

CHAPTER IV

DATA INTERPRETATION

This chapter was on the implementation of sketch as a learning aid to improve students writing skill in descriptive text. It was conducted through a classroom action research which consisted of several activities and this chapter deals with the analysis of the instrument started from preliminary research, cycle I, and cycle II. Its purposes were to know students ability in the writing descriptive text using sketch.

1. Analysis of Preliminary Research

The preliminary research test was conducted on August 11th, 2010. The theme is school and without learning aid like sketch. In this activity, the teacher taught the students as usual and still used conventional method. The teacher gave the explanation about how to make descriptive text writing and gave them some examples. After that, students had to do some assessments based on the theme. The researcher gave a piece of paper and the students are asked to make a sentence and then paragraph about the description of the school. They just imagine the things in the school and applied it into sentences and paragraph of descriptive text. It was followed by 38 students as the participants of the study. The teacher gave 2 X 35 minutes for them. The purpose of test was to measure the students' writing skill in descriptive text.

Table 3

Score of observation in Preliminary

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	The students are enthusiastic in listening the material from the teacher.			√			3
2	The students are enthusiastic in			√			3

	responding the teacher questions.						
3	The students are enthusiastic in mentioning the vocabulary items from the theme.		√				2
4	The students ask question to make sure their answer.	√					1
5	The students answer teacher's questions				√		4
6	The students answer peer's question correctly.						0
7	The students help other peer to answer or complete the task.			√			3
8	The students are enthusiastic doing the test			√			3
9	The students are enthusiastic complete the task.			√			3
Total score		1	2	15	4	0	22

Total score
 Score
 =
 X 100%
 Maximal score
 22
 =
 X 100 %
 45
 =
 48,8 %

Based on the result of observation above it can be concluded that only half of the students were active and enthusiastic, a half of students need more attention from the teacher from teaching and learning process. The researcher saw during teaching and learning process taken place, the teacher only gave explanation about writing and material about descriptive text and the teacher asked some questions about the theme but in this teaching and learning process showed passive and less, it means that the students still felt difficult to answer and

respond the teacher questions and explanation. The students are not brave enough to ask question if they do not understand yet. The students are not gave the maximum response, especially students who sat in the backside of the class. They still like to talk with other friend.

After did the test, the researcher examined the answer sheet and found the result.

Table 4
Score test in Preliminary test

NO	Students' code	Score	Percentage
1	A- 1	52	52%
2	A- 2	50	50%
3	A- 3	49	49%
4	A- 4	55	55%
5	A- 5	59	59%
6	A- 6	55	55%
7	A- 7	55	55%
8	A- 8	49	49%
9	A- 9	59	59%
10	A- 10	62	62%
11	A- 11	63	63%
12	A- 12	54	54%
13	A- 13	66	66%
14	A- 14	66	66%
15	A- 15	55	55%
16	A- 16	61	61%
17	A- 17	52	52%
18	A- 18	Absent	Absent
19	A- 19	48	48%
20	A- 20	49	49%
21	A- 21	57	57%
22	A- 22	52	52%
23	A- 23	54	54%
24	A- 24	51	51%
25	A- 25	56	56%
26	A- 26	59	59%
27	A- 27	50	50%
28	A- 28	49	49%
29	A- 29	49	49%
30	A- 30	51	51%

31	A- 31	57	57%
32	A- 32	48	48%
33	A- 33	61	61%
34	A- 34	56	56%
35	A- 35	50	50%
36	A- 36	50	50%
37	A-37	53	53%
38	A-38	51	51%
39	A-39	62	62%
Total Score		2075	
Mean		54, 60	

Then from the result above the researcher calculated the achievement of study used this formula:

$$\text{The average of the student result: } \frac{\text{The total of students score}}{\text{The Number of students}}$$

Table 5
The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	-	-	Excellent
2	61 - 80	7	18,42 %	Good
3	41 - 60	31	81,58 %	Fair
4	21 - 40	-	-	Less
5	0 - 20	-	-	Poor
		38	100%	

From the data above there was 7 or 18, 42% of 38 students got good mark. There were 31 or 81, 58 % of 38 students got fair mark. To know the mean score of result of tests researcher calculated the mean of test as follow:

$$M = \frac{\sum X}{N}$$

Explanation:

M = The average of students' score

$\sum X$ = Total students' score was 2075.

N = Total of students was 38.

The computation of the average score was follow:

$$\begin{aligned} M &= \frac{2075}{38} \\ &= 54,60 \end{aligned}$$

The calculation result shows that the average of students' test result of preliminary test was 54, 60. The highest score was 66 and the lowest score was 48.

