

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the data and the research finding obtained from the classroom action research at Eight Grade of MTs Al Huda Bandung, in academic year 2015/2016. The data of study obtained from the preliminary observation, the implementation, observation and the reflection of the action.

A. Finding

The classroom action research carried out in 2 cycles, and the procedures in this study cover four stages: planning, implementing, observing, and reflecting. Before presenting the procedures, it is imitated by presenting the preliminary study. Preliminary study was done before the action research was conducted. It was done to know the students' problem in the process of teaching and learning writing in the Eight grade of Mts Al-Huda Bandung Tulungagung in the English subject.

The research finding was presented according preliminary observation and two cycles namely cycle I and cycle II. The finding was obtained from test and observation checklist.

1. The Result of Preliminary Observation (Reconnaissance)

The preliminary study was done before the researcher conducting the classroom action research. The preliminary observation was done because this very important. It was done in Eight Grade of Mts Al-Huda Bandung

Tulungagung. It was done on Monday, 18th 2016. The researcher also interviewed to the English teacher and students. From the result of interview the researcher got conclusion about the students' problem in writing.

Based on the interview conducted by the researcher, most of students were interested in English event though their achievement in writing was bad. When the researcher observed the teaching and learning process, the class activities was not conductive. Some students did not give their full attention to the teacher, they made noise, some of them didn't to their task, etc. Based on those problem above, it could be interpreted that the students needed innovation to improve their ability in writing. The researcher applied using Narrative Comic Strips to make students inovative in writing.

Table 3.2 : The Result of Students' Preliminary Observation

No.	NAME	SCORE	PASSED	FAILED
1	ARM	55	-	√
2	AU	40	-	√
3	BFE	50	-	√
4	CLR	65	-	√
5	DAS	50	-	√
6	DOL	55	-	√
7	EDW	40	-	√
8	FKN	45	-	√
9	FKU	60	-	√

10	GHO	55	-	√
11	LOK	70	√	-
12	MRS	60	-	√
13	MRH	40	-	√
14	NDOL	45	-	√
15	NN	45	-	√
16	PHO	50	-	√
17	RSA	55	-	√
18	RF	55	-	√
19	RS	60	-	√
20	SKR	65	-	√
21	SLU	75	√	-
22	TOP	70	√	-
23	YA	60	-	√
24	YTH	60	-	√
25	ZAA	55	-	√
TOTAL		25	3	22
Percentage		100%	12%	88%
Mean Score		53.6		

Based on those problem above, it could be interpreted that the students needed innovation to improve their ability in writing. The peroblem known and got the result from preliminary observation. There were 25 students who joined the test in class VIII-F. 22 students got the score equal to or above 70 and 3 other students got the score less than 70.

From the formula, it is found that the students who passed the preliminary test were 12% and 88% were failed. The criteria of success

that had been determined are 70%. It means that the result could not achieve the criteria of success. The score of preliminary study shown in the table below.

The researcher applied using narrative comic strips to make students innovative in writing. After finding those problems, the researcher began to conduct a classroom action research in cycle. The cycle covering planning, implementing, observing, reflecting. The researcher took two cycles.

2. The Result of Cycle 1

The implementation of Narrative Comic Strips in cycle 1 was decided into three meetings. It was conducted on Friday, 22nd and 29th April 2016 and on Monday 25th April 2016. In cycle 1 the researcher collaborated with the English teacher. While the researcher was implementing the Narrative Comic Strips, the collaborator teacher observed the students' activities in writing class. Then the researcher conducted the test in cycle 1 after implementing the Narrative comic strips in teaching writing skill. Students were asked to write the story based on the narrative comic strips with their own words.

Table 4.2: The Result of The Test in Cycle 1

No.	NAME	SCORE	PASSED	FAILED
1	ARM	60	-	√
2	AU	50	-	√
3	BFE	60	-	√
4	CLR	65	-	√

5	DAS	55	-	√
6	DOL	55	-	√
7	EDW	50	-	√
8	FKN	55	-	√
9	FKU	60	-	√
10	GHO	65	-	√
11	LOK	75	√	-
12	MRS	70	√	-
13	MRH	65	-	√
14	NDOL	60	-	√
15	NN	55	-	√
16	PHO	60	-	√
17	RSA	65	-	√
18	RF	65	-	√
19	RS	70	√	-
20	SKR	75	√	-
21	SLU	80	√	-
22	TOP	77	√	-
23	YA	70	√	-
24	YTH	70	√	-
25	ZAA	65	-	√
TOTAL		25	8	17
Percentage		100%	32%	68%
Mean Score		63.8		

Based on the process of teaching and learning from the first meeting until the last meeting, the researcher found there were some problems in students' writing. It can be known from the students result of the test.

