

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter describes the result of the research based on the actions that were implemented by the researcher in the class. The explanation of the result of this research is divided into two sections: research findings and discussion.

#### **A. Research Findings**

The research finding explain about the result of preliminary study and the process of the research in the class. In this research the researcher divides into two cycles. The first cycle consists of three meeting and the second cycle consist of two meeting. Each cycle consist of planning, action, observation and reflection. The findings can be explained as follows.

##### **1. The Result of Preliminary Study**

The preliminary study was conducted by interviewing the English teacher of MtsN Tunggangri Kalidawir. On January 2016 the researcher did an interview with the English teacher. Based on the interview, the researcher concluded that there were some problems faced by the students in teaching learning process. Firstly, it was difficult what thing they will write. Secondly, they did not have a good ability in writing. Thirdly, they did not master many vocabularies well in learning English, low motivation so it make them do not confidence to write. Fourth, they still confused with the topic given by the teacher because it still strange for them so it can make them confused what

thing they will write then the score of students' achievement in writing that involved in test is still poor. The English teacher said she never ask the students to make essay in writing class so their capability in writing still low. It will be better if the researcher asks the students to make an essay in recount text and gave them strategy which can improve their ability in writing.

After interviewing the English teacher, in the next day the researcher gave questionnaire and also pre-test to measure the students' ability in writing before teaching by using self talk strategy. This test was done on January 2016. The test were in form of essay, the researcher asks to the students to make an essay with the theme their experience in holiday. There were 42 students in that class, 40 students joined this pre-test 2 students was absent. The researcher give time 40 minutes to conduct this test.

By giving the test to make an essay the researcher knew that the students ability in writing still low. It is shown from their essay result and also based on the observation, the researcher found some problems in the writing class. The researcher found that some of the students had difficulties in developing idea in writing a text, what tenses should used, they still made mistakes in their work. They looked to have low motivation and also confident with their essay. It can be seen during teaching process.

The more evidence, the researcher interviewed the English teacher. The following interview transcript shows how the result in writing class.

From the interview above, it can be concluded that the students' problem in writing was on how to make them want to make essay and has self

confident on their writing because it was the first time they made an essay about text. The researcher has no data about the student's writing so the researcher give them questionare to know their respond about writing skill and conducted a pre-test to identify the students' ability in writing recount text. Below are the scores of the students' preliminary writing test can be seen in appendix:

From the result of students' work , it concluded that the students have difficulties in terms of grammar, they still confused what tenses that should they used in making recount text. And they did not understand the explanation of language feature of a recount text. The researcher found that from 42 students who took the test, there were no students who get scored  $> 75$ . All students got scored  $< 75$ . So, it means the students who passed the standart criteria were 0% and the test result could not success.

The researcher interviewed with the students to know the students' problems in writing recount text. They said they still confused what should they write and they still low in grammar, what tenses should be use in recount text.

## **2. Reflection Cycle 1**

The implementation of Self talk strategy in cycle 1 was divided into three meetings. It conducted on February 13<sup>th</sup>, 15<sup>th</sup>, 20<sup>th</sup> 2016. In cycle 1 the researcher collaborated with the English teacher. while the researcher was implementing the Self Talk as Strategy, and the collaborator teacher observed the students' activities in writing class. Then the researcher gave post test after

implementing Self Talk Strategy in teaching writing recount text. The students were asked to write recount text using Self Talk with the topic prepared by the researcher.

From the score on cycle 1, the researcher found out 30 students or 71,4 % got score > 75 and the 12 students who got score less than 75. It means that 12 students or 28,5% failed because they did not passed the standart score. It is still far from the passing score minimum which 75. The percentage of success of the students' writing recount test in cycle 1 was calculated as follows:

$$\frac{3}{4} \times 100 \% = 71,4 \%$$

From the formula above, the students who passed the writing test 1 were 71,4 % and 28,5 % failed. It means that criteria of success was not achieved yet, because the criteria of success that had been determined were 80%. So, it should be continued to the next cycle until achieves 80% or more. Although the result in cycle 1 unsuccessfully, it was still better than the result of writing recount text in pre-test. it means Self Talk strategy can improve students' writing recount text.

In this stage the researcher observed and compared the result of students' score writing between preliminary score and cycle 1. The result of the observation showed the researcher did all the activities, but it still needed improvement, because the students had some problems they were difficult in constructing sentences of the text and the tense they used still false. They still confused how the change between V 1 to the V2. The researcher and the

English teacher also found some problems that caused the failure. The first, the students difficulties to use simple past tense in writing recount text, there are some students still use V1. The second, especially the boys they difficult to guide so just some students active in the class and they did not understand the researchers' explanation from the beginning finally they made an essay in recount text unappropriate instruction.

Based on those problems the researcher hoped in the second cycle could be better and can solve the weakness in the previous cycle. In the next cycle the researcher must give the more explanation and the more important thing is motivation to the students to be more focus on the material so the class look so active and would be produce the maximum result.

In fact, the result of observation, the students' score cannot reach the criteria of success. So, the researcher needs to conduct the next cycle. There for, the researcher and the collaborator teacher decided to revise the planning in the cycle 1 and the implementation strategy in the cycle 1 to conduct the next cycle.

### **3. The Revised Planning**

The implementation in cycle 1 had not given a significant change to writing skill of the students at MTsN Tunggangri Kalidawir. The result of post test in cycle 1 was unsuccessful. So, some revisions on the planning were made. The planning in cycle 2 was same with cycle 1. The researcher applied again the strategy in writing recount text.