From the result above, the mean of students in comprehend of descriptive text was low. The result of the average score was 54, 60. This score was still low from the minimum standard score (KKM), it was 67. After giving the test, the researcher intended to use sketch to the next activity to make students interest and enjoy the learning process.

The result of test is not satisfying yet. The problems faced in this meeting are the aspect of content like developing the topic and the concluding of sentence, language use aspect like the use of grammar especially in the tense, and the mechanic aspect like the use of capitalization and paragraphing. Then the researcher was aware that most of students in eighth class still have difficulties for mentioning the vocabulary from the theme and makes it into good sentences then applied it into descriptive text writing.

2. Analysis of the Cycle I

The cycle I test was conducted on August 23rd, 2010. The theme was kitchen. The cycle I was about teaching and learning process and assessment test. It was followed by 38 students and 1 student was absent. However the class went on. In this cycle the teaching and

learning process was begun. The researcher prepared big sketch of kitchen and attached it in the whiteboard.

The problems faced by the researcher in the previous meeting are the students still felt difficult to mention the things based on the theme and make it into good sentences. The other problems are the lack of content aspect, language use and mechanic also the students who sat in the backside the class like to talk with others, look bored, sleepy. To solve this problem, the teacher gave them the learning aid like sketch and reviewed the material simply also showed them their lack in their previous test. Then the teacher gave them examples and gave more attention and sometime the teacher walked to behind the class.

The activity in the cycle I is the teacher began the class by giving some explanations that related to the material in order to bring them to enter to the theme would be given and showed them a big sketch about the kitchen. After that the teacher gave some questions about the kitchen e.g. What sketch is this?, Do you have them in your house?, Who usually cleans it?, How often do they clean it?, Could you tell me what things are there in it?, Do you know who usually uses this room?, What do they usually do there?, Are they always there?, What time do you use this room?, Do you like this room? Why? After that the researcher gave a piece of paper to them and the students did the test to make descriptive text writing based on the theme.

Table 6
Score of observation in cycle I

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	The students are enthusiastic in listening the material from the teacher.			√			3
2	The students are enthusiastic in responding the teacher questions.				√		4

3	The students are enthusiastic in mentioning the vocabulary items from the theme.			√			3
4	The students ask question to make sure their answer.		√				2
5	The students answer teacher's questions					√	5
6	The students answer peer's question correctly.		√				2
7	The students help other peer to answer or complete the task.			√			3
8	The students are enthusiastic doing the test			√			3
9	The students are enthusiastic complete the task.				√		4
Total score		0	4	12	8	5	29

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

$$= \frac{29}{45} \times 100\%$$

$$= 64,4\%$$

According to the result of the observation above it can be concluded that more students joined the class enthusiastically and teaching by using sketch is effective to improve students' descriptive writing skill than teaching without sketch. They paid attention to the lesson, although some students still felt difficult in asking and answering the questions and there was several students said that the sketch was not big enough. So, the things in the sketch could not be seen. But the students could imagine other things in the theme.

After did the test, the researcher examined the answer sheet and found the result.

Table 7
Score test in cycle I

NO	Students' code	Score	Percentage
1	A- 1	61	61%
2	A- 2	61	61%
3	A- 3	64	64%
4	A- 4	60	60%
5	A- 5	66	66%
6	A- 6	62	62%
7	A- 7	64	64%
8	A- 8	60	60%
9	A- 9	64	64%
10	A- 10	70	70%
11	A- 11	69	69%
12	A- 12	62	62%
13	A- 13	70	70%
14	A- 14	71	71%
15	A- 15	63	63%
16	A- 16	70	70%
17	A- 17	67	67%
18	A- 18	60	60%
19	A- 19	Absent	Absent
20	A- 20	63	63%
21	A- 21	67	67%
22	A- 22	65	65%
23	A- 23	64	64%
24	A- 24	60	60%
25	A- 25	60	60%

26	A- 26	63	63%
27	A- 27	60	60%
28	A- 28	62	62%
29	A- 29	62	62%
30	A- 30	62	62%
31	A- 31	63	63%
32	A- 32	62	62%
33	A- 33	68	68%
34	A- 34	66	66%
35	A- 35	68	68%
36	A- 36	63	63%
37	A-37	62	62%
38	A-38	62	62%
39	A-39	68	68%
Total Score		2434	
Mean		64, 05	

Then from the result above the researcher calculated the percentage of achievement of study used formula. The result was below:

Table 8
The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	-	-	Excellent
2	61 - 80	4	10, 53%	Good
3	41 - 60	34	89, 47%	Fair
4	21 - 40	-	-	Less
5	0 - 20	-	-	Poor
		38	100%	

From the data above, it could be seen that 4 or 10, 53 of 38 students got good mark, 34 or 89, 47% students of 38 students got good mark. After that, the researcher calculated the mean using the same formula with previous research.

$$M = \frac{\sum X}{N}$$

Explanation:

M = Mean

$\sum X$ = Total students' score was 2434

N = total of students was 38

The computation of the average score was follow:

$$\begin{aligned} M &= \frac{2434}{38} \\ &= 64,05 \end{aligned}$$

The researcher's analysis shows that the average of students' test result of the first cycle was 64, 05. The highest score was 71 and the lowest score was 60. The average of students test result increased 9, 5. It was from 54, 60 to be 64, 10. Researcher concluded that students' writing skill in descriptive text improved and effective.

