

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion of the action research about using Chain Story Game to improve students' ability in writing recount text.

A. Research Findings

This classroom action research was conducted in 2 cycles. The procedure of this study covered four stages: planning, implementing, observing, and reflecting. Before the action research was done, the researcher conducted preliminary study to know the students problem in teaching and learning process of English.

1. The Result of Preliminary Observation (Reconnaissance)

Before conducting the action research, the researcher interviewed the English teacher, Mrs. Iis Setyaningsih, S.Pd.I, to get information about the problem in teaching and learning of writing recount text. The interview was done on Tuesday, April 19th 2016. From interview, the researcher found problem that was faced by the students of MA Nurul Ulum Munjungan in writing ability. In teaching and learning writing, especially recount text, the English teacher mostly focused on teaching grammar because she expected the students can produce a good text grammatically. She considered that the students knew how to write a

recount text because they just retell about their experience. The students gave less attention to the generic structures and language features of recount text. Thus, the students lacked of writing practice, especially in producing recount text that covered all component of the text. The students had low motivation and were not interested in teaching and learning process. It was proved by the students' score in writing test that was poor.

Table 4.1 The Result of Preliminary Study

No.	Initial Name	M/F	Score
1	AK	M	65
2	AR	M	65
3	AS	M	55
4	AZN	F	55
5	AM	M	55
6	BIZ*	M	85
7	DS	M	45
8	EWV*	F	90
9	ER	M	70
10	FAA	F	55
11	GS*	M	80
12	GTN	F	65
13	HH	M	55
14	HBI	M	65
15	IW*	F	85
16	IR	M	65
17	IDS	F	70
18	KD	M	65
19	KH*	M	85
20	KNA	F	60
21	MFR	M	45
22	MSA	M	65
23	MD	F	50
24	MT	F	45
25	MTI	M	45
26	NMJ	F	55
27	NJ	F	65
28	NA	F	50
29	RDY	F	65
30	RBSP*	M	75
31	RS	F	45
32	RMS	M	60
33	RJ*	M	80
34	SF	F	45
35	WDS*	F	75
36	YE*	F	75
37	PMNWS	M	45

*) *Student who passed in test*

Thus, it showed that the students who obtained the minimum score (KKM) which was 75 in pre-test were 9 students or 24% and 28

students or 76% were failed. From the students' score above, it can be concluded that the students needed improvement in writing recount text. It could be said that the students had not succeeded yet in teaching and learning recount text. According to the students, it was quite difficult to write a recount text. Most of them had the same problem which they had less vocabulary and didn't know how to write well. Therefore, they seemed not interested to write recount text.

2. The Result of Cycle 1

The implementation of Chain Story Game in cycle 1 was divided into three meetings. It conducted on April 20th, April 27th, and May 4th 2016 from 11.30 a.m. to 13.00 p.m.

a. Planning

In this stage, the researcher designed the lesson plan for the action based on the problem faced by the students toward writing ability in recount text. The researcher arranged a lesson plan based on the teaching material. Besides that, the researcher also prepared the instruments; they are material needed during the teaching and learning process, observation checklist, test, and questionnaire. The test was prepared in first cycle to collect the data to know whether there is students' improvement in writing score of recount text. After preparing all of items, the researcher continued the next stage that was implementing of the lesson plan and the instruments made.

b. Implementing

There were three meetings in cycle 1 which covered two meetings for teaching recount text writing by using Chain Story Game and one meeting for writing test. The researcher acted as English teacher and the English teacher as the observer.

1) Meeting 1

As the starting of the teaching and learning process, the researcher gave the students motivation to build up their interest to the material. The researcher asked some questions related to the material to stimulate the students' thought and invite them to the material.

In the first meeting, the researcher explained the material about recount text. The researcher gave an example of recount text and analyzed it. After that, the researcher asked one of the students to write a recount text by his own experience in the blackboard and asked the students to analyze it together.

Before the researcher left the class, the researcher asked the students' difficulties or gave comments on the teaching process and guided the students to draw the conclusion of the material.

