

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter presents general data of MTs Al-Hidayah Getassrabi Gebog Kudus, the process of the research, the result of the study and the discussion of the research it self.

A. General Data

Madrasah Tsanawiyah Al-Hidayah is one of the institutions belongs to Manafiul-Ulum Foundation. Manafiul-ulum foundation was established in 1980 that has 5 educational institutions, Raudlatul Athfal or kindergarten, Madrasah Ibtidaiyah or Primary School, Madrasah Tsanawiyah or Junior High School, Madrasah Aliyah or Senior High School, and Sekolah Menengah Kejuruan or Vocational High School.

MTs Al-Hidayah is located in Srabi kidul, Getassrabi Gebog Kudus. There are five classes for first grade, four classes for second grade, and four classes for third grade. MTs Al-Hidayah has 33 teachers and 5 staffs. The Headmaster is Mr. Nur Aziz, S.Ag.. In this research, the writer was helped by Mrs. Heni Wijayanti, S.Pd., English teacher of second grades class.

In 2009/2010 years, MTs Al-Hidayah has 561 students, it consists 301 female and 260 male. The curriculum uses educational unit curriculum or known as KTSP (Kurikulum Tingkat Satuan Pendidikan) for all subjects, include English.

The sample class in this research is A second grades class. There are 48 students as participants; it consists of 27 female and 21 male. Most participants are 13 – 14 years old.

In their teaching learning activities, students mostly use student's workbook entitled *SELEKTIF*. Dealing with teaching learning English, this school has a library but the collection is limited. The school has no multimedia class but has a language laboratory.

B. Process of the Research

1. Pre Cycle (Initial Condition)

Pre cycle was conducted on Wednesday, December 16, 2009. In this stage, teacher taught the class by using conventional method, where teacher explained, and students listened.

Teacher started teaching by explaining about descriptive text and continued with explaining the lexicogrammatical of descriptive text. When teacher explained, students were asked to listen carefully what teacher said. After that, she gave an example of descriptive text, she asked students to read the text and understood the meaning of the text. If students did not know any meaning of certain vocabulary, they might ask the meaning directly.

After students understood the text, teacher asked them to write a descriptive text in a piece of paper. The last, teacher collected students task and gave score.

2. Cycle I

This activity was done on January 13, 2010 and January 20, 2010. This stage was done because of the result of pre cycle not satisfied enough. Thus, it was needed a medium to improve students interest in writing, that was wall magazine.

In this activity, the teacher used wall magazine to improve students' motivation to write descriptive text. Before teacher asked students to made wall magazine, teacher gave example of wall magazine that discussed substances of descriptive text, i.e. definition, features and example of descriptive text.

Further result explained as follows:

a. Planning

The teacher arranged the learning instrument such as:

- 1) Lesson plan based on the teaching material
- 2) Observation scheme
- 3) Students' attendance list

From planning above, the teacher used lesson plan as the form to implement of action that will be done. In this phase, the teacher began from pre-activity, whilst activity, and post-activity.

Pre activity was the activity where a teacher must prepared for teaching learning process. In this activity, the teacher greeted the students, checked the students' attendance in order to know who students absent that day. Next phase was whilst activity, the teacher explained the material (descriptive text), grammatical features and generic structure of the text. Then teacher divided students into 8 groups, each group consist of six students. And the last activity was post activity, in this phase, the students wrote descriptive text individually, then adhered their writing on wall magazine paper.

b. Acting

The activities were as follows:

- 1) The teacher asked the students whether they were read the wall magazine that was made by the teacher.
- 2) The teacher explained about descriptive text.
- 3) The teacher gave example of descriptive text from wall magazine; the title was 'my pet'. After that, the teacher explained about lexicogrammatical of that text.
- 4) The students paid attention to the teacher explanation
- 5) The teacher divided the students into 8 groups, the member of the group determined by the teacher.
- 6) The teacher asked students to write descriptive text about person individually.

- 7) Each group created wall magazine as well as possible. Each student must adhere their writing on wall magazine
- 8) Wall magazine that is created by students were displayed.
- 9) Teacher asked students to read the writing of their friends then gave comment and correct the lexicogrammatical.

c. Observing

- 1) Observed the students' activities during engaging in teaching learning process based on the indicators in observation checklist.
- 2) Wrote the success and the problems when the teaching learning in progress which is not enough sufficient in reaching the objectives.

d. Reflecting

According to the observation result, there was improvement of students' motivation in writing of descriptive text, but there were still some students that less motivated, thus it must continued with the next cycle in order to reach the goal that was hoped.

The tools that used to made wall magazine in first cycle limited, so the result was less maximum. Therefore, in second cycle the tools must be prepared well.

