

CHAPTER IV

RESEARCH FINDING

This fourth chapter is the report of the result of research. It consists of data presentation and research findings.

A. Presentation of Data

The presentation of data, in this case the researcher presents about the informations related to the school where the researcher conducted the research about the implementation of Portfolio Assessment in teaching students writing. The information is about the history of the school and the vision and mission of the school.

1. Brief History of School

Madrasah Tsanawiyah Negeri Ngantru is the transformation of MTs Al-Hidayah that is build by Al Hidayah foundation that handles all organizations MTs in Ngantru district at 1985 in which at that time the local is in one place with MI Miftahul Huda, Pulerejo Ngantru.

At that time in Ngantru district there is unit of education for junior level that is SMP Gotong-royong that integrates with SMP 4 Tulungagung that the location is in Bendosari, Ngantru district that recently change the name become SMP Negeri Ngantru 1.

Time by time, this school becomes developed and cannot receive the graduation students from elementary school in Ngantru district and

the surrounding, so, there is any idea to build unit of education that can also teach religion for junior level. Then, it is built Madrasah Tsanawiyah Al Hidayah that the founders are the leaders' community and *kyai* in Ngantru district.

For some years later, there are many junior high schools built. It makes the competition around junior high schools in district Ngantru. Then, the foundation that handles this school intended to make this school become state school. The struggles have been paid off by the ministry of religion. Based on SK Menteri Agama No. 7 tahun 1997, MTs Alhidayah changed become MTs Negeri Ngantru until now.

2. Vision and Mission of MTs Negeri Ngantru

The vision is the aim that is intended to be achieved for long period of time. The vision of MTs Negeri Ngantru is the realization of school that is as centre of developing IMTAQ and IPTEK.

The mission is the elaboration of vision that emphasizes on some indicators. The vision of MTs Negeri Ngantru is organizing teaching and learning process that is oriented on:

- a. Improve the teaching quality, understanding, experience, and service in religion life toward students.
- b. Improve guidance quality and application of education.
- c. Encourage students to know personal potential, and developing talent.
- d. Improve all efforts to achieve adequate infrastructures in the school.

- e. Improve the quality of good vice versa relationship with element outside school.
- f. Improve school management work.

B. Research Finding

In this section, the writer displays all selected findings data to answer the research questions of this study. The finding of this research were arranged and presented in such a way based on the research question that is how is the implementation of process based approach to teach students writing at 8th grade of MTs Negeri Ngantru.

Based on the result from observation that is conducted by the researcher during the teaching and learning process in the class, the researcher could elaborate the implementation of process based approach in teaching writing by the English teacher at 8th grade. The researcher found that the English teacher teaches students writing by basing on the process of writing itself. Teacher encourages students to do writing based on the steps in writing process that are starting from prewriting, then drafting (writing), revising, and finished by editing. The description of research finding is as follows:

The researcher conducted observation in second semester in academic year 2013/2014. The observation is only toward the English teacher at 8th grade and the teaching and learning process when she taught writing. The information needed by the researcher is only about the implementation of an

approach used by that teacher in teaching writing. The observation is conducted three times, since the teacher only set three meetings for teaching writing in specific, there are other meetings for teaching writing but integrated with other skill, such reading. The information got from the observation and documentation are:

1. The First Day of The Observation

Based on the observation conducted at Wednesday, 29th January 2014, teacher comes to the class not directly gives students task to write. Teacher explains the material firstly. At that time, the teacher explained about the recount text, since it is not explained yet. Recount text was also still new for the students at 8th grade in second semester; they studied narrative text in the first semester. Teacher explains about the general structure of recount text, the characteristic of recount text and gives the example of recount text. Teacher gives time for the students to understand the material, and then give them writing task. Then, the researcher observed the implementation of process based approach used by the teacher, and elaborate the result.

Based on the researcher observation, the teacher provided students with some topics related to recount text. Teacher wrote the topics on piece of paper and distribute to the students. After all students got their paper, teacher read and explained the topics and asked students to choose one of those topics that they are interested. The topics provide by the teacher were *memorable experience*, *interesting experience*, *sad moment*,

embracing moment, bad day, past experience, and someone's experience.

Teacher asked students to circle the topic they have chosen. The topics from the teacher could help the students to decide the topic easily. Sometimes when the teacher gives free topic, the students will confuse. It can be seen, the students directly choose and circled the topic they were interested. Teacher makes sure that all of her students have chosen one topic to write.

The teacher asked the students to prepare their books to write. Then, the teacher asked students to write the title based on the topic they have chosen. Since it was the first time for the students to write recount text, the teacher guided students to generate the idea based on the topic they had by using brainstorming. Actually, the teacher also chooses a topic and wrote it on the white board. The topic chosen by the teacher is *holiday* and the title is *Went to Popoh Beach*. Then teacher gave example of generating idea using brainstorming on the white board. Teacher wrote many ideas on the white board, such as *family, Sunday, Popoh beach, car, etc.* Teacher guided students to do like what she was doing. The students followed the instruction from the teacher. Students were very crowded, since they talked to their friends about their topic. Some of them asked question to the teacher. Teacher walked around the class to see students brainstorming and to ask students problem.