2) Meeting 2

In the second meeting, the researcher reminded again about the material studied in the first meeting. The researcher explained about Chain Story Game to the students. After that, the

researcher asked to the students to conduct Chain Story Game and asked them to make a group. Each group consisted of 5-6 students. The researcher gave the students a piece of blank paper and asked them to write their name. Then, the researcher mentioned about the topic. In this case, the topic was about holiday. The researcher asked some WH questions to the students and the students wrote their answer on the blank paper. In this case, after the students answered a question, they passed their paper to their friend on the right side. After all questions was given and already answered, the students gave the paper back to the person whose name was written. Then, the researcher asked them to arrange a recount text based on their answer on the paper. So, the story would consist of some ideas from member of each group. There would be a curiosity in the students' mind how the story will end. The students would develop their ideas in making a good story. They had to consider about the material of recount text that had been learned.

In the last main activity, the researcher asked the students to present their text one by one in front of the class. The researcher gave comment on their recount text.

3) Meeting 3

In the third meeting, the researcher held a test as post-test in the end of the cycle 1. It was by distributing a paper and asked the students to write a recount text with a topic that has been

determined by using the steps of Chain Story Game. It was to know the students' improvement in writing recount text ability after using Chain Story Game as the teaching strategy.

c. Observing

Observation was done at the same time with the implementation of Chain Story Game as the strategy in teaching writing recount text. In this stage, the researcher used three instruments; they are observation sheet, test, and questionnaire. Observation was done by English teacher as the collaborator teacher. She did observation during teaching and learning process of writing recount text using Chain Story Game. The English teacher gave signature on the observation sheet suitable with her observation. After teaching and learning process done, she gave suggestion to the researcher. Besides that, the researcher also knew the students' development during teaching and learning process by observing their response. From the test, the researcher knew the students' achievement in writing recount text after taught by using Chain Story Game. From the questionnaire, the researcher knew the students' opinion and feeling related to the learning of writing recount text using Chain Story Game.

The result of the students' score in post-test and questionnaire of cycle 1 was presented in the tables below.

Table 4.2 The Result of Students' Post-Test in Cycle 1

No.	Initial Name	M/F	Score
1	AK*	M	75
2	AR	M	55
3	AS*	M	75
4	AZN	F	55
5	AM	M	60
6	BIZ*	M	75
7	DS	M	60
8	EWV*	F	85
9	ER	M	60
10	FAA*	F	80
11	GS*	M	85
12	GTN*	F	85
13	HH	M	55
14	HBI*	M	75
15	IW*	F	80
16	IR*	M	75
17	IDS*	F	75
18	KD	M	60
19	KH*	M	75
20	KNA*	F	75
21	MFR	M	45
22	MSA	M	55
23	MD*	F	75
24	MT	F	45
25	MTI	M	60
26	NMJ*	F	80
27	NJ*	F	90
28	NA	F	55
29	RDY*	F	85
30	RBSP	M	55
31	RS	F	50
32	RMS	M	60
33	RJ*	M	75
34	SF	F	45
35	WDS*	F	75
36	YE*	F	80
37	PMNWS	M	60

*) *Student who passed in test*

From the result of students' post-test above, it showed that many students didn't pass the minimum score (KKM) which was 75.

There were 20 students (54%) who passed the minimum score and 17 students (46%) were failed.

Table 4.3 The Result of Students' Questionnaire in Cycle 1

No.	Statement	Agree	Disagree
1.	I understand well the material of recount text.	45%	55%
2.	I enjoy the teaching and learning process of recount text using Chain Story Game.	54%	46%
3.	I can write a recount text easily using Chain Story Game.	52%	48%
4.	I can write a good recount text after using Chain Story Game.	53%	47%
5.	I enjoy the teaching and learning English using new strategy or method.	33%	67%

From the questionnaire, the researcher knew that the students' understanding of recount text was low and they didn't enjoy the teaching and learning process. In this case, the students still needed improvement to achieve the criteria of success. In conclusion, from the result of action in cycle 1, the researcher had to revise the teaching scenario in order the teaching and learning process more successful and achieve the criteria of success.

d. Reflecting

Reflecting was very significant to be done to repair the result in the next cycle. The researcher evaluated about conclusion of implementing action in the first cycle. Based on the result of writing test, it showed that the criteria of success could not be achieved yet because there were only 20 students or 54% who passed in test. Meanwhile, the criterion of success for this action research was 75%

of the students could get score ≥ 75 in their test. Although the result was not too good, it was better than the result of writing recount text test in preliminary observation.