From the analysis above, the average of the results was 64, 05. There was improvement in this cycle. The researcher decided to conduct the next cycle and the teacher intended to give better explanation, good sketch and theme to them. The problems faced in this cycle were in mechanic aspect again. There were several students still forget in the paragraphing.

The analysis above shows that the result of the first cycle was better than previous one. There were more improvements in this cycle although it was step by step. And it shows that there were no students who get the mark under 60. So, the researcher decided to continue the action to the next cycle.

3. The Analysis of Cycle II

The second cycle was conducted on August 25th 2010. The researcher prepared the small sketch. The theme was bedroom because it was very familiar than the previous theme. Before the lesson, the teacher told students that will give reward to the students who can answer questions correctly. If they want to be able to answer the question, they must pay

attention to the lesson carefully. There were 39 students. There was no student who absent that day.

There were no significant problems that faced by the researcher in the previous cycle. The problems just in mechanic aspect and in the learning aid that was not big enough and affects several students in making good sentences and applied it into descriptive text writing. To solve these problems, the teacher gave every student the learning aid like small sketch about bedroom in order to the teaching and learning process could be success and the improvement of writing skill in descriptive text could be reached. In this cycle, the researcher just continues what she has been done in the previous cycles to repair methods and strategy which used in teaching learning process. The researcher and the teacher just add attention and motivation to the students.

The teacher began the class by reviewing the previous lesson. The teacher asked the students to mention some questions that related to the material. After that, the researcher showed the sketch. She asked the students to mention the things from it as many as possible. Then she asked them to make simple spoken and written paragraph as example. In the end, the students made paragraph about the description of the bedroom using sketch to measure students' ability in writing skill in descriptive text.

Table 9
Score of observation in cycle II

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	The students are enthusiastic in listening the material from the teacher.					√	4
2	The students are enthusiastic in responding the teacher questions.				√		4
3	The students are					√	5

	enthusiastic in mentioning the vocabulary items from the theme.						
4	The students ask question to make sure their answer.				√		3
5	The students answer teacher's questions					√	5
6	The students answer peer's question correctly.		√				2
7	The students help other peer to answer or complete the task.			√			3
8	The students are enthusiastic doing the test					√	3
9	The students are enthusiastic complete the task.				√		4
Total score		0	2	3	12	20	37

$$\begin{aligned} \text{Score} &= \frac{\text{Total score}}{\text{Maximal score}} \times 100\% \\ &= \frac{37}{45} \times 100\% \\ &= 82,2\% \end{aligned}$$

Based on the result of observation above, it can be concluded that the majority of the students joined the class enthusiastically. All activities in the second cycle and the activity

could run well. It can be seen from their responses. No students were noisy. While the teacher was presenting the lesson, majority of the students were paying attention to the teacher. When did their test, they were calm and paying attention to the teacher and researcher, they tried to answer the questions correctly and enthusiastically.

After did the test, the researcher examined the answer sheet and found the result.

Table 10
Score test in cycle II

NO	Students' code	Score	Percentage
1	A- 1	68	68%
2	A- 2	69	69%
3	A- 3	67	67%
4	A- 4	69	69%
5	A- 5	74	74%
6	A- 6	74	74%
7	A- 7	70	70%
8	A- 8	67	67%
9	A- 9	71	71%
10	A- 10	75	75%
11	A- 11	75	75%
12	A- 12	70	70%
13	A- 13	80	80%
14	A- 14	80	80%
15	A- 15	73	73%
16	A- 16	73	73%
17	A- 17	70	70%
18	A- 18	69	69%
19	A- 19	67	67%
20	A- 20	67	67%
21	A- 21	71	71%
22	A- 22	68	68%
23	A- 23	72	72%
24	A- 24	70	70%
25	A- 25	71	71%
26	A- 26	72	72%
27	A- 27	68	68%
28	A- 28	67	67%

29	A- 29	68	68%
30	A- 30	69	69%
31	A- 31	73	73%
32	A- 32	67	67%
33	A- 33	71	71%
34	A- 34	78	78%
35	A- 35	72	72%
36	A- 36	70	70%
37	A- 37	70	70%
38	A- 38	73	73%
39	A- 39	74	74%
Total Score		2772	
Mean		71, 07	

Then from the result above, researcher classified the score by using formula same previous research. The purpose was to know how many students reached the result of study.

