

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher is going to present the finding of the research in improving the students writing ability in argumentative text using Jakarta Post at the XI grade of Senior High School 3 Tulungagung. It describes and discusses the data collected from the research.

A. Research finding

In research finding there were three kinds of data from preliminary, cycle 1, and cycle 2. It is explained clearly in the following points:

1. Preliminary

a. Identification of the problem

The identification of the problem on this classroom action research is stated by:

- 1) Observing the teaching writing on argumentative document score in the pre test, and it is found the document as in table 4.1

Table 4.1 The table score of Preliminary Test

NO	NAMA	P/L	SCORE
1	A N M	P	50
2	A G A	P	50
3	A A S	L	45
4	A S A	L	45
5	A A S	L	55
6	A F	L	45
7	A R	L	55
8	C D S	P	60
9	D S L	L	40
10	D P W A	P	40
11	E L A	P	40
12	F R	L	40
13	F N A	P	55
14	I Z F	P	40
15	I F R	P	45
16	M A A	L	45
17	M B	L	55
18	M L K	L	55
19	M R A S	L	40
20	M R H	L	45
21	M S	L	60
22	N D A	P	65
23	N L	P	40
24	N R	P	55
25	R N K	P	70
26	R A P	L	40
27	R F R	P	60
28	R W	P	40
29	S S P N	P	40
30	S K P	P	50
31	S F Z	P	70
32	S U K	P	40
33	S B A	L	45

34	T W N A	P	50
35	U W A	P	40
36	W W S	P	40
Total			1750
Mean			48.61
Percentages of success			0%

Table 4.1 showed that all of the students got low score. Based on the problem above, it could be interpreted that the students needed innovation to improve their ability in writing. All of the students could not reach the target minimum. The target minimum Mastery is 75.

b. The result of Questionnaire

The researcher distributed questionnaire to the students in order to know their first perception about learning English in their class. Below was the result of the questionnaire given to 36 students of the XI grade at Senior High School 3 Tulungagung.

Data questionnaire from 36 students

- From 36 students, 26 students didn't like the teaching media that were used by the teacher. The teaching media that used by the teacher was module

c. Planning

Based on the identification of the problems above, the planning was designed as follow:

1) Teaching Scenario I

The researcher prepared the steps that would be done in the learning of writing skill process. The researcher used Jakarta Post for teaching writing. In this method, the students were taught writing used Jakarta Post.

Then the researcher did the writing teaching learning. The teaching learning process is described as follows:

1. The researcher greets the students to open the teaching and learning process.
2. The researcher asks the attendant list of the students.
3. The researcher asks the student about argumentative writing
4. The researcher asks the problems about argumentative writing.
5. The researcher gives explanation about argumentative writing and wrote on the whiteboard.
6. The researcher explains how to find out the opinion
7. The researcher distributes the Jakarta Post sheet for the students
8. The researcher asks the students to read and find out the opinion from the writer of news in the Jakarta Post
9. The researcher asks the student to write argumentative using the opinion in Jakarta Post as a model
10. The researcher gives help the students about difficult word to make argumentative writing.
11. The researcher asks the student to submit their works after they have done
12. The researcher makes conclusion of learning. On the other hand, the students pay attention to researchers' conclusion

2) Teaching Scenario II

1. The researcher greets the students to open the teaching and learning process.
2. The researcher asks the attendant list of the students.
3. The researcher asks the student about argumentative writing
4. The researcher asks the problems about argumentative writing.
5. The researcher gives explanation about argumentative writing and wrote on the whiteboard.
6. The researcher asks the students to learn find out the opinion
7. The researcher distributes the Jakarta Post sheet for the students
8. The researcher asks the students to read and find out the opinion from the writer of news in the Jakarta Post
9. The researcher asks the student to write argumentative using the opinion in Jakarta Post as a model
10. The researcher gives help the students about difficult word to make argumentative writing.
11. The researcher asks the student to submit their works after they have done
12. The researcher makes conclusion of learning. On the other hand, the students pay attention to researchers' conclusion