From the questionnaire, it showed that the students did not enjoy yet during teaching and learning process using Chain Story Game. Besides that, from the observation sheet, the observer found that there was miss activity in teaching and learning process. It could be concluded that the action in the cycle 1 did not run yet successfully. The researcher should make any change on the teaching scenario or lesson plan in applying the strategy in cycle 2. The researcher hoped in the cycle 2 could be conducted to gain the better result and handle the weakness in cycle 1.

Revised Plan

After knew the result of reflecting in cycle 1, the researcher rearranged the lesson plan which was used in the previous cycle by add some activities. In cycle 2, the researcher gave more explanation about the generic structure and language features of recount text. The researcher applied the strategy on groups but the students worked individually. It was more simple way to conduct the strategy. It also was to make the students were not confused and more focused on their work. The students would construct their own ideas, not their group member's ideas. The students could ask to their friends in group if they got difficulties about vocabulary. The researcher asked the students to read their text in front of the class with groups themselves

one by one. Besides that, the students could give comments to their friends' text in group or other groups, so they could understand how to write a recount text well.

3. The Result of Cycle 2

The cycle 2 consisted of three meetings. It conducted on May 11st, May 18th, and May 21st 2016 from 11.30 a.m. to 13.00 p.m.

a. Planning

The researcher rearranged a lesson plan based on the reflection in cycle 1. Besides that, the researcher also prepared the instruments; they are material needed during the teaching and learning process, observation checklist, test, and questionnaire. The test was prepared in second cycle to collect the data to know whether there is the students' improvement in writing score of recount text from test in cycle 1 to test in cycle 2. After preparing all of items, the researcher continued the next stage by implementing the lesson plan and the instruments made.

b. Implementing

In cycle 2, there were three meetings done which covered two meetings for teaching writing recount text by using Chain Story Game and one meeting for writing test. The action was implemented based on the lesson plan that was revised by the researcher which shared with English teacher.

1) Meeting 1

In the first meeting, the researcher started the lesson by asking some questions to remind the students about the material in the previous cycle. The researcher explained the material about recount text. In this cycle, the material was explained stronger. Then, the researcher gave an example of recount text and analyzed it together with the students. It purposed to give the students more knowledge about the generic structure and language features of recount text. The last of main activity, the researcher asked some of the students to write a recount text by his own experience in the blackboard and asked the students to analyze it together.

Before closed the lesson, the researcher asked the students' difficulties and guided the students to draw the conclusion of the material learned.

2) Meeting 2

In the second meeting, the researcher reminded again about the material studied in the previous meeting. The researcher explained again about Chain Story Game to the students. After that, the researcher asked to the students to conduct Chain Story Game. The students divided into groups which consisted of 5-6 students in each group. The researcher gave the students a piece of blank paper. Then, the researcher mentioned the topic was holiday. The researcher asked some WH questions to the students and the students wrote their answers on the blank paper. In this

case, the students didn't pass the paper to their friend. After the students answered the questions, the researcher asked them to arrange a recount text based on their answer on the paper. So, the students' story was their own story. The researcher reminded that they had to consider about generic structure and language features of recount text in arranging the sentences. In the last main activity, the researcher asked the students to present their text with groups themselves one by one in front of the class. The researcher also gave comment on their recount text.

Before left the class, the researcher asked the students to study again the material explained and tried to write recount text at home because in next meeting they would be held a writing test.

3) Meeting 3

In the third meeting, the researcher held a test as post-test in the end of the cycle 2. It was by distributing a paper and asked the students to write a recount text with a topic that has been determined by using the steps of Chain Story Game. It was to know the students' improvement in writing recount text ability after using Chain Story Game as the teaching strategy after revised the lesson plan of cycle 1.

c. Observing

In this stage, the researcher observed the activities during teaching and learning process with English teacher, Mrs. Iis

Setyaningsih, S.Pd.I, as the collaborator teacher. The English teacher observed the activities done by the students and the researcher by observation sheet. Meanwhile, the researcher observed the activities of the students by the responses of the students while teaching. Besides that, the researcher also observed the result of students' test and questionnaire to know whether the strategy applied was successful or not.

The result of the students' writing test in post-test and questionnaire of cycle 2 was presented in the tables below.

