**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSIONS**

 This chapter presents the findings and the discussions of the classroom action research based on the implementation of public vigure photo media to improve the seventh students’ mastery in writing descriptive text at SMP Negeri 1 Gondang in the 2013/2014 academic year.

**A. Findings**

 The data presented in this study are based on the results of preliminary study, the implementation and the reflection of the action from cycle 1 and cycle 2

**1. Data of Preliminary Study**

 Preliminary study was conducted to get information about the real condition of the students during teaching and learning process, to find out what problems they encountered during writing class and to give the students preliminary study to write simple descriptive text.

The researcher did the preliminary study on Tuesday, April 2nd, 2013. The researcher watched the teaching and learning process in the class. The researcher observed and made note to find out and record the possible problems faced by the teacher and the students.

This preliminary test was done to measure how well the students’ understanding of descriptive text and how well their writing work was. During the pretest the researcher noted that the students seemed confused and afraid of getting bad score due to their misunderstanding of descriptive text. They often asked the researcher some words meaning and the sentence construction, especially how to construct sentence and some words. From this pretest the researcher got the data which proved the students’ difficulty in writing descriptive text.

From the scores taken from the preliminary study, the students who passed on the preliminary study was 15 students or 44% while 19 students 0r 56% was unsuccessful.

The following is the frequency of the students’ score from preliminary either in a table or graphic.

**Table 4.1**

**The Frequency of the Students’ Score from Preliminary**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Score** | **Frequency** | **Percentage (%)** |
| 1 | 55 | 2 | 6 % |
| 2 | 60 | 2 | 6 % |
| 3 | 65 | 10 | 29 % |
| 4 | 70 | 5 | 15 % |
| 5 | 75 | 3 | 9 % |
| 6 | 80 | 10 | 29 % |
| 7 | 85 | 2 | 6 % |
| 8 | 90 | 0 | 0 % |
| 9 | 95 | 0 | 0 % |
| 10 | 100 | 0 | 0 % |

**Graphic 4.1**

**The Frequency of the Students’ Score from Preliminary**

Frequency

Score

From the table 4.1, the researcher found that among 34 students who joined in the research, only 2 students got 85, 10 students got 80, and 3 students got 75. Those all are classified into success. Then, there were 19 students failed. There were 2 students got 55, 2 students got 60, 10 students got 65, and 5 students got 70. Seeing the facts on the table 1, this research was arranged to improve students’ writingusing pubic figure photoes.

 This part presents the analysis of the students’ achievement in preliminary study and the students’ responses in preliminary study.

1. Analysis of the students’ achievement in Preliminary Study

 By analyzing the result of the students’ preliminary test in preliminary study, the researcher could formulate several things, such as: the students understanding toward descriptive text was less due to the lack of teaching media using, students tent to talk with their friend since they were not actively involved in teaching and learning process, students understanding toward descriptive text’s language feature was not enough especially in technical words (action verb) mastery and sentence construction.

 The data of preliminary test showed that only 44% from the whole member could meet the criteria of success. It was really far from the ideal, which was 85%.Considering those findings, the researcher tried to break those problems by implementing public figure photofor teaching writing of descriptive text.

1. Analysis of the students’ responses in Preliminary Study

During the preliminary study, the researcher also paid big attention toward students’ behavior and responses. When the researcher gave the preliminary test, the students made some noises, complaining that they were not ready and made up some reason to refuse the preliminary test. However, the researcher finally could handle the situation by telling them that this test would not affect their score. It was solely done to measure their writing ability therefore the improvement action could be taken.

 **2. Classroom Action Research Data**

The classroom action research was carried out into two cycles and the descriptions of each cycle are discussed separately to show the development of each cycle as follows:

1. **Cycle 1**
2. Planning

Some preparations were carried out before the researcher and the collaborator did the action. In this case, the researcher and his collaborator designed the planning of the teaching and learning writing descriptive text using public figure photo media.

In this phase, the researcher made lesson plan for the first, second and third meeting. The researcher prepared the materials descriptive text and used media to deliver the materials. The media was picture. The pictures take from internet. The researcher chosen familiar picture to the students to make them interest and enjoy in describing picture, and the student writing a text about descriptive text. In this cycle the researcher prepares one pictures, they are the picture of: Sule .

1. Acting

In this phase the researcher acted as the teacher and the collaborator become the observer. This section presented the description of activities during the research in each meeting. The researcher delivered the material for the students while the observer would record any activities that occurred during the teaching and learning process in the observation sheet and field notes. Here are the expositions of the activity during cycle one.