The teacher guided students to organize their idea. Teacher explained again about the general structure of recount text to make

students easier in organizing the data. Teacher asked students to follow her activity. The first paragraph of recount text is orientation; teacher explained that in orientation include people, time, place and activity or event. Then the teacher saw her brainstorming and circled the name of someone, date and time, and the event. Those circled idea will be written in the first paragraph. Next is teacher explained about the second paragraph in recount text that is event. The teacher circled some idea containing activities. Teacher circled *rubbish on the beach, having lunch, buy some fish*. The last or the third paragraph is re-orientation; teacher explained that in the last paragraph it should contain the comment, the feeling or the hope. In this case the teacher circled *happy*.

Students followed teacher activity. Since it was their first experience in writing recount text, sometimes they were confused and asked question to the teacher. After the teacher sure that all students have finished in the first step of writing that is prewriting, teacher went to the next step in writing process.

After guiding the students in brainstorming, teacher allowed students to write. Teacher gave time for about 30-40 minutes to write. Teacher only asked students to write three paragraphs, containing paragraph orientation, event and re-orientation. Teacher gave limitation to make students easy and could finish the writing fast.

During writing the students are very crowded, some of them borrowed dictionary from other, and any of then asked question to the

teacher. Teacher walked around the class while guided students in drafting the idea. Teacher gave explanation again when students getting difficulties. In this process of writing, teacher always guided the students, she walked to students chair, gave explanation for students question. The researcher could see that the students enjoy the process of writing since they did not work alone. As the researcher known, sometimes students grumble when they are asked to write since they feel that writing is difficult. In this step, teacher asked students to write minimal 5 sentences in a paragraph.

The teacher checked whether all of students had finished their writing. After that she gave students self-assessment checklist. As the researcher knew the self-assessment contains the statements about the activities done by the students in writing process. Such as *Saya selalu membaca contoh jenis teks yang akan saya tulis, Saya memutuskan sebuah topic dan membuat daftar ide saya yang berhubungan dengan topic yang akan saya tulis, Saya menulis paragraph orientation dengan informasi orang, waktu, tempat dan kejadian secara lengkap, Saya menulis kejadian/events yang saya alami dengan urut*, etc. in this case the teacher used Bahasa may, since she considered that their students were the beginner learners and it could the students easier in understanding the statement.

Time was up when the teacher distributed the self-assessment checklist. Teacher told to the students to read their writing and tried to

revise and edit their own writing based on the self-assessment checklist. She asked students to revise their work at home and submit it in the next meeting. Then, the researcher ends the observation at the first time and intended to observe again in the next meeting.

2. The Second Day of Observation

The second day observation was conducted at 3rd February 2014. The researcher also observed teaching and learning process directly in the class. As like commonly, teacher came to the class. It was different from the previous meeting in which teacher began the class by explaining the material, in the second meeting teacher directly asked students to show up their writing and the self-assessment checklist. Teacher asked students to submit and teacher asked students whether they had difficulties or problem in writing. There is no students asked question, and teacher explained the material about expressing feeling that is feeling of amazement or exclamatory. Students paid attention and silent. Teacher asked students to write the material and allowed them to asked question. While students wrote, teacher read students writing, and called students one by one to take their writing. She told that the students writing had been corrected. The researcher borrowed the students writing that has been corrected by the teacher. The researcher saw there were feedback and comment given by the teacher, such as grammar error, word choice, sentence structure, and modifying sentence. Teacher did that until all of students writing were given back.

Time was up and before closed the class teacher asked students to write the correct draft based on the correction from the teacher. She asked students to type the draft and submits that for the next meeting. Then, teacher closed and leaved the class.

3. The Third Day of Observation

The third day of observation was conducted at 5th February 2014. Teacher came to the class and opened the class like usually. Then, she asked students to submit their draft writing that have been typed. After all students submitted their draft, teacher started to give material for the students. Teacher explained about regular and irregular verb. Teacher explained that material for some time. Then, teacher asked students to write the material and allowed them to ask question. Teacher gave students task to find the example of regular and irregular verb from dictionary and the meaning. While the students write, teacher read the students draft that have been submitted. Teacher told that all students work have been correct and they did not need to write again.

Those were what the researcher got from conducting an observation in the class. From those findings the researcher could discuss and elaborate the implementation of process based approach in teaching writing that was conducted by the English teacher at 8th grade of MTs Negeri Ngantru.

The implementation of process based approach in teaching writing is actually to cover the weakness of product based approach in which the teacher only concern on students writing product. Process based approach

that emphasize on guiding students in the process of writing could help students in facing problem in writing and enhance the writing achievement. Since process based approach is emphasizing on the process of writing, the teacher who used that approach should know well about the process or steps in writing. The steps or process should be passed in order, cannot be jump. Teacher should be able to guide students writing process. Teacher should decide whether he/she that would provide the topic for students or students itself who decide the topic. Based on the observation of the researcher, the teacher who implementing process based approach in teaching writing should set well the activity in the class. The activity should state clearly in the lesson plan, so teacher could easier in divide time and decide activity in the class and could teach students writing effectively.

Then, to complete and strengthen the information got from the observation, the researcher displays the information from the lesson plan that was used by the English teacher. From the analyzing lesson plan the researcher got the information that all the activities done by teacher in the class have been set before. There were activities related to the writing process. Teacher set activity when she started to guide students to write, how she guide students in brainstorming, how she guided students when writing, how students revise and edit their own work, and how she gave feedback toward students writing and asked students to write the correct draft. The researcher also found that the teacher stated the writing scoring rubric in lesson plan. It may used to score students writing and avoid subjectivity.