

CHAPTER IV

RESEARCH DESCRIPTION AND ANALYSIS

A. Result of The Study

This research was conducted by using a classroom action research. The research consist of pre-cycle, cycle I and cycle II. Before conducted the cycle I, the researcher did the preliminary research (pre-cycle) to measure the students' ability in writing recount text before they were given treatment, it was conducted on March 31st, 2012. The meeting of cycle I was held on April 7th, 2012, and then on April 14th, 2012 was held the meeting of cycle 2.

The researcher observed the situation of the classroom before conducting the study. Researcher also shared with Mrs. Jami'ul Malatifa as the English teacher of tenth grade students of MASS Proto Pekalongan. The teacher explained that the students of tenth grade still poor on ability in writing especially in writing recount 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, the example of personal letter and arranged the lesson plan. Besides that the researcher also prepared the checklist for observing the students' activity.

B. Description and Analysis

This classroom action research was conducted into two cycles besides the pre-cycle. Each cycle consists of four steps; they were planning, acting, observing, and reflecting. The implementations of each cycle were as follow:

1. The 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 recount text. This cycle was conducted on Saturday, March 31st 2012. The theme of this cycle was extracurricular activities. In this cycle, the teacher taught

students without learning aid like personal letter. Teacher gave the explanation about the definition, generic structure, and grammatical features of recount text. Teacher explained to the students about how to make recount text writing by gave them some examples of recount text. Then, teacher gave a piece of paper to the students and asked them to make a paragraph about their experience when joined in the extracurricular activities. In this case, the teacher asked students to remember their experience or some events that happened when joined in the extracurricular activities and applied it into sentences and paragraph of recount text.

From the observation in this activity, the researcher found some facts that happen in the classroom during in English lesson. In teaching learning process, the students did not being active by asking to the teacher related to the material. They just kept silent and did the exercise from the teacher without understand the point of the material. There were only half of the students were active and enthusiastic. A half of students need more attention from the teacher in teaching and learning process. In this cycle, most of the students had difficulties in writing paragraph of recount text. It can be seen from their writing result. Students got difficulties in arranging words to write recount 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. Most of them said that writing is very difficult, because they had to remember their experience and wrote it into paragraph. Besides that, they got difficulties in translating the Indonesian into 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 2
Test score in Pre-cycle

No	Students	Score
1	T-1	54
2	T-2	55
3	T-3	49
4	T-4	51
5	T-5	60
6	T-6	57
7	T-7	54
8	T-8	63
9	T-9	59
10	T-10	62
11	T-11	49
12	T-12	58
13	T-13	54
14	T-14	71
15	T-15	55
16	T-16	61
17	T-17	68
18	T-18	58
19	T-19	49
20	T-20	58
21	T-21	57
22	T-22	58
23	T-23	55
24	T-24	49
25	T-25	54
26	T-26	Absent
27	T-27	51
28	T-28	49
29	T-29	52
30	T-30	56
31	T-31	49
32	T-32	48
33	T-33	63
34	T-34	47
35	T-35	56
36	T-36	53
37	T-37	51

38	T-38	51
39	T-39	65
Total		2109
Average		55.5
Maximum		68
Minimum		48

2. The Cycle I

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 Saturday, 7th April 2012.

a. Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then researcher prepared the teaching learning process resources, such as the materials, the example of personal letter, the observation sheets, test evaluation, and present list in order to know students' activeness in joining teaching learning process.

b. Acting

In this step, teacher would conduct activities according to the schedule that was arranged in planning stage. As acting, 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. After that the researcher gave some questions; what do you think when you hear words "Ramadan"? Are you fasting during Ramadan? When were you first fasting? How old when you done your first fasting? What do you do during Ramadan? Do you have some activities after you finished your class? What kind of activities do you have? Have you ever cancelled your fasting?. Then, the researcher gave the example of personal letter and discussed it. After that

the researcher gave a piece of paper to the students. Researcher asked students to make a paragraph of recount text in personal letter form based on the theme.

c. Observing

In this stage the researcher observed the learning process by asking the collaborator to help him in monitoring the class situation and students enthusiastic using observation checklist. The purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process. The score of observation were as follow:

Table 3
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	Students participate toward teachers' explanation.				√		4
2	Students activity in make a note from teacher explanation			√			3
3	Students asks questions to the teacher to clarify understanding		√				2
4	The students are enthusiastic in responding teacher' question			√			3
5	The students answer teacher's			√			3

	questions						
6	The students are enthusiastic doing and complete the written test				√		4

