CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Result of the Study

This research was conducted by using a classroom action research, it consisted of two cycles. Before during the first cycle, the researcher did pre- cycle to know the ability of students writing descriptive text before they were given treatment, it was conducted on 23rd March 2011. The cycles were conduction on two meetings. The first meeting of cycle 1 was held on 28th March 2011, and then on 4th April 2011 was hold the second meeting of cycle 2. In two chapters above, the teacher not only gave treatment and games but also hold evaluation test to measure the degrees of ability students in writing descriptive text.

Before conducting the study the researcher pre-observed the situation of the classroom and shared with Mr. Misbachus Siroj as the English teacher of eighth grade students of MTs Sunan Ampel Patean. He said that the students of eighth grade still poor on ability in writing especially in writing descriptive text, because the motivation of students to learn English was poor.

After observing the class situation, the researcher prepared the instrument that would be used in teaching learning process. The researcher prepared the material and arranged the lesson plan. The material was taken from 'Let's Talk' book published by Pakar Raya. Besides that the researcher also prepared the game, checklist for observed the students' activity, group of students.

B. Description and Analysis

This classroom action research was conducted into two cycles. Each cycle consists of four steps; they are planning, implementation, action, and reflection. Well, the implementations of each cycle were as follows:

1. Pre-Cycle

Pre-cycle meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' ability in writing descriptive

text before they were given treatment through by wholesome scattering game. Pre-test conducted on Wednesday, 23rd March 2011.

In this activity, the researcher was doing teaching practice as usual. The teacher explained about descriptive text including; the definition, generic structure, and lexicogrammatical features, then he gave the example of descriptive text. In the pre-test, the students were asked to write a descriptive text according to their imagination. In this case, the teacher asked students to imagine the beach that they had visited before. They answered the sekucing beach where they had visited before. The purpose of this activity was to measure the students' ability in writing descriptive text.

Based on the observation in this activity, most of the students had difficulties in writing descriptive text. It can be seen from their writing result. Students got difficulty in arranging words to write descriptive text, they consumed the time only thought about the words that would be written.

After finishing the writing, the teacher asked them to collect their writing result. Most of them said that writing is very difficult, because they had to imagine the thing that would be written. Besides that, they got difficulties in translating the Indonesia words to English. After implementing the test, the researcher examined the answer sheet and finds the result. The result of test can be seen in the following table:

Table
Test Score in Pre-Cycle

NO	STUDENTS	SCORE
1	S-1	15
2	S-2	15
3	S-3	30
4	S-4	15
5	S-5	17
6	S-6	55
7	S-7	55
8	S-8	25
9	S-9	25
10	S-10	25
11	S-11	15
12	S-12	25
13	S-13	15

14	S-14	70
15	S-15	15
16	S-16	25
17	S-17	25
18	S-18	55
19	S-19	55
20	S-20	15
21	S-21	15
22	S-22	25
23	S-23	55
24	S-24	30
25	S-25	15
26	S-26	50
27	S-27	20
28	S-28	75
29	S-29	50
30	S-30	20
31	S-31	35
	TOTAL	982

2. The First Cycle

This classroom action research was done into two cycles. Each cycle consists of four steps; they are planning, acting, observing, and reflecting. The first cycle was conducted on Monday, 28th March 2011.

a. Planning

In planning step, the teacher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then he prepared the teaching learning process resources, such as, the materials, the game (key words), the observation sheets and test evaluation. The last stage, the teacher prepared present list in order to know students' activeness in joining teaching learning process by using wholesome scattering game.

b. Acting

In this step, teacher would conduct activities according to the schedule that was arranged in planning stage. As acting, teacher explained about descriptive text, after that the teacher asked three students to come forward and write the key words on the black board. The key words were dictated by teacher and discussed its meaning in the class together. After three students

had finished writing the key word, teacher pronounced those words and discussed the meaning, then asked students (in pair) to arrange those words in paragraph, in this section each pair should finish doing evaluation in 25 minutes. After each pair finished doing the work, the teacher asked students to collect their work and valuated than informed the best pair. Finally, the teacher did evaluation for first cycle individually.

c. Observing

The researcher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to extent that the action result reached the objective. The steps were as follow:

1) The teacher conveyed the teaching purpose well and regularly.