3. Cycle II

This activity was done on January 27, 2010 and February 3, 2010. The second cycle was done based on the result of reflection from the first cycle. Result from observation of first cycle showed that students' motivation in writing of descriptive text good enough, but it was needed reparation in order to made better improvement. The procedures in cycle II as follows:

a. Planning

- 1) Prepare the teaching material.
- 2) Arrange the lesson plan based on the teaching material
- 3) Prepare observation sheet.

4) Prepare students' attendance list.

b. Acting

The second cycle was done appropriate with lesson plan as follow up from evaluation of cycle 1. Procedures of teaching learning process were as follows:

- 1) The teacher asked the students about their problems on the previous lesson.
- 2) The teacher explained the problem.
- 3) The teacher explained about the material.
- 4) The students paid attention to the teacher explanation.
- 5) The teacher gave oral questions, students answered snatch away.
- 6) The teacher gave the time for students to asked question.
- 7) The teacher divided the students into 8 groups, each group consists of six students, and they were free to choose their group.
- 8) The teacher asked students to write descriptive text on wall magazine paper individually. Students might to describe about anything.
- 9) The teacher guided the students in writing.
- 10) After finished their writing, students adhered it on wall magazine paper.
- 11) Each group created wall magazine as well as possible.
- 12) Students' creation will be displayed.

c. Observing

- 1) Observed the students' activities during engaging in teaching learning process based on the indicators in observation checklist.
- 2) Wrote the success and the problems when the teaching learning in progress which is not enough sufficient in reaching the objectives.

d. Reflecting

According to the observation result, there was improvement of students' motivation in writing of descriptive text; most of students was motivated, thus it did not need next cycle.

C. Research Finding

1. Pre cycle (Initial Condition)

This activity was done on Wednesday, December 16, 2009. In this activity, students were taught writing descriptive text used way as usual. Teacher explained about generic structure of the descriptive text then gave them an example. After that, teacher asked them to write a descriptive text on a paper.

Based on the observation that the writer did, the students were less motivated. They looked bored; most of them ignored the teacher explanation. Thus, class became somewhat noisy. There was only 18 students paid attention. During the question answer session, almost of all students were silent. There were just 10 students who responded to question and 9 students tried to asked question. After teacher asked students to write descriptive text, they seen lazy. There were only 16 students who being enthusiastic did the task.

Table 1
Percentage of Observation

No	Indicator	Percentage
1	Paying attention	37,5%
2	Responding to question	20,83%
3	Asking question	18,75%
4	Enthusiasm to do assignment	33,33%

The lack of students' motivation was also stated in writing descriptive achievement. Their mean were only 56,98 since it was needed to reach for at least 60 as minimum score. There was 29 students got score under the minimum score.

Table 2
Mean of Students' Achievement

	Mean
Initial Condition	56,98

Unmotivated students said that teacher' explanation was boring because it liked speech, so they felt sleepy. They more decided to talk with their friend to lost sleepiness. When teacher gave question, students did not respond it, because they worried if their answer was wrong. They also felt shy and afraid to asked question.

Students did the task from teacher sleepily. They felt that writing was complicated, it caused they had limited vocabularies and difficult to express their idea. Beside that, they felt that writing was boring activity. The form of teacher' task was also common, she just asked students to write a descriptive text on a paper as usual. Thus, students thought that it was not interesting task.

2. Cycle I

The first cycle was conducted in two meetings. They occurred on January 13, 2010 and January 20, 2010.

After the first cycle, there were several improvements. Most of students had higher attention than the initial condition during the teaching learning process. It could be seen from class situation that less noisy than previous. This indicated there was improvement of their motivation.

There were about 29 students who were enthusiastic in learning writing descriptive text. They tried to concentrate their mind during the learning process. It could be seen from their attention during lesson.

When teacher gave questions orally, students responded it well. Teacher gave questions in front of classroom that addressed for all students. Most of

students simultaneously tried to answer it. There were about 23 students who were responded teachers' question. From the motivational perspective, students in this condition were considered motivated.

In the next session, teacher gave chance for students to asked question. There were 5 students asked question about the material, one of them was halimah, she asked about the differences between descriptive and narrative text. When students wrote descriptive text, there were 20 students asked about vocabularies and grammar. Thus, total students who asked the question were 25 students.

When did the assignment of making wall magazine, students seemed enjoy and fun. There were 33 students who were enthusiastic. They wrote descriptive text on paper. After that, they adhered and decorated it on wall magazine. They tried to accomplish the task well.