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{Maximum score}} \times 100\% \\
 &= \frac{19}{30} \times 100\% \\
 &= 63.3\%
 \end{aligned}$$

According to the result of the observation above it can be concluded that more students joined the class more enthusiast than previous meeting.

d. Reflecting

After whole activity had finished, the researcher assessed the students' writing result. The result of the writing test in cycle I was as follow:

Table 4

Test score in cycle I

No	Students	Score
1	T-1	63
2	T-2	67
3	T-3	63
4	T-4	63
5	T-5	72
6	T-6	Absent
7	T-7	61
8	T-8	63
9	T-9	66
10	T-10	67

11	T-11	63
12	T-12	65
13	T-13	62
14	T-14	78
15	T-15	64
16	T-16	66
17	T-17	79
18	T-18	65
19	T-19	63
20	T-20	Absent
21	T-21	72
22	T-22	67
23	T-23	61
24	T-24	69
25	T-25	65
26	T-26	64
27	T-27	65
28	T-28	61
29	T-29	63
30	T-30	73
31	T-31	63
32	T-32	62
33	T-33	70
34	T-34	61
35	T-35	65
36	T-36	65
37	T-37	64
38	T-38	61
39	T-39	72
Total		2433
Average		65.7
Maximum		79
Minimum		61

3. The Cycle II

The cycle II was done based on the result of cycle I. 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 Saturday, 14th April 2011. The steps that were done by the researcher in the cycle II were:

a. Planning

In the planning, researcher arranging lesson plan based on the teaching material, improving the teaching strategy, preparing the teaching aid, and preparing the sheet of observation.

b. Acting

In this step was done the teaching scenario that had been planned by the researcher. The theme in this cycle was holiday. The teaching learning process of this cycle was:

1. Teacher explained about the material, although it had been explained on the day before.
2. Teacher gave brainstorming by asking students about their experience when they were getting holiday.
3. Teacher gave students the text (letter)
4. Teacher gave some questions to students related to the text
5. Students answered the question
6. Teacher asked students to checked some vocabularies they do not know
7. Teacher explained about the grammatical points used in the text
8. Teacher asked students to wrote their last holiday in letter form
9. Teacher asked students to tell their last holiday in letter form
10. Teacher gives some helps to students if they get difficulty

c. Observing

As the previous meeting, in this stage the researcher also observed the learning process that was helped by the English teacher as the collaborator. The score of observation were as follow:

Table 5
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	Students participate toward teachers' explanation.				√		4
2	Students activity in make a note from teacher explanation			√			3
3	Students asks questions to the teacher to clarify understanding			√			3
4	The students are enthusiastic in responding teacher' question			√			3
5	The students answer teacher's questions				√		4
6	The students are enthusiastic doing and complete the written test					√	5

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

$$= \frac{22}{30} \times 100\%$$

$$= 73.3\%$$

Based on the result above, the majority of the students joined actively response with the teacher explanation, it can be seen while the teacher was presenting the lesson they were paying attention enthusiastically.

d. Reflecting

In this cycle, the researcher motivated the students before writing the paragraph of personal letter. The students' activity in learning process was enough maximum they were more interesting and enthusiastic in the learning process. In this cycle many students asked to the researcher about the meaning of difficult words. After whole activity had finished, the researcher assessed students' writing result as in second cycle. From the result, researcher could calculate the mean of the score students' writing result. The result of the evaluation test in cycle II was as follow:

Table 6

Test score in cycle II

No	Students	Score
1	T-1	72
2	T-2	75
3	T-3	69
4	T-4	70
5	T-5	80
6	T-6	68
7	T-7	67
8	T-8	68
9	T-9	73
10	T-10	76
11	T-11	Absent
12	T-12	76
13	T-13	69
14	T-14	83
15	T-15	70
16	T-16	69
17	T-17	81
18	T-18	73

19	T-19	68
20	T-20	71
21	T-21	76
22	T-22	69
23	T-23	74
24	T-24	76
25	T-25	73
26	T-26	71
27	T-27	72
28	T-28	71
29	T-29	68
30	T-30	76
31	T-31	70
32	T-32	68
33	T-33	74
34	T-34	67
35	T-35	73
36	T-36	69
37	T-37	73
38	T-38	69
39	T-39	79
Total		2744
Mean		72.21
Maximum		83
Minimum		67