Table 4.4 The Result of Students' Post-Test in Cycle 2

No.	Initial Name	M/F	Score
1	AK	M	75
2	AR*	M	70
3	AS	M	80
4	AZN	F	80
5	AM	M	75
6	BIZ	M	80
7	DS	M	75
8	EWV	F	80
9	ER	M	75
10	FAA	F	75
11	GS	M	75
12	GTN	F	85
13	HH*	M	50
14	HBI	M	75
15	IW	F	75
16	IR	M	80
17	IDS	F	75
18	KD	M	75
19	KH	M	75
20	KNA	F	80
21	MFR*	M	40
22	MSA	M	75
23	MD	F	80
24	MT*	F	40
25	MTI	M	80
26	NMJ	F	85
27	NJ	F	75
28	NA	F	75
29	RDY	F	80
30	RBSP	M	75
31	RS	F	75
32	RMS*	M	70
33	RJ	M	75
34	SF*	F	55
35	WDS	F	80
36	YE	F	75
37	PMNWS	M	75

*) *Students who failed in test*

From the table above, it could be seen that there were 31 students who got score ≥ 75 and 6 students who got score ≤ 75 . The

percentage of the students writing test in cycle 2 was calculated as bellow:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{31}{37} \times 100\% = 84\%$$

Notes:

P : percentage of success

F : total of students who passed in test

N : number of total students who followed test

From the result above, the students who passed in writing recount text test in cycle 2 was 84% (31 students) and 16% (6 students) was failed. The criterion of success that has been determined in this research was 75%. It meant that the test could achieve the criteria of success. So, the writing test in cycle 2 was successful.

Table 4.5 The Result of Students' Questionnaire in Cycle 2

No.	Statement	Agree	Disagree
1.	I understand well the material of recount text.	82%	18%
2.	I enjoy the teaching and learning process of recount text using Chain Story Game.	93%	7%
3.	I can write a recount text easily using Chain Story Game.	91%	9%
4.	I can write a good recount text after using Chain Story Game.	79%	47%
5.	I enjoy the teaching and learning English using new strategy or method.	85%	15%

From the result of students' questionnaire above, it could be concluded that the students felt enjoy in teaching and learning process of writing recount text using Chain Story Game strategy. It meant that the implementation of Chain Story Game in this cycle run successfully.

d. Reflecting

In this stage, the researcher analyzed the result of cycle 2. The analyzing was based on the result of test as the main data and questionnaire as the supporting data. From test, it showed that there were 31 students or 84% who got score ≥ 75 and 6 students or 16% who got score ≤ 75 . In short, the criteria of success which 75% of students can get score ≥ 75 could be achieved in cycle 2.

Then, from the result of questionnaire, it also presented that the students had good response during teaching and learning process. The learning of writing recount text was easier by using Chain Story Game. They also enjoyed in teaching and learning process. Based on

the result above, the researcher decided to stop the action because it had already succeeded.

B. Research Discussion

This action research conducted in two cycles. Each cycle consisted of three meetings which two meetings for teaching and learning the material by using Chain Story Game as the teaching strategy and one meeting for conducting a test. In improving the success of applying Chain Story Game as the strategy, the researcher revised the lesson plan in cycle 2. In cycle 2, the researcher gave more explanation about recount text. The researcher also applied the game on groups, but the students worked individually. It was to make the students more focused on their work. It was also to improve their enjoyment in producing a text by this strategy. In group, the students could ask to their friends about difficult vocabulary. The researcher asked them to read their text in front of the class one by one with groups themselves. Besides that, the students could give comments to their friends' text in group or other groups, so they could know how to write a good recount text.

The action research's result showed that the students' score from preliminary study, cycle 1, and cycle 2, there was significant improvement of the success. The improvement of the students' score can be seen in the table below.