Based on the result of observation checklist in cycle 1 there were few students paid attention with the instruction of teacher and which interested with the Narrative Comic Strips. And then most of the students not understand the difficult word. Also after the researcher gave a task to the students individually, each student needed a different time allotment is not enough. It was because some of students had different ability in English.

There were 25 students who joined the test in class VIII-F. 17 students got the score equal to or above 70 and 8 other students got the score less than 70. It is found that the students who passed the preliminary test were 32% and 68% were failed. It had not achieved the criteria of success so the researcher should continue to the next cycle that is cycle 2. So, the researcher need to conduct the next. Therefore the researcher and collaborator decided to revise the planning in the cycle 1 and the implementation strategy in the cycle 1 to conduct the next cycle.

3. Planning

In this stage the researcher prepared the lesson plan which was consisted of three meetings. The material for improving the students writing skill was narrative text. And the media that used in this study was narrative comic strips. The test for students was picture of narrative comic strips and in the test given in the end of meeting that in the (third meeting).

a. Implementing

1) Meeting I

For the first meeting, before beginning teaching and learning the researcher greeted the students and gave warming up to build up the students spirit in studying english. It also motivated the students when they did the teaching and learning process. After that, the researcher asked to the students about what is narrative text and also asked what did they know about narrative comic strips. After that the researcher explained about it and the students listened carefully.

After explaining the material the researcher explained the strategy of used media comic strips. The researcher asked the students to did the narrative text that was in the book of English on Focus. The students rewrite the narrative text by using their own words. Then the researcher asked many students to write their task in blackboard.

In the last meeting the resarcher asked every student to correct their friends task to know their mistakes one each other. Then the researcher and the students made reflection for the teaching and learning process in the class. After that the researcher close by giving motivation, hope, and greeting.

In this meeting the researcher found that students still confuse to decide the generic structure and their grammar still crowded.

2) Meeting II

As previous meeting, the second meeting was started by greeting and warming up to build up the students spirit. After that the researcher asked

the students about the related of previous topic. The researcher also explain more about the narrative text also how to use the generic structure in narrative text.

In this meeting the researcher still used the same media and the same topic. The researcher asked the students to make the narrative text based on the picture that was given by the researcher. The researcher also asked the students to use the general structure correctly.

In the second meeting the students better in doing the narrative text than before. They more interesting and enthusiastic to study English by using narrative comic strips. But some of students did not pay attention with the researcher, they only chat with the other friend and did not do the task.

Finally, the researcher asked every student to correct their friends task to know their mistakes one each other. Then the researcher and the students made reflection for the teaching and learning process in the class. After that the researcher close by giving motivation, hope, and greeting.

In this meeting many students have improved their writing. They better to use the general structure and grammar than before.

3) Meeting III

As previous meeting, before doing the teaching and learning process the researcher opened the class by greeting and warming up. Then the researcher reminded the previous study to the students to make sure their understanding. After that, the researcher explained about the test. The test in the form of picture. Every student could make the narrative text based on the

picture by using their own words. Unlike the preliminary test, in this test the students more enjoy to do it. But still there were many students who got difficulties in doing the test.

b. Observing

From the observation of teaching and learning process, the researcher found that the students like to write the narrative text by using narrative comic strips. They were also more interesting and enthusiastic to participate during teaching and learning process.

Although the students liked to study English using narrative comic strips, they still have difficulties to put the correct general structure, and they difficult to range the good sentences. Then the researcher gave the clearly explanation about how to use the general structure also the grammar correctly.

c. Reflecting

Based on the process of teaching and learning from the first meeting until the last meeting, the researcher found there were some problems in students' vocabulary. It can be known from th students result of the test.

From the result of students test in cycle 1 showed that the students mean was 63,8. It was not achieve the criteria of succes so the researcher should to continue the next cycle of cycle 2.