2. Cycle I

a. Implementing

In this section, the researcher started to apply and improve the students' writing comprehension in argumentative text used Jakarta Post. The researcher did his classroom action research on March 6th, 11.30 - 01.45 p.m. 9th, 10.45-12.15 p.m. March 27th, 11.30 – 01.45 p.m. Time allotment was 2x45 minutes. The researcher had three meeting in the first cycle. In the first cycle the students' behavior still bad, the students did not kept attention when the researcher explain and made noisy in the class

b. Observing

The implementation of media in cycle I was divided into three meeting, it conducted on March 6th, 11.30 - 01.45 p.m. 9th, 10.45-12.15 p.m. March 27th, 11.30 – 01.45 p.m. From the cycle I it was found that there were 21 students got score less than 75. From the cycle I still some of students that active in the class, there were 15 students that always active in the class, they were active in asked the questions to the researcher in process teaching and learning. I thought the others not ready yet with the teaching media Jakarta Post. Because it was the first time for the students was taught using the Jakarta Post. So, they could not understand the material well.

The calculation the score is:

$$\text{Mean (M)} = \frac{\text{the total of the average score}}{\text{the total number of the students}}$$

Table 4.2 The Table of students' Scores in Writing Test (Cycle I)

NO	NAMA	P/L	SCORE
1	A N M	P	75*
2	A G A	P	75*
3	A A S	L	45
4	A S A	L	60
5	A A S	L	50
6	A F	L	50
7	A R	L	60
8	C D S	P	75*
9	D S L	L	55
10	D P W A	P	75*
11	E L A	P	75*
12	F R	L	50
13	F N A	P	75*
14	I Z F	P	60
15	I F R	P	60
16	M A A	L	50
17	M B	L	55
18	M L K	L	55
19	M R A S	L	55
20	M R H	L	55
21	M S	L	75*
22	N D A	P	75*
23	N L	P	60
24	N R	P	75*
25	R N K	P	75*
26	R A P	L	55
27	R F R	P	75*
28	R W	P	60
29	S S P N	P	75*
30	S K P	P	60
31	S F Z	P	75*
32	S U K	P	60
33	S B A	L	50
34	T W N A	P	75*
35	U W A	P	75*
36	W W S	P	55
Total			2345
Mean			65
Percentages of success			41.7%

The researcher got the quantitative data from the result of score in cycle I.

The data are as follow:

$$\text{Mean (M)} = \frac{2345}{36} = 65$$

Percentages of success in this cycle was still 41.7%. It indicated that criteria of success could not be reached yet.

2. Reflection

All the data gained in the observation were carefully analyzed and would be matched with the criteria of success. The result of the observation was taken into consideration as the reflection. The result of the cycle I showed that 21 students didn't reach the criteria of success. There was only 41.7% from whole students who could reach the criteria of success. Whereas, the criteria of success was 75%. It had not achieved the criteria of success. Some problems that occurred during acting process are the students were noisy in the class, the students difficult in understanding the contents of the news and can not find out the opinion the writer in Jakarta Post. Those condition, of course, required the researcher to do some improvement in her strategy and acting in the next cycle.

1. Cycle II

This cycle considered of several activities like problem based on cycle I, re-planning, implementing, observing, and reflecting.

a. Re-Planning

1) Teaching Scenario I Revision

The researcher prepared the steps that would be done in the learning of writing skill process. The researcher used Jakarta Post for teaching writing. In this method, the students were taught writing used Jakarta Post.