1. The First Meeting

Based on the lesson plan that had been made, the researcher held the teaching process in three phases of activities, i.e. opening activity, main activity, and closing activity. This meeting is Tuesday, April 16th, 2014. These phases of teaching writing were elaborated in the following.

*Opening activity.* First, the teacher started the meeting by greeting and checking the students’ attendance. Then, to bring students attention to the material, teacher emerged some question to the students and asked them to answer. The teacher emphasized to the question about the descriptive text. When the teacher asked the question “what is the descriptive text?” the students responded it with various answers based on their knowledge. They answered the question individually or in unison. Considering the efficiency of students’ answer, the teacher then asked the students to answer the next questions in individually by pointing some students. The questions like “Can you describe Sule?” “Is it difficult?” could be answered by the students in around ten minutes.

*Main activity*. First, the researcher explained descriptive text. Second, the researcher gave students the example of descriptive text. Third, the researcher asked the students to make some group. Fourth, the researcher measured students’ understanding by giving oral questions. Then, the researcher gave a photo to each group and gave task to write descriptive text. With instruction, teacher asks students to read their writing. Next, the researcher gave score for their writing.

*Closing activity.* In closing activity, the researcher and students concluded the material they had learned. The teacher also gave the students individual homework to keep their mind always on the track of the lesson. The homework was rearranging sentences into paragraph. As the time over the teacher greeted the students and closed the class.

2. The Second Meeting

The second meeting was implemented on April 23rd, 2014 from 07.00 to 08.20 a.m. The implementation of the second meeting was the development and improvement of the material discussed in the first meeting. The researcher in this case became the teacher focused on the students’ test and the constructing of descriptive text. The detail activity of the second meeting is showed as follows:

*In opening activity,* the researcher firstly greeted the students and checked the attendance. During the implementation of the method all the students could attend the class. As the researcher did in the first meeting, in this second meeting the researcher checked the students’ homework. It was found that there were ten students who had not finished doing their homework with the classical reasons like forget and the assignment was too difficult. All the activity in this stage took 10 minutes.

*Main activity* always became the central teaching and learning process. In this stage, first, the researcher reviewed the last material he explained. In here, the researcher replied explain about descriptive text and example about descriptive text. Then, the researcher gave students test about “writing descriptive text ”. In the *closing activity* the researcher closed the class and said good bye.

1. Observing

When the observation took place, the observer collected the data of the teaching and learning process that included the researcher activity, students’ activity, students’ interaction with researcher, students’ interaction with other students, students’ interaction with the material, and students’ interaction with teaching media or the whole facts which were happening during the teaching and learning process. The collaborator also observed the lesson plan of the researcher. The followings were the result of the collaborator observation:

The first thing that the observer observed was the researcher’s lesson plan. The observer found that the lesson plan had been good since it was very operational and complete. However, observer suggested that there were some steps in the lesson plan need to be revised. The part that needed to be corrected were the sentences of the step that semantically ambiguous and the arrangement of teaching media part which had minor mistake.

The next part that became observer attention was the acting process and students respond to the whole acting process. Observer found that in the beginning of the teaching the researcher explained the material too fast so there were students who looked confused. The researcher also gave not enough attention to the students who included into low category. The observer noted that in explaining researcher did not involve the student to try to find the pattern of this sentence so it seemed that the learning was teacher-centered. Besides, the observer also suggested that the researcher need to give more time to the students to make note.

Based on the observer’s observation, the students respond to the researcher explanation was enough. However, some students looked less motivation when they do work in task and test.

1. Reflecting

All data gained in the observation were carefully analyzed and would be matched with the criteria of success. The result of it was taken into consideration as the reflection. From test 1, the researcher found that 24 students or 71% of all students passed the test and 10 students or 29% failed.

From percentage above, it means that the research was unsuccessful because the target of the success in this study was 85% among the whole member of the seven B class. So, the researcher must arrange the second cycle.

The following is the frequency of the students’ score from cycle I either in a table.

**Table 4.2**

**The Frequency of the Students’ Score from Cycle I**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Score** | **Frequency** | **Percentage (%)** |
| 1 | 55 | 0 | 0 % |
| 2 | 60 | 4 | 12 % |
| 3 | 65 | 6 | 18 % |
| 4 | 70 | 0 | 0 % |
| 5 | 75 | 4 | 12 % |
| 6 | 80 | 10 | 29 % |
| 7 | 85 | 0 | 0 % |
| 8 | 90 | 10 | 29 % |
| 9 | 95 | 0 | 0 % |
| 10 | 100 | 0 |  0 %  |

**Graphic 4.2**

**The Frequency of the Students Score from Cycle 1**

Frequency

Score

From the table 4.2, the research found that among 34 students who joined in the research, only 10 students got 90, 10 students got 80 and 4 students got 75. Those all are classified into success.