The revision that the teacher made to teach writing in the cycle 2 was in the group discussion. In the first cycle the students do the task by individu

and by using individually the students' not good in making a writing story by using narrative comic strips. It made the researcher want to change the strategy in teaching learning. Then the researcher asked the students to make a group for doing the task. The teacher hoped that they would be more active because the teacher allowed them to bring their pairs. In the next cycle, the teacher also tried to manage the time.

The planning of implementing in cycle 2 was similar with cycle 1, but the researcher applied new strategy, the different strategy can be seen in the table below:

Cycle 1	Cycle 2
The first activity the researcher gave a narrative comic strips with the same theme	First, researcher divided the class became five groups, every group consisted of five students
The researcher ask to the students to understand about the picture in comic strips	The researcher gave narrative comic strips in every group with the same topic
Students do the task individually	Then, the students did the task in every group, and the researcher gave the time 15-20 minutes to do the task
After that the researcher ask to the students to collect their task	After finishing the task, every group was collecting the task
Finally, one of the students write down on the blackboard about the task	Finally, every group gave correct into the other group task

4. The Result of Cycle 2

This part discussed about the finding of the second cycle. The result of the action research in the first cycle had shown that Narrative Comic strips could improve the students' writing ability at Eight grade of Mts Al Huda Bandung. But, the students mean in cycle 1 did not achieve the criteria of succes. So, the cycle was continued in the next cycle or cycle 2.

The reflecting of the first cycle was used as a guidance to make and revise the suitable strategy in the second cycles, as following:

1. First, the researcher divided the class became five groups, every group consisted of five students.
2. Next, the researcher gave narrative comic strips in every group with the same topic.
3. Then, the students did the task in every group, and the reseacher gave the time 15-20 minutes to do the task.
4. After finishing the task, every group was collecting the task.
5. Finally, every group gave correct into the other group task.

Planning

In this stage the researcher prepared the lesson plan which consisted of three meeting. The material for improving the students writing in cycle 2 was narrative text with the picture of the pet. The strategy that used in this study was the narrative comic strips and the students did in the groups. The test in

the form of picture. Then the researcher asked the students to make narrative text based on the picture.

a) Implementing

1) Meeting I

In the beginning of meeting the researcher explained that still there were many students did not achieve the criteria of success. Then the researcher told them that they would do the next cycle and gave them motivation in order to all of students from eight grade could pass the criteria of success.

Before doing the teaching and learning the researcher greeted the students and gave warming up to build up the students spirit in studying english. After that the researcher explained the material about story of narrative comic strips.

In this meeting the researcher still used narrative comic strips. but, it was done in a group. It was different with the first cycle who did the strategy in every student. But, in second cycles the researcher divided the group became five groups. After the researcher explained the strategy, they begun to practice to write picture of narrative comic strips . By dividing the group they looked more active and athusiastic.

In the last meeting the resarcher asked every group to correct their friends groups' task to know their mistakes one each other. Then the researcher and the students made reflection for the teaching and learning

process in the class. After that the researcher close by giving motivation, hope, and greeting.

In this meeting, the students begun to understand in making a good writing about narrative comic strips, and also the grammar that use to write in narrative comic strips.

2) Meeting II

As previous meeting, the researcher opened the class by greeting and warming up to build up the students spirit. After that the researcher asked the students about the related of previous topic. All of students very spirit to explain what they had been studied in the last meeting. For, the strategy and the groups was same as the previous meeting.

In this meeting the students still made the narrative text by using narrative comic strips in every group. The researcher asked the students to use a good grammar in writing a narrative text.

As usual, in the last meeting the resarcher asked every group to correct their friends groups' task to know their mistakes one each other. Then the researcher and the students made reflection for the teaching and learning process in the class. After that the researcher close by giving motivation, hope, and greeting.

In the second meeting the students were able to make a good narrative text by using their own words. They are better to use their grammar

in their writing task. They tried harder to make a good narrative text. Beside of that by studying in a group the students could help each other. Thus, in this meeting the researcher hoped every student is able to make a good narrative text.

3) Meeting III

In the beginning of the meeting the researcher greeted the students and asked them to review the related study in the last meeting. In this meeting the researcher gave the test. The test was in the form of picture. Every student could make the narrative text based on the picture by using their own words. In this test the students more enjoy to do the test, because they had many time to do the test.

b) Observing

From the researcher observation in teaching and learning process in cycle 2, the researcher found that the students were more better in writing a narrative text. It can be seen from their score and their processed in teaching and learning. They were more interesting and enthusiastic to join the teaching and learning process during the researcher did the strategy in a group. For their high sense of competition between groups they had improved their writing skill very much.