Table 3
Percentage of Observation

No	Indicator	Percentage
1	Paying attention	66,67%
2	Responding to question	47,92%
3	Asking question	52,08%
4	Enthusiasm to do assignment	68,75%

The result of the first cycle was quite good. The mean of student's descriptive achievement was 64, 81. There were just 8 students who got under minimum score of 60. It told the writer that there were improvements compared to the initial condition. But, it needed to be improved in order to enhance their writing ability.

Table 4
Mean of Students' Achievement

	Mean
Initial Condition	56,98
Cycle I	64,81

Students who were motivated by using wall magazine said that they more understood about the material, because they can reread the material on wall magazine. In teaching learning process they were also more curious about the material because teacher asked them to write descriptive text, then presented it on the wall magazine form. So, they must prepare it well, in order to produced good writing descriptive text on wall magazine.

Unmotivated students said that actually wall magazine made them interested with the material, but they were still confused. They did not understand the material completely. In question answer process, they still hesitant to answered and asked question. When teacher gave task, they difficult to expressed their ideas and created well wall magazine. They also said that they felt shy with their writing. Thus, in the next cycle teacher gave more attention to unmotivated students.

3. Cycle II

The second cycle was also conducted in two meetings. They occurred on January 27, 2010 and February 3, 2010.

After the second cycle, students showed their improvement compared to the first cycle. It could be seen from the observation stage.

There were about 41 students paid attentions to the lesson. It could happen because students wanted to show the best for their writing. Thus, they were more curious about the material.

When teacher gave oral question about the material, students who were responded to the teacher question was increased. Teacher gave questions in front of classroom for all students. They were answered the question cohesively. There were 32 students who responded question. Furthermore, there were also improvement students who asked question. It was about 31 students tried to ask question. They asked question orally, about material and vocabularies that they did not know.

During the second cycle, students showed their enthusiasms by done the task actively. They seemed energetic to write descriptive text and made well wall magazine. There were about 42 students who were enthusiastic did the task.

Table 5
Percentage of Observation

No	Indicator	Percentage
1	Paying attention	85,42%
2	Responding to question	66,67%
3	Asking question	64,58%
4	Enthusiasm to do assignment	87,5%

The result of students' achievement in the second cycle was also good. The mean of students' score was 72,29. It was increased from initial condition and cycle I. All students were reached minimum score of 60. It told the writer that they were motivated about writing descriptive text using wall magazine.

Table 6
Mean of Students' Achievement

	Mean
Initial Condition	56,98
Cycle I	64,81
Cycle II	72,29

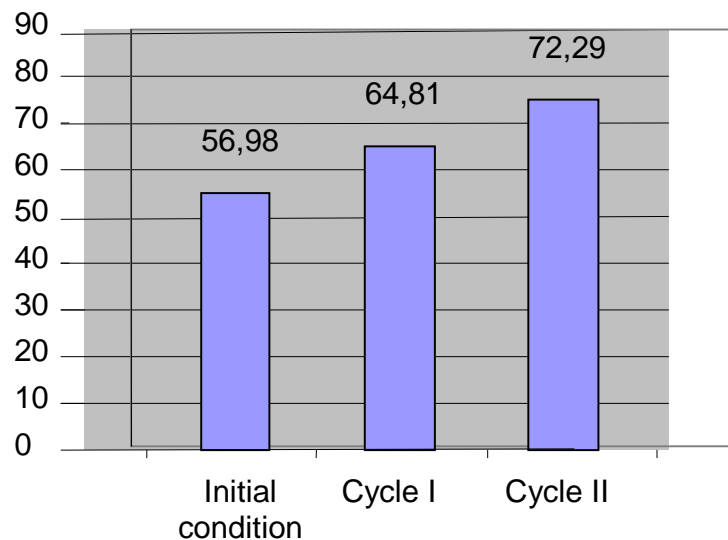
In this stage, students said that made wall magazine was fun. They could enjoy with this activity. They did not doubt anymore to answered and asked question, because their curious was higher than their doubt. They must paid attention to teacher explanation in order to make their written well. So, they did not ashamed to show their writing on wall magazine.

D. Discussion

Table 7
Percentage of Observation

No	Indicator	Initial condition	Cycle I	Cycle II
1	Paying attention	37,5%	66,67%	85,42%
2	Responding to question	20,83%	47,92%	66,67%
3	Asking question	18,75%	52,08%	64,58%
4	Enthusiasm to do Assignment	33,33%	68,75%	87,5%

Histogram
Mean of Students' Achievement



1. The Comparison of Initial Condition and Cycle 1

Based on the table 7, we can see the improvement of students' motivation in writing descriptive text which was shown from the improvement of indicator on observation sheet between initial condition and cycle I.

Students who paid attention in initial condition were very low, it was only 37,5%. More than half students ignored teachers' explanation. They talked to each other while the study in progress, so class became somewhat noisy. But, in cycle I students who paid attention to the teacher had increased up to 66,67% or increased 29,17% from initial condition. They more interested to the subject that was learned and listened to the teacher explanation carefully.