2) When the teacher explained about the material, it is still found many students did not pay attention.

3) There were some students that are confused with the game instruction that had been given, because the teacher did not explain clearly.

4) Students got more vocabularies than in pre-test step, so they could arrange sentences more than in pre-test.

5) Students' enthusiast was stills less, because the teacher did not stimulate and motivate them in observing.

Table
Observation in Cycle 1

| No | Indicators | Check list | | | | | Total |
		1	2	3	4	5	Score
1	Students` attendance					✓	5
2	The students are enthusiastic in listening to teacher explanation of descriptive text			✓			3
3	The students show		✓				2

No	Statement						Total
	seriously by asking the question						
4	The students are enthusiastic in responding teacher question		✓				2
5	The students are active in the group		✓				2
6	The students are enthusiastic in participating the game			✓			3
7	The students pay attention to English game		✓				2
	Total score		8	6		5	19

In which   Percentage

1. Poor   0%-39%
2. Fair   40%-59%
3. Average   60%-74%
4. Good   75%-84%
5. Excellent   85%-100%

$$\text{Score} = \frac{\text{Total score}}{\text{maximum score}} \times 100\%$$

$$= \frac{19}{35} \times 100\%$$

$$= 54\%$$

d. Reflecting

The students' activities in learning process were not maximal. It was caused many students did not pay attention to the teacher. Many students spoke with their friend when teaching learning process was progress. Besides that, there were many students that did not understand the instruction that had been given by the teacher. The students' work in learning process was still less maximal. It could be seen from the less of students' interest and respond in the teaching learning.

After whole activity had finished, the researcher assessed the students' writing result. From the result, he could calculate the mean of the score students' writing result. The result of the evaluation test in cycle 1 was as follows:

Table
Test Score in Cycle 1

NO	STUDENTS	SCORE
1	S-1	70
2	S-2	30
3	S-3	50
4	S-4	25
5	S-5	30
6	S-6	70
7	S-7	75
8	S-8	55
9	S-9	55
10	S-10	50
11	S-11	55
12	S-12	40
13	S-13	60
14	S-14	65
15	S-15	20
16	S-16	45
17	S-17	30
18	S-18	40
19	S-19	65
20	S-20	55
21	S-21	30
22	S-22	75

23	S-23	75
24	S-24	50
25	S-25	30
26	S-26	70
27	S-27	35
28	S-28	55
29	S-29	65
30	S-30	50
31	S-31	50
	TOTAL	1.570

3. The Second Cycle

The second cycle was done based on the result of reflection from the first cycle. If the result from observation tells that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality.

Cycle II was done on Monday, April 4, 2011. The steps that were done by the researcher in the cycle II were:

a. Planning

1) Arranging the lesson plan based on the teaching material

2) Improving the teaching strategy

3) Preparing the teaching aid (instrument of wholesome scattering game).

4) Preparing the sheets of observation.

b. Acting

In this step, what had been planned in the planning would be done according to the schedule that was arranged. In this step was done the teaching scenario that had been planned by the researcher.

The teaching scenario in the cycle II was same with teaching scenario in the cycle I, but in the cycle II was done improvements that had not complete in the cycle I. The activities in teaching learning process are:

1) The teacher explained about the material, although it had been explained on the day before.

2) The teacher asked the students about their problems on the previous lesson

3) The teacher explained the problem

4) The teacher asked three students to come forward

5) The teacher dictated the key words

6) The teacher discussed the meaning and pronounced with students

7) The teacher asked the students to write a descriptive text according to the key words (in group)

8) The teacher guided the students in writing

9) After the students finishing their writing, the teacher valuated their work.

10) The teacher informed the best group

11) The teacher did evaluation test for second cycle individually

c. Observing

1) The teacher conveyed the teaching purpose very well, and motivated to the students also very well.

2) The teacher ability in transferring material was good enough.

3) The teacher explained the material clearly and more interesting to the students.

4) The teacher encouraged to the students in order they be confident to write.

5) The students enthusiastic developed. It can be seen that many students asked to the teacher about vocabularies based on the key words of the game.