Then the researcher did the writing teaching learning. The teaching learning process is described as follows:

1. The researcher greets the students to open the teaching and learning process.
2. The researcher asks the attendant list of the students.
3. The researcher asks the student about argumentative writing
4. The researcher asks the problems about argumentative writing.
5. The researcher gives explanation about argumentative writing and wrote on the whiteboard.
6. The researcher explain how to find out the opinion
7. The researcher divides the students into some group which three groups contain three of the students
8. The researcher distribute the Jakarta Post sheet for the students

9. The researcher asks the students to read and find out the opinion from the writer of news in the Jakarta Post in group.
10. The researcher asks the student to write argumentative using the opinion in Jakarta Post as a model
11. The researcher gives help the students about difficult word to make argumentative writing.
12. The researcher asks the student to submit their works after they have done
13. The researcher makes conclusion of learning. On the other hand, the students pay attention to researchers' conclusion

Based on reflecting of cycle I, it was found out that there was not significant change in writing achievement of the students at Senior High School 3 Tulungagung. This study had not success yet. The criteria of success were not achieved. So the researcher revise the planning of the study. Considering from the study of previous cycle, students still got difficulties in writing process and the students still not use general structure.

The strategy that was used in the first cycle the students read and find out the opinion of the writer individually, they had been not find out the opinion of the writer and contents of the news well. It made the researcher wanted to change the strategy in teaching learning. The revision

of the study is group discussion. Then the researcher asked the students to discuss with their friends. The researcher hoped that they would be more active because the researcher allowed them to bring their pairs.

b. Implementing

The implementation of this classroom action research for cycle II was done in three meetings. The first meeting was done on March 30th 2017, the second meeting was done on April 3rd and the third meeting was done on 6th 2017. In the third meeting the researcher conducted the test in cycle II. In the cycle II there were improvement score of students' writing argumentative text from average 65 or 41.7% to 77.36 or 86%. There was different behavior of the students in cycle II. The students more active and more discipline in process teaching and learning.

c. Observing

In the cycle II, most of the students were active in reading and finding out the opinion and did not depend on their friends in doing the test in the classroom. Moreover, the class situation was conducive. They had great motivation to learn the material. The researcher got the individual score from the test.

Furthermore, the researcher also collected the data by giving questionnaire about using Jakarta Post to be teaching media in process teaching and learning. Most all of them interested of it, because it made them easy to explore their opinion/ idea. Based on the data above, the

researcher considered that using Jakarta Post could success and could improve students' writing argumentative text. The data of the students' score in cycle II in table 4.3

Table 4.3 Students' Score in Cycle II

NO	NAMA	P/L	SCORE
1	A N M	P	80*
2	A G A	P	80*
3	A A S	L	75*
4	A S A	L	75*
5	A A S	L	70
6	A F	L	75*
7	A R	L	75*
8	C D S	P	80*
9	D S L	L	80*
10	D P W A	P	85*
11	E L A	P	85*
12	F R	L	65
13	F N A	P	85*
14	I Z F	P	75*
15	I F R	P	80*
16	M A A	L	75*
17	M B	L	75*
18	M L K	L	75*
19	M R A S	L	70
20	M R H	L	70
21	M S	L	80*
22	N D A	P	75*
23	N L	P	80*
24	N R	P	80*
25	R N K	P	85*
26	R A P	L	65
27	R F R	P	80*
28	R W	P	80*
29	S S P N	P	80*
30	S K P	P	85*
31	S F Z	P	85*
32	S U K	P	75*
33	S B A	L	75*

34	T W N A	P	75*
35	U W A	P	80*
36	W W S	P	75*
Total			2785
Mean			77.36
Percentages of success			86%

So, from the table above the researcher could the calculation of the score, as follows:

$$\text{Mean (M)} = \frac{2785}{36} = 77.36$$

Based on the data above, the researcher felt satisfied with the classroom action research which she had done for 3 weeks. Moreover, the researcher considered that the research in improving writing in argumentative text using the Jakarta Post could run well. It means that using the Jakarta Post is effective to improve the students' writing comprehension of Senior High School 3 Tulungagung.