The amount of the students who failed the test were 10 students divided in the score 65 were 6 students, score 60 was 4 students. The students’ average score was 77,35.

Based on the data above, it can be concluded that the predetermined criteria of success had not been achieved. Therefore, the study would be continued to cycle II.

* Analysis of the students’ responses

The positive responses were given by the students on the teaching and learning process. Even, they got little confused, they actually enjoy doing the process of research.

1. **Cycle 2**

This part presents the findings of cycle 2 such as planning, the implementing and monitoring the action and reflection.

1. Planning

The planning of the teaching and learning process of the second cycle was made as the attempts of improvement of the first cycle result. This was designed based on the teacher and the collaborator’s agreement after reflecting the findings of the first cycle. As discussion in the observer’s observation and reflection, it was found that the lesson plans were ‘very good’. However, the effect of the implementation did not meet the criteria of success yet. For that reason, the researcher and his collaborator made some revisions and improvements in the lesson plan and some aspects in it especially the way of conveying the material and the use of instructional media.

Like the first cycle, the lesson plans of this cycle were set into two meetings. The first meeting was done on Tuesday, 30th April, 2014, while the second meeting was done on Saturday, 28th April, 2014. The discussion for the first meeting was the theory of descriptive text, while the discussion for the second meeting descriptive text. Each meeting took 80 minutes, which was conducted in three stages of teaching: opening activity, main activity, and closing activity. The texts were adapted and adopted from students LKS, lets talk grade VII, and authentic text from several products.

1. Implementing

 In this phase, both the researcher and the collaborator worked together to implement the revised plan from cycle 1. The researcher would act as the teacher and the collaborator became the observer.

1. The First Meeting

Like in the first cycle, the implementation of teaching and learning writing of descriptive text was held in three phases of activities: opening activity, main activity, and closing activity. This meeting is Tuesday, May 7th, 2013. Each phase is described as follows:

In the *opening activity* the teacher opened the class by greeting the students then followed by checking the students’ attendance. Since it was the first meeting in cycle two and the researcher had given some explanation about descriptive text and its language feature in the previous cycle, the researcher asked the students some material they remembered from the last meeting as the review. Teacher also stimulated students’ prior knowledge by asking some free questions like: “Do you know animal of rabbit ?” “what do you think about it?” All those questions were answered by students both by individual and in unison

Entering the *main activity*, the researcher gave example of descriptive text and explained it. Then, the researcher wrote words to describe something in white board . The last, the researcher asked students to write in paper.

Before closing the class the teacher gave students time to make note and ask any difficulty. Then, researcher and students conclude the material.

2. The Second Meeting

The second meeting of cycle two was focused on giving test descriptive text. This meeting is Saturday, April 14th, 2014. The implementation of teaching was conducted in three phases of activity: opening activity, main activity and closing activity.

 In the *opening activity*, the teacher started the lesson by greeting the student. Then ask again about descriptive text.

In the *main activity*, first, the researcher replied explain about descriptive text and example descrriptive text. Then, the researcher gave students descriptive test and ask student to defferent two texts. With instruction the researcher, students can lead write in paper .

In the *closing activity*, the teacher and students concluded the activity and finally ended by closing the class and saying good bye.

1. Observing

 In this part, the collaborator observed the students’ action and ability. The collaborator toke note related to the class acting. The observer found that in cycle two, the students’ interest was improved. It brought positive effect to the students’ participation and result. The students could absorb well the theory of descriptive text that had been explained by the teacher. It could be known from the students’ answer and respond when the teacher asked them. Their feedback was much improved.

 The observer also noted that the result of the students’ discussion in doing every assignment was very good. They could finish the assignment perfectly. The interaction among teacher, students, and the media was improved as well.

1. Reflecting

The researcher analyzed the data gained from the observation sheet, field note and the result of test cycle 2 to decide whether the implementation of the public figure photo was successful or not. It was found that the observation sheet and observer’s field note showed many improvements. All the plans that had been made by the researcher could be done very well. The data from students’ test cycle 2 also showed the same thing. The cycle II, the researcher found an increasing among or the students who past the test. She found 31 students or 91 % of all students passed the test in cycle II. From this data, the researcher found that the minimum target is achieved.

The following is the frequency of the students’ score from cycle II either in a table.