The researcher would guide the students and help them to improve their writing skill. So that they were able to do the test easily.

c) Reflecting

From all of the process of teaching and learning from first meeting until the last meeting in cycle 2, it can be concluded that the students' mean score had passed the criteria of success. The students mean score was 70,2. Some weakness found in the first cycle had been revised in second cycles. The result of the test in the cycle 2 showed in table 4.3.

Table 4.3: The Result of The Test in Cycle 2

No.	NAME	SCORE
1	ARM	80
2	AU	90
3	BFE	65
4	CLR	75
5	DAS	80
6	DOL	75
7	EDW	65
8	FKN	80
9	FKU	85
10	GHO	90
11	LOK	85
12	MRS	85
13	MRH	65
14	NDOL	75
15	NN	55
16	PHO	65
17	RSA	80
18	RF	80

19	RS	85
20	SKR	75
21	SLU	90
22	TOP	80
23	YA	90
24	YTH	85
25	ZAA	80

Based on the result above, it can be concluded that students mean score was 78.4 it is means that the criteria of succes had been achieve. So the cycle should be stoped.

B. Discussion

In this study, there were some findings in the first cycle and second cycles which will be disscussed by the researcher in this section. The research was done in two cycle and every cycle consisted of three meetings. First cycle explained narative comic strips by the theme the good value , and the second cycles explained narrative comis strips by the theme a pet. All of cycles was done by using Narrative comic strips. The result of the first cycle and the second cycles were significant. In the first cycle there were some students didnot pass the test. After that, the researcher did the second cyclesnarrative comic strips with the different strategy. The second cycles showed that 20 of students could pass the test and 5 students did not pass the test . It was concluded that the implementation of Narrative comic strips to improve

students' problem in writing at Eight Grade of MTs Al Huda Bandung Tulungagung. Because every students had achieved the criteria of success that was given by the researcher. In relation to the stage of process writing, it is noted that comic strips played an important role in prewriting activities

The researcher chosen narrative comic strips to improve students' writing because it was fun and enjoyable. It was easy for them to made a good writing story by using narrative comic strips than without using narrative comic strips. During the implementation of using Narrative comic strips in teaching and learning process all of students more enthusiastic and attractive. Especially for students who were passive in the class, it gave them motivation to learn more. In addition, the process writing proposed by Thompskins (1994) applied in this study also assisted the students in improving their writing ability. Having experienced the stage in process writing, the students became more confident in writing because they had opportunities to revise and edit their texts. Another opinion is proposed by Sun and Feng (2009) stating that process writing allows a writer to get closer to perfection. One important point to agree in teaching EFL/ESL writing is that good product depends on good process.

The use of comic strips is also considered good in assisting the students in understanding vocabulary since the picture and the dialog cooperate with each other meaning that most of the expressions shown by the characters reflect the content of the dialog. Therefore, the students can take advantage by guessing the words through the pictures. Besides, the use of

comic strips also gives contribution to the aspect of mechanics, especially spelling and punctuation. For the part of paragraphing and capitalization, the role of researcher is highly needed. The last, the students could learn about *onomatopoeic* effect as they write since narrative text is closely interconnected with direct speech (Davis, 2006).

The result of this study demonstrates that comic strips can be an effective medium because not only it is unique, but also it is suitable to present narrative text in a different way since comic strips consist of the generic structure of narrative texts, namely orientation, complication, and resolution. This is supported by Lutfifati (2011) and Purwanitasari (2010) who stated that the use of comic strips is effective to increase the students' writing achievement and stimulate the students' motivation in writing since it is completed with interesting pictures and chronological order of the story. Moreover, the stories of comic strips are considered as communicative source for the language exposure (Pitoy, 2012). The exposure influences the students' way of thinking in understanding particular information during the reading activity. This study reveals that most of the students could understand the story well and could transfer the story to their writing product.

The result of students' achievement showed that Narrative comic strips used in teaching and learning English could improve the students' ability in writing in two cycle. Before the researcher applied the narrative comic strips preliminary test only many students could pass the test. But, after the researcher applied the a Narrative comic strips their score improved significantly. Their progress was not only can be

seen from their writing score, it also can be seen from their motivations during the process of teaching and learning.