The result was below:

Table 11

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	2	5, 13%	Excellent
2	61 - 80	37	94, 87 %	Good
3	41 - 60	-	-	Fair
4	31 - 40	-	-	Less
5	0 - 20	-	-	Poor
		39	100%	

From the table above, the result of student score increased significantly. There were 2 or 5, 13 % of 39 students got excellent mark, 37 or 94, 87 % of 39 students got good mark. Then researcher calculates the average (mean) of the score as below:

$$M = \frac{\sum X}{N}$$

Explanation:

M = Mean

$\sum X$ = Total students' score was 2772

N = total of students was 39

The computation of the average score was follow:

$$\begin{aligned} M &= \frac{2772}{39} \\ &= 71,07 \end{aligned}$$

From the researcher's analysis, it shows that the average of students' test result of second cycle was 71, 07 with the highest score was 80 and the lowest score was 67. There were improvements from one cycle to the other cycle. The result of this cycle was also considered as implementation. It was better than the previous one.

There was improvement in this cycle. The condition of the class was getting better. Because they were interesting to study with sketch that the teacher never use it as a learning aid before and also the researcher gave reward to the students who can answer the question correctly.

The researcher concluded that the problems have been solving using sketch for teaching English writing in descriptive text and the teaching and learning process is effective to improve their writing skill.

4. The Analysis of The Whole Meeting

As whole the meeting ran well. There were some significant improvements from preliminary to first and second cycle.

In the preliminary research test, all of the students have been do the test, and the average result was 54, 60. In the activity, the teacher still used conventional method. She did not use sketch as learning aid. In the teaching and learning process, only half students are active and enthusiastic to the lesson. A half of the student did not give response maximally, especially the students who sit down in backside. They like talk with their pairs. The students look boring and sleepy.

In the first cycle, the average result was 64, 05. The teacher began to use big sketch to teach the students. In teaching and learning process, there were many of students joined the class enthusiastically. They paid attention to the lesson, although many of students still confused with the researcher and the teacher direction.

In the second cycle, the average result was 71, 07. It was higher than previous cycles. It showed that there was some significant improvement in students' achievement. Furthermore, there was also improvement from cycle 1 until cycle 2. Before the lesson began, the researcher asked the students to give more pay attention to the lesson. The researcher would give reward to the students who an answer the question correctly, but the researcher would give punishment if they make trouble. In teaching learning process, majority of the students joined the class enthusiastically. All activities in this cycle run well.

Table 12

The Result of Test from Preliminary until second Cycle as Follow:

No	Students Code	Preliminary	Cycle I	Cycle II
1	A- 1	52	61	68
2	A- 2	50	61	69
3	A- 3	49	64	67
4	A- 4	55	60	69
5	A- 5	59	66	74
6	A- 6	55	62	74
7	A- 7	55	64	70
8	A- 8	49	60	67
9	A- 9	59	64	71
10	A- 10	62	70	75
11	A- 11	63	69	75
12	A- 12	54	62	70
13	A- 13	66	70	80
14	A- 14	66	71	80
15	A- 15	55	63	73

16	A- 16	61	70	73
17	A- 17	52	67	70
18	A- 18	Absent	60	69
19	A- 19	48	Absent	67
20	A- 20	49	63	67
21	A- 21	57	67	71
22	A- 22	52	65	68
23	A- 23	54	64	72
24	A- 24	51	60	70
25	A- 25	56	60	71
26	A- 26	59	63	72
27	A- 27	50	60	68
28	A- 28	49	62	67
29	A- 29	49	62	68
30	A- 30	51	62	69
31	A- 31	57	63	73
32	A- 32	48	62	67
33	A- 33	61	68	71
34	A- 34	56	66	78
35	A- 35	50	68	72
36	A- 36	50	63	70
37	A-37	53	62	70
38	A-38	51	62	73
39	A-39	62	68	74
	Mean	54, 60	64, 05	71, 07

The researcher felt that the implementation of sketch as learning aid to improve students' writing skill in descriptive text was successful and effective. Because sketch is interesting as learning aid to improve their writing skill. The students could get many ideas and opinion also they can get vocabulary items that came from the sketch also they could

imagine the vocabulary that did not come from that sketch. They could make good writing in descriptive text well. It can be seen in their writing like in the generic structure of descriptive text, the use of language features, the writing component, content, organization, vocabulary, language use and mechanic. So, using sketch as a learning aid is helpful in the process of teaching and learning writing descriptive text.