From the data score in cycle II, it showed that the students' skill increase well, because in cycle II, the students were more active, enjoyed, and the score higher than cycle I. Table 4.3 showed about percentages of the students' score is 86%. So, this cycle is successful.

d. Reflecting

The researcher analyzed the data from the observation sheet that filled by the researcher, questionnaire and the result of post-test two to decide whether the implementation of using opinion section in Jakarta Post was successful or not. All the plans that had been made by the researcher

could be done well. The data from students' post-test two showed, from the 36 students who joined the class and did the post-test, 31 students could reach the criteria of success, the class could be categorized passed. The percentage was 86%. Considering that the criteria of success had been achieved and students' motivation and mastery in writing argumentative text had been improved properly, the researcher concluded that the research could be finished.

B. Discussion

There were some discussions of the findings of this classroom action research. This discussion was about the success of using the opinion section in Jakarta Post in improving students' skill in writing argumentative text. The research was conducted in two cycles. The result of the study indicated that at the end of cycle II, the students' writing ability improved after using the Jakarta Post. There was an improvement from preliminary study, cycle I and cycle II.

Table 4.4 students' achievement

NO	Category	Score	Percentage of students' success
1	Preliminary	48.61	0%
2	Cycle I	65	41.7%
3	Cycle II	77.36	86%

The scores in test 2 were better than the scores of test 1 and the scores of test 1 were also better than preliminary study. It was

concluded that there was a progress in each test. The improvement could be seen from the students' score in writing argumentative.

The writing score from preliminary study, cycle I and cycle II could be seen in appendix 8. It is clear that there was an improvement of the students' skill in writing argumentative text. They could write argumentative text well by using the newspaper of Jakarta Post. According to Clandfield (2000) newspaper are much more current than coursebooks. There is also a lot of information in newspaper which make them excellent springboard for lesson. The students could write and generate the idea in writing argumentative text using media the Jakarta Post. Munadi (2008) defines teaching tool/aid/media as everything which can deliver and transfer message from various sources which is well planned so that conducive learning environment can be created in which the receivers (students) are able to do learning process effectively. The students were not confused in writing argumentative text because they knew what should be written by looking information in the newspaper in Jakarta Post.

From the test result, the improvement of students' success increased from cycle I to cycle II, started from 41.7% (36 students) became 86% (36 students). It is proved that the Jakarta Post can improve students' skill in writing argumentative text. The Jakarta Post can be used as a reference point for the students to discuss the idea and their opinion. In the cycle two the researcher revised the strategy of learning, the

researcher use the group work in the process teaching and learning. The Jakarta Post can improve the students' writing argumentative through group discussion which every group contain three of students. Cohen (1944) such a chain writing group work could be accepted as a method to achieve increased learning objectives. This way of learning acquisition, resulted in the development of higher intellect, the development of social behavior, how to interaction and is a way to manage varying lateral academically in a class.

In teaching and learning process the researcher gave some examples of argumentative text and explained how to find out the opinion before the students write their opinion, because the students need information or topic before write. According to Raimes (1983:6) said that the processes of writing consist of prewriting, writing, revising, editing and publishing. The researcher gave the detail explanation how to write the argumentative text using Jakarta Post before the students writing, the researcher also gave revision and the motivation to the students to learn and guide them while writing argumentative text. Because the interesting using the Jakarta Post needed by the students in writing argumentative text. This way can make the students focused on the material and more active to participate in the classroom and they did not make a lot of noise during teaching and learning process. They also could ask to the researcher when they found the difficulty. So, they could feel comfortable in joining the class also understand the material.

In this research, the researcher use the Jakarta Post in writing argumentative text. This media can help the students to overcome their problems in writing argumentative text, such as they could not write the generic structure in argumentative text that is found in preliminary study.

Based on the findings above, the researcher concluded that the result of this action research in two cycles proved. It is suitable to used in teaching writing argumentative text of the class XI-IIS 1 students at Senior High 3 (MAN 3) Tulungagung in academic 2016/2017. The Jakarta Post could improve the students' writing achievement in argumentative text.