Table
Observation in Cycle 2

No	Indicators	Check list					Total Score
		1	2	3	4	5	
1	Students` attendance					✓	5
2	The students are enthusiastic in listening to teacher explanation of descriptive text				✓		4
3	The students show seriously by asking			✓			3

No	Statement						Score
	the question						
4	The students are enthusiastic in responding teacher question			✓			3
5	The students are active in the group			✓			3
6	The students are enthusiastic in participating the game				✓		4
7	The students pay attention to English game			✓			3
	Total score		12	8		5	27

In which   Percentage

1. Poor   0%-39%
2. Fair   40%-59%
3. Average   60%-74%
4. Good   75%-84%
5. Excellent 85%-100%

$$\text{Score} = \frac{\text{Total score}}{\text{maximum score}} \text{ x } 100\%$$

$$= \frac{27}{35} \text{ x } 100\%$$

$$= 71\%$$

d. Reflecting

    1) The teaching that had done by the teacher maximum enough. The teacher motivated the students before he played the game.

    2) The students' activity in learning process was enough maximum. They were more interesting in observing the game.

    3) Many students asked to the teacher about the meaning of difficult words.

       After whole activity had finished, the researcher assessed students' writing result as in first cycle. From the result, he could calculate the mean of the score students' writing result. The result of the evaluation test in cycle 2 was as follows:

Table
Test Score in Cycle 2

NO	STUDENTS	SCORE
1	S-1	95
2	S-2	50
3	S-3	75
4	S-4	75
5	S-5	55
6	S-6	90
7	S-7	95
8	S-8	70
9	S-9	75
10	S-10	75
11	S-11	75
12	S-12	70
13	S-13	90
14	S-14	90
15	S-15	55
16	S-16	70
17	S-17	50
18	S-18	60
19	S-19	80
20	S-20	65
21	S-21	45
22	S-22	65
23	S-23	85
24	S-24	70
25	S-25	50
26	S-26	90
27	S-27	40
28	S-28	65
29	S-29	65

30	S-30	65
31	S-31	70
	TOTAL	2.095

C. Research Finding and Discussion

In this sub-chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wanted to know the implementation of using wholesome scattering game to improve students' ability in writing descriptive text that focused on the parts, qualities, and characteristics of the objects. In this research, the researcher used classroom action research. Its purpose is to know whether there is improvement of students' ability in writing descriptive text or no after being taught using wholesome scattering game. In these findings, the researcher presented the result of research and the analysis of the data collected which were conducted through pre-test and two times of treatment. Pre-test was considered as the preliminary reflection. Two times of treatment were the teaching and learning processes and the assessment tests which were considered as implementation. The descriptions of the result of all tests were as follows:

1. The Analysis of pre-test

In this activity, the researcher was doing teaching practice as usual. The teacher explained about descriptive text including; the definition, generic structure, and lexicogrammatical features, then he gave the example of descriptive text. In the pre-test, the students were asked to write a descriptive text according to their imagination. So, they could not describe the object completely. The purpose of this activity was to measure the students' ability in writing descriptive text.

Based on the observation in this activity, most of the students had difficulties in writing descriptive text. It could be seen from their writing result.

After implementing the test, the researcher assessed the result of the students' writing. From the result, he could calculate the mean of the score of students' writing result using the following formula:

$$\text{Mean of students' score} = \frac{Total\ score}{Number\ of\ students}$$

$$\text{Mean of students' score} = \frac{982}{31}$$

$$= 31.7$$

Form the achievement above, the average of students from pre test was still poor and not satisfactory yet. The researcher was aware that most the students in VIII still had difficulties to write a descriptive text. Most of them could not arrange words well. They had difficulty to write appropriate words in the text.

2. The Analysis of the First Cycle

The second cycle was about teaching and learning process and the assessment. In this activity, the teacher taught writing descriptive text by using wholesome scattering game as a media. Then the researcher gave the evaluation test for first cycle.

After whole activities had finished, the researcher assessed the students' writing result. From the result, he could calculate the mean of the score students' writing result using the following formula:

$$\text{Mean of students' score} = \frac{Total\ score}{Number\ of\ students}$$

$$\text{Mean of students' score} = \frac{1570}{31}$$

$$= 50.7$$

Based on the test result, the average of students in treatment (cycle 1) was 50.7. It increased 19 from pre-test and it could be concluded that a first cycle was successful enough. In first cycle, the researcher analyzed that some students still had difficult in writing descriptive text. Based on the problem above, the teacher conducted cycle 2 in order to improve the students writing descriptive text.