**Table 4.3**

**The Frequency of the Students’ Score from Cycle II**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Score** | **Frequency** | **Percentage (%)** |
| 1 |  55  | 0 | 0 % |
| 2 | 60 | 0 | 0 % |
| 3 | 65 | 1 | 3 % |
| 4 | 70 | 2 | 6 % |
| 5 | 75 | 1 | 3 % |
| 6 | 80 | 15 | 44 % |
| 7 | 85 | 5 | 15 % |
| 8 | 90 | 8 | 23 % |
| 9 | 95 | 0 | 0 % |
| 10 | 100 | 2 | 6 % |

**Graphic 4.3**

**The Frequency of the Students’ Score from Cycle II**

Frequency

Score

From the table 4.3 above, the researcher found that among those 34 students, 5 students got the highest score 100, 6 students got 90, 5 students got 85, 2 students got 80, 4 students got 75 and 2 students got 70.Those are classified into success. Then, 1 students got 65 and 2 students got 70. Those are classified into failled. The students’ average score was 83,09.

Based on the data above, it can be concluded that the grammer mastery of seventh class B students of SMPN 01 Gondang Tulungagung can be improved. So, the cycle was stopped.

* Analysis of the students’ positive responses

The students’ positive responses were still given by the students on the cycle II. They found less difficulties comparing to the cycle I. But, in cycle II they found easier to write descriptive text.

By observing the students’ writing descriptive text from preliminary study, improving their public figure photo both on the first and the second cycle, there were some significances developments in the students’ writing descriptive text .

The following is the development study from the preliminary study, cycle I and cycle II either in a table or graphic.

**Table 4.4**

**The Comparisons Frequency of the Students’ Score from**

**Preliminary, Cycle I and Cycle II**

|  |  |  |
| --- | --- | --- |
| **No.** | **Score** | **Frequency** |
| **Preliminary** | **Cycle I** | **Cycle II** |
| 1 | 55 | 2 | 0 | 0 |
| 2 | 60 | 2 | 4 | 0 |
| 3 | 65 | 10 | 6 | 1 |
| 4 | 70 | 5 | 0 | 2 |
| 5 | 75 | 3 | 4 | 1 |
| 6 | 80 | 10 | 10 | 15 |
| 7 | 85 | 2 | 0 | 5 |
| 8 | 90 | 0 | 10 | 8 |
| 9 | 95 | 0 | 0 | 0 |
| 10 | 100 | 0 | 0 | 2 |

From table 4.4 above, the students who success in the writing tests of preliminary study were 15 students while 19 students were unsuccessful. It means that just 44 % students had good mastery on writing.

Then, there were increasing students’ writing from the preliminary study to the cycle I. In the cycle I, there were 24 students all of students who passed the test, while the other 10 students were failed. And, in the cycle II, the result of the study showed to the researcher that the students who passed the test were changing. Cycle II told us that 31 students all of students who passed the test, while the other 3 students were failed.

**Graphic 4.4**

**The Average of the Students’ Score from Preliminary, Cycle I and Cycle II**

Based on the graphic above, the average score in preliminary study was 70,11. The result of cycle I showed that the students average was 77,35. And the cycle II the students average was increase 83,09. It is clearly seen thatcontent wordscanhelp students to finish writing test and improve students’ mastery on writing.

**B. Discussion**

In teaching writing to the junior high school especially in seventh grade student VII B class, the researcher used Public Figure Photo. The researcher used this technique to organize the students’ idea and make students more active in writing activity also interested learning English.

Based on the result of meeting 1, the students were not active in the learning process. There were improvement of writing skills of the students, but the criteria of success could not been achieved yet. In this meeting the students still confused to organize idea, how to make descriptive text was low. Some of the students also didn’t participate in writing class. The researcher helped the students to write descriptive text with come to students but just saw student’s activity and students still felt afraid to explore their idea. In conclusion, the implementation of chain writing technique is needed to be revised.

From the result of score from the meeting 2 showed that the criteria of success could be achieved and the students were active in learning process. In this meeting, the researcher uses other strategy with gives reward to the groups which collected firstly. We can saw the improvement from first meeting and second meeting with looked at the mean score. For first meeting the mean score got 2630 and in second meeting the mean score got 77,35%. And in second meeting the mean score 83,09%.

From the result of the implementation of chain writing technique, there were improvements of writing skills of the VII B class students of SMP Negeri 1 Gondang. The students were more active and feel free to show their idea in writing descriptive text. They more motivated to learn and they could improve their writing skills.

The benefits of writing that was implemented by the chain groups are providing increased opportunities for communication are great fellow students (Kerr, 1985).

Barness and Todd (1977) conclude that learning in groups is more effective than any other technique or way. Compared to other methods, competitions and individual, the technique works in group have more value.

 It can be concluded that there was an improvement in writing skills of the VII B class students of SMP Negeri 1 Gondang.