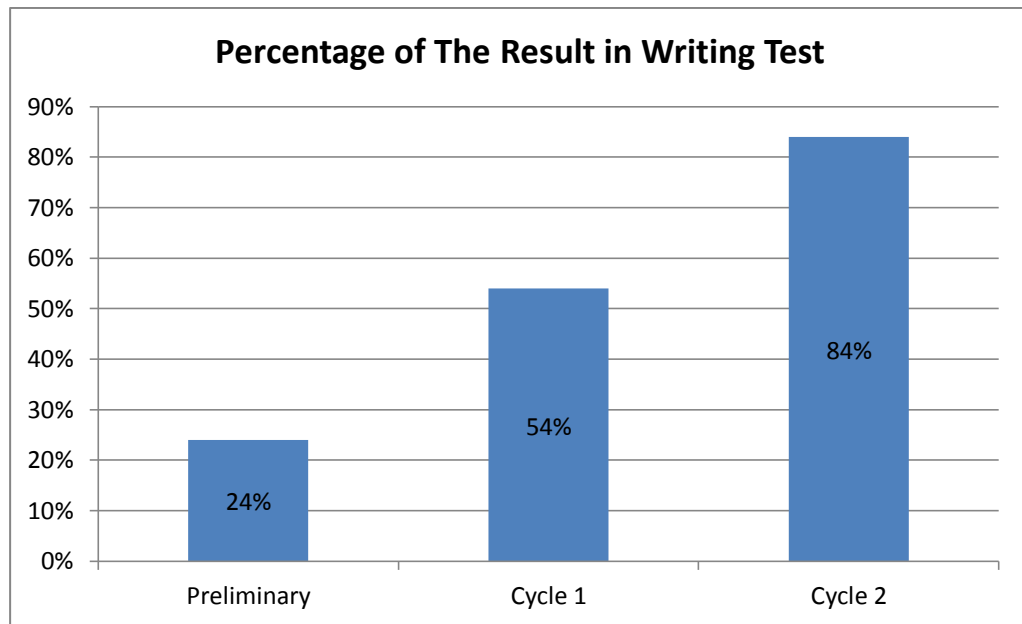
Table 4.6 The Students' Score in Writing Recount Text Test

No.	Initial Name	Preliminary Study	Cycle 1	Cycle 2
1.	AK	65	75	75
2.	AR	65	55	70
3.	AS	55	75	80
4.	AZN	55	55	80
5.	AM	55	60	75
6.	BIZ	85	75	80
7.	DS	45	60	75
8.	EWV	90	85	80
9.	ER	70	60	75
10.	FAA	55	80	75
11.	GS	80	85	75
12.	GTN	65	85	85
13.	HH	55	55	50
14.	HBI	65	75	75
15.	IW	85	80	75
16.	IR	65	75	80
17.	IDS	70	75	75
18.	KD	65	60	75
19.	KH	85	75	75
20.	KNA	60	75	80
21.	MFR	45	45	40
22.	MSA	65	55	75
23.	MD	50	75	80
24.	MT	45	45	40
25.	MTI	45	60	80
26.	NMJ	55	80	85
27.	NJ	65	90	75
28.	NA	50	55	75
29.	RDY	65	85	80
30.	RBSP	75	55	75
31.	RS	45	50	75
32.	RMS	60	60	70
33.	RJ	80	75	75
34.	SF	45	45	55
35.	WDS	75	75	80
36.	YE	75	80	75
37.	PMNWS	45	60	75
Percentage of Success		24%	54%	84%

From the table above, it showed that there was improvement of the students' ability in writing recount text from preliminary test to writing test in

cycle 1 and 2. There was significant improvement of the students' score. The percentage of success in cycle2 could achieve the criteria of success. The significant improvement of the students' percentage in test is presented in the diagram below.

Diagram 4.1 The Percentage of Students' Result in Writing Test



The result of applying the strategy above appropriated with some theories. According to Klippel (1996: 367), chain game is suitable for slow learners and beginners with a limited command of the foreign language. Mie Yin and Yu Jing as cited in Nasyafi (2011: 10) stated that through playing games, students can learn language without being aware; thus without stress, they can learn a lot. Even shy students can participate positively. According to Magee (1993: 9-10), the greatest advantage is that chain story is interesting. It makes writing enjoyable for the students. If students are interested, they will be motivated and will not regard writing as a boring activity. Thus, writing will be viewed as a positive experience. Chain story

has positive effects which reduce student apprehension toward writing and which promotes creativity. The previous study, Putra (2013) showed that the research was successful using this strategy. The percentage in cycle 1 showed that 33.3% students could reach the minimum criteria of achievement. Meanwhile, in cycle 2, the percentage increased became 96.7%.

In addition, not only from the result of the test that showed the students' score in writing test increased, but also from the result of students' questionnaire showed that their understanding of the material in learning writing recount text was easier. Automatically, the learning of writing recount text made the students enjoy. In short, the all criteria of success in this research were could be achieved.

Besides that, this strategy was simple to conduct and the questions in the game were agreed with the generic structure of recount text. The students just need to complete each answer to be a good sentence and arrange the sentences to be a text. So, the students can construct a text easily.

Based on the discussion above, the researcher concluded that the implementing of Chain Story Game could improve the students' ability in writing recount text at X IPS-2.