In initial condition there was 20,83% students responded the question. Most of students just kept silent when the teacher asked question. In cycle I, it

was increased up to 47,92% or increased 27,09% from initial condition. Students also did not brave to ask question in initial condition, there was only 18,75%, but got up to 52,08% in cycle I or increased 33,33%.

When teacher asked students to write a descriptive text on a paper, they looked indolent. There was only 33,33% students who were enthusiastic did the task from teacher. After teacher asked them to write a descriptive text on wall magazine, their motivation was increased. They did the task enthusiastically. There was 68,75% students enthusiast did teacher' assignment or increased 35,42%.

Beside from the indicators on observation sheet, we also can see the improvement of students' motivation from the mean of students' achievement (see histogram above). In initial condition, mean of students score just 52,08. It was quite low since needed 60 to reach minimum score. But in cycle I, the mean was increased up to 64,81. It was higher than minimum score.

Thus, it can be said that the using of wall magazine can improved students' motivation in writing descriptive activity. They wrote descriptive text enthusiastically. In short, students' were more interested to write on wall magazine.

2. The Comparison of Cycle 1 and cycle II

Based on the table 7, we can see that the improvement of students' motivation which was shown by indicators on observation sheet that was still continually increased.

In table 7, it was resulted that students attention to the teacher' explanation was increased from 66,67 % in cycle I and got up to 85,42% in cycle II or increased 18,75%.

When teacher gave question, students tried to answer it, although there were still any little mistakes. There were about 47,92 % in cycle I and got increased up to 66,67% in cycle II or increased 18,75%. They were also brave

to asked question. More than half student's asked question to teacher, they asked about the material and vocabularies. There were about 47,92 % in cycle I and got increased up to 66,58% in cycle II or increased 12,5%.

Students more interested to write descriptive text when teacher used wall magazine. They seemed enjoy and fun with their activity. They wrote descriptive text and made wall magazine as well as possible. Their enthusiasm got up 68,75% in cycle I and increased up to 87,5% in cycle II or increased 18,75%.

In addition, their achievement in writing also increased. Students mean in cycle I 64,81, increased up to 72,29 in cycle II. It was higher than minimum score that must be reached. Those indicated that students were motivated.

From the result of the indicators on observation sheet and mean of students score that was increased. It could be said that the use of wall magazine can improved students' motivation in engaging themselves in writing activity. Students wrote descriptive text happily and seriously.

3. The Comparison of Initial Condition and All Cycles

Based on the results throughout initial condition, cycle I, and cycle II, this was obviously clear that, there was improvement of students' motivation in writing descriptive text which was shown by increasing percentage of indicators on observation sheet and mean of students' achievement in every cycle.

Students who paid attention increased significant. It can be seen by the percentage, beginning from only 37,5% in initial condition, and got increased up to 66,67% in cycle I or increased 29,17%. More than half students had paid attention. In cycle II, it got 85,42%, increased 18,75% from cycle I or 47,92 % from initial condition.

Students responded to question still low in initial condition, there was only 20,83%. Most of students just silent when teacher asked question, they

looked hesitant to answer teacher' question. But, it was got up to 47,92% in cycle I or increased 27,09%. In cycle II, it was increased again, they got 66,67%, increased 18,75% from cycle I or 45,84% from initial condition. They tried to answer teacher question correctly, their break of their doubt.

In initial condition, students who asked question still poor. They did not care about the material. There were just got 18,75%. In contrast, students who asked question increased in cycle I. It was indicated that they more curious to the material. In cycle I, it was got 52,08% or increased 33,33%. In cycle II, they got 64,58%, increased 12,5% from cycle I or 45,83% from initial condition.

When teacher asked students to write a descriptive text on a paper, they looked lazy did the task. There were only 33,33% students enthusiast did the teacher' assignment. After teacher asked them to write a descriptive text on wall magazine, they more motivated. They were did the task seriously, but they also looked enjoy and fun with their activity. There were 68,75% students enthusiast did the teacher' assignment. It was increased 35,42% from initial condition. In cycle II, got 87,5% or increased 18,75% from cycle I or 54,17% from initial condition.

In addition, the improvement of students' motivation was also stated in writing descriptive achievement. In the initial condition students mean was only 56,98. Their achievement quite low, since it was needed to reach for at least 60 as minimum score. But, after teacher used wall magazine as media in teaching learning process, their mean was increased up to 64,81 in cycle I and 72,29 in cycle II.

Thus, the using of wall magazine in teaching learning process could improve students' motivation in writing descriptive text. Students would more interest to produce well written.