#### 4. Reflection Cycle 2

The implementation of cycle 2 was conducted on three meeting. It was done on February 27<sup>th</sup> until 5<sup>th</sup>, 12<sup>th</sup> March 2016. The researcher began to give students more example of recount text using Self Talk. The researcher recognize the generic structure of recount text and explain more tenses which used in recount text. In doing post test, the researcher gave more time. They were given change to use dictionary and revise again if there is something wrong before collected.

The result of observation in the cycle 2 showed that the students learned enthusiastically. Most of the students were active in the process of teaching and learning process. The result of the students score in cycle 2 there were 35 students got more 75 or more although there were students got less than 75, but this cycle had achieved the criteria of success. The percentage of success is:

$$\frac{3}{4} \times 100 \% = 83,3 \%$$

From the formula, the students who passed the test on cycle 2 was 83,3 %. It means the researcher was successful.

Then, based on the result of the questionnaire in cycle 2, the were 35 (83,4 %) students feel more enjoy and active in teaching learning process through self talk strategy and 37 (88.1%) students considered the strategy can improves their writing. 40 (95,2%) students considered like writing and motivated with the strategy, 38 (90,5 %) they can discuss about self talk strategy with the researcher actively. Next, there were 36 (85, 71%) can follow

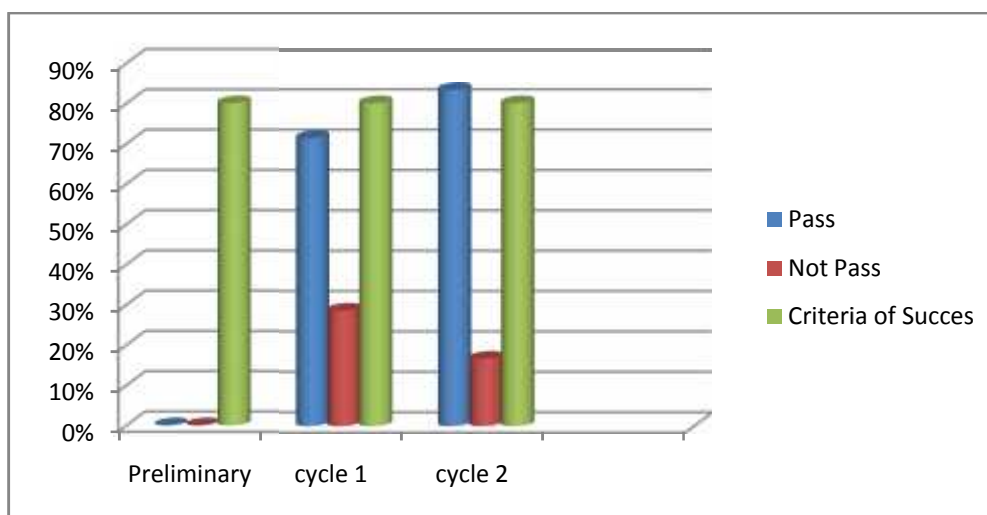
the strategy well and 37 (88,1%) students understand about self talk strategy. Then, there were 37 (88,1%) students can understand about recount text after using self talk strategy and they can make recount text individually.

From the data above, concluded that all the students had positive response in implementing of self talk strategy in writing recount text. Then, the criteria of success the strategy has already been achieved. And most of them motivated in writing. So, the researcher stopped the research in this cycle.

## **B. Research Discussions**

This stage discussion about the success of implementing self talk strategy in improving students' writing skill in recount text by using self talk strategy. By observing from score preliminary study, improving their writing both on cycle 1 and 2 there was significant development of the students' ability. The students' writing score from preliminary study to cycle 1 and 2 can be seen in appendix 8.

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



It is clear that there is an improvement of the students' writing recount text. After analyzing it, the researcher found that there was improvement in the students' writing, this strategy improve the students' confident in writing and they could explore their brainstorming in writing in recount text based on their real experience. In this case the researcher gave motivation to the students to learn. Because motivation is needed in teaching and learning process and it can make the students more active to participate in the classroom then they will feel comfortable in joining the calss also understand the material. So, motivation is necessary during teaching learning process.

In this research, the researcher gave a self talk strategy in writing recount text. By using this strategy the students can explore their imagination in written. Beside that the strategy can help students to deliver their thinking and felling easily, because self talk give good contribution for the students to explore their knowledge and make the students be creative one. This strategy



also help the students to overcome their problems, they can develop topic into good writings and arrange sentences well. They can use proper tenses in writing recount text. It support related to the theory by Atheles and Choaches (2011) states that self talk is an intervension it can boost productivity, motivation and confidence. Meanwhile, according to Nielsen (2008: 113) self talk is a coversations that a person carries a mentally about self, about others and about enviroments.

This study also showed that in teaching writing recount text by using Self Talk strategy the students have high motivation. They also feel that Self Talk is one of the strategies that make them in writing recount text.

Self talk strategy will be successful to improve the students writing in recount text for second grade students and the students score have achieved the criteria of success. Based on the findings above, the researcher concludes that the result of this action research in two cycle proved. It is suitable used well in teaching writing recount text on the class VIII-D students at MTsN Tunggangri Kalidawir in academic 2015/2016. It will improve the students' writing skill in recount text.