3. The Analysis of Second Cycle

In this cycle, the teacher reviewed the previous lesson and gave the wholesome scattering game as an aid in teaching writing descriptive text. In this cycle, students could improve their vocabularies in writing sentences, because

they got key words from the teacher and could develop their vocabularies by themselves based on the key words. In the students' writing activity, the teacher guided them in writing.

Based on this observation, the researcher noticed that most of the students felt easier to write and they did not consume the time, because they could arrange the text by using key words that had been given by the teacher. They could develop their writing and felt interested in writing sentences. So, their writing result was better than before. It could be seen from their writing result. The most of their writing result covered the parts, qualities, and characteristics of object that had been given. The result of their writing could be calculated by using this formula:

$$\text{Mean of students' score} = \frac{Total\ score}{Number\ of\ students}$$

$$\text{Mean of students' score} = \frac{2095}{31}$$

$$= 67.6$$

The analysis above shows that the mean of students' writing result of the second cycle was 67.6. It means that the students' writing value was good. It was better than previous one. There was an improvement in this cycle. The researcher concluded that the problems with the improvements of students' writing using wholesome scattering game were solved by the discussion.

D. Analysis of the Whole Meeting

Table

Comparison percentage students enthusiastic in response teaching learning process using wholesome scattering game first cycle and second cycle.
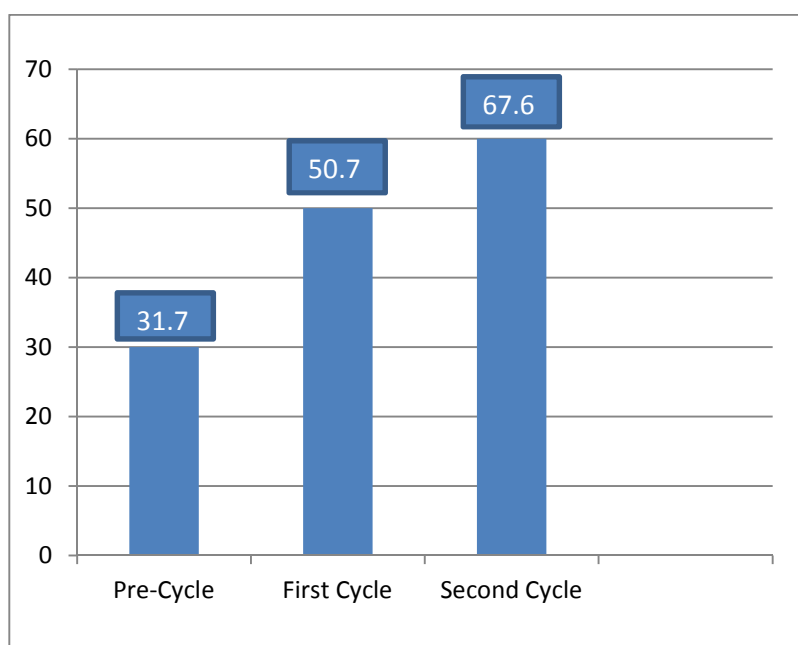
No	Cycle	Total Score	Percentage (%)
1	Cycle 1	19	54
2	Cycle 2	27	71

Table

Comparison the average of students scores on pre-cycle, cycle 1, and cycle 2.

No	Cycle	Mean
1	Pre-cycle	31.7
2	Cycle 1	50.7
3	Cycle 2	67.6

The Diagram of Whole Mean Score

In the pre test, all of the students have been doing the test, and the average result was 31.7. In this activity, the teacher still uses conventional method. He did not use wholesome scattering game as teaching media. In teaching learning process, only half students are active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who sat down in backside. The students looked boring and sleepy.

In the first cycle, the average result was 50.7; the teacher began use wholesome scattering game to teach the students. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although some students still confused with the teacher direction. It made the class noisy, it was caused that they never played the game in the class before. But it could be overcome with give direction more slowly and clearly. In the second cycle, the average result was 67.6 before the lesson began. All activities in this cycle run well. According to the researcher, it was caused with their interesting play the game.

It showed that there was significant improvement in students' achievement. Furthermore, there was also improvement from cycle 1 until cycle 2.