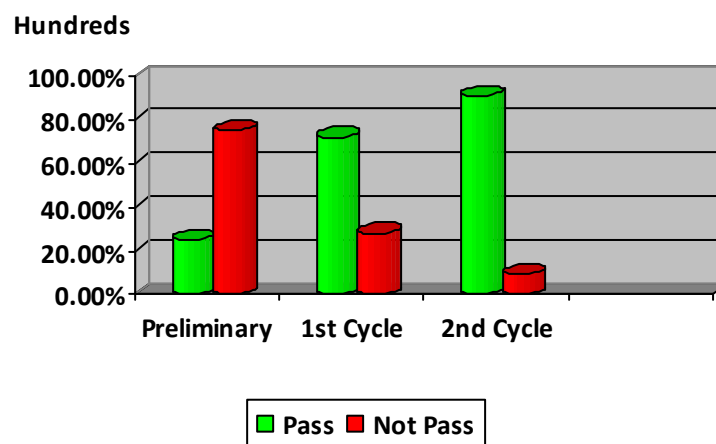
Based on the diagram above, it can be seen that there was an improvement of students' writing ability before implemented Round Table Strategy in writing narrative text and after implemented the Round Table Strategy of narrative text. It was clear that there was improvement of the students' ability from the preliminary, cycle 1 and the cycle 2. On preliminary study, there were 8 students passed the minimal standard score. It means that 75% from 32 students had low ability on writing. Then on cycle 1, there were 23 students were successful on writing test, 71.87% of all students could pass the writing test and 28.13% students were failed. From the result of cycle 1 it has not reached the criteria of success that 75% should passed the test. So, the researcher conducted the next cycle. On the cycle 2, there were 29 students could pass the standard score. It can

concluded that 90.62% of all students passed the test and 9.38% students was failed. It was achieved the indicator of success.

Based on the result of the cycle, there was an improvement of students' ability in writing a narrative text after implementing the Round Table Strategy. The improvement of the students' ability in writing by using Round Table Strategy was supported the previous research by Nurhasanah (2014:59). The result showed that the Round Table Strategy could solve the students' difficulties writing their ideas in narrative text. And also, the students' score in writing narrative text was significantly affected by applying of Round Table Strategy.

This research implementation of Round Table Strategy was able to make the students brainstorming ideas. In line with the finding it showed that Round Table Strategy can provide students with an opportunity to share ideas, express opinions and create written text. The students who were taught by using Round Table Strategy could explore their ideas well. Each students was given equal right to participate and each student in a group to have input. The students were interesting and improve their motivation in studying writing.

The success of this research was influence by two factors there were the teacher's factor and the students' factor. The teacher's factor was the teacher's explanation. the teacher's explanation was an important aspect for the success of this research. It confirms the theory by Brown (1978:58) who stated that the a clear explanation is necessary to present the materials in a way that allows the students to develop an understanding absout the topic. In the cycle 2, the researcher explained again the material and added the materials which needed. It

made the students easier to understand the materials and it were make students more active. In additional, the researcher explained the Round Table Strategy more clearly.

The students' factors were students' attention, participation and interest. The students' attention to the teacher's explanation has some affected to their understanding about the narrative text. It made the students having a better understanding about the steps on Round Table Strategy and what they had to do. All of the students were contributed in writing in their group and were active in the discussion to write their ideas about the text. The students were more interested in writing.

Based on the theory Stenlev and Siemund (2011:4) who stated that Round Table is a conference or discussion involving several participants in which one of cooperative learning technique that can be used by the teacher as the appropriate technique for improving student's English skills. One of them is writing skill. Its line with the finding showed that the Round Table Strategy could improve the students' ability in writing narrative text. The students got better score in writing narrative text. The students actively participated in the group discussion to brainstorm their ideas and confirm their understanding among each other. Most of students used correct verb form that used in narrative text. The students showed more enthusiasm and more interested in writing narrative text.