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 personal letter as media to improve students' skill in writing recount text. Its purpose was to know whether there was improvement of students' skill in writing recount text or no after being taught using personal letter. 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-cycle

In this activity, the teacher was doing teaching practice as usual. The teacher explained about recount text including; the definition, generic structure, and lexicogrammatical features. Then, teacher gave an explanation to the students about how to make recount text writing by gave them some examples of recount text. The teacher gave a piece of paper and the students were asked to make a paragraph about their experience when joined in the extracurricular activities. In this case, the teacher asked students to remember their experience or some events that happened when joined in the extracurricular activities and applied it into sentences and paragraph of recount text. Based on the observation in this activity, most of the students had difficulties in writing recount 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:

$$\begin{aligned} \text{The average of the student score} &= \frac{\text{The total of students score}}{\text{The Number of students}} \\ &= \frac{2109}{38} \\ &= 55.5 \end{aligned}$$

From the result of students' writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. The result was below:

Table 7
The Category of Students' Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	-	-	Excellent
2	61 – 80	6	15.7%	Good
3	41 – 60	32	84.2%	Fair
4	21 – 40	-	-	Less
5	0 – 20	-	-	Poor
		38	100%	

From the result of the table above, there were 6 (15.7%) students got good mark, 32 (84.2%) students got fair mark. The average of students' score of preliminary test was 55.5. Based on the achievement above, the average of students' score in pre-cycle was still poor and not satisfactory yet. The researcher was aware that most the students still had difficulties to write a recount text. Most of them could not arrange words well. They had difficulty to write appropriate words in the text. After giving the test, the researcher intended to use personal letter in the next activity to make students interest and enjoy the learning process.

2. The Analysis of Cycle I

The second cycle was about teaching and learning process and the assessment. In the learning process of this cycle, personal letter was used as a media to teach students writing recount text. 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, researcher calculated the mean of the score students' writing result using the following formula:

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

$$\begin{aligned} \text{The average of the student score} &= \frac{2433}{37} \\ &= 65.7 \end{aligned}$$

From the result of students' writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. The result was below:

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

No	Interval	Freq	Percentage	Category
1	81 – 100	-	-	Excellent
2	61 – 80	37	100%	Good
3	41 – 60	-	-	Fair
4	21 – 40	-	-	Less
5	0 – 20	-	-	Poor
		37	100 %	

Based on the test result, the average of students in treatment (cycle 1) was 65.7. It increased 10.2 from pre-test and it could be concluded that first cycle was successful enough. In first cycle, the researcher analyzed that some students still had difficult in writing recount text. Based on the problem above, the teacher conducted cycle 2 in order to improve the students writing recount text. The researcher decided to conduct the next cycle and give better explanation, good example of personal letter and theme to the students.

3. The Analysis of Cycle II

In this cycle, the teacher reviewed the previous lesson and gave the personal letter as an aid in teaching writing recount text. In this cycle, students could improve their vocabularies in writing sentences. Based on the observation, the majority of the students joined the class enthusiastically. All

activities in the cycle II could run well. It can be seen from their responses. While the teacher was presenting the lesson, majority of the students were paying attention to the teacher. Same as with the previous meeting, the researcher gave the evaluation test. The theme of written test in this cycle was holiday. From the result of students' test, researcher calculated the mean of the score using the following formula:

$$\begin{aligned} \text{The average of the student score} &= \frac{\text{The total of students score}}{\text{The Number of students}} \\ &= \frac{2744}{38} \\ &= 72.21 \end{aligned}$$

From the result of students' writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. The result was below:

Table 9
The category and percentage of students' score:

No	Interval	Freq	Percentage	Category
1	81 – 100	3	7.9%	Excellent
2	61 – 80	35	92.1%	Good
3	41 – 60	-	-	Fair
4	21 – 40	-	-	Less
5	0 – 20	-	-	Poor
		38	100%	

Based on analysis of the result of this cycle, it shows that there were improvements from cycle I to cycle II. The result of this cycle was also considered as implementation. It was better than the previous one. The average of students' test result of this cycle was 72, 21 with the highest score was 83 and the lowest score was 67. The researcher concluded that

the problems have been solving using personal letter for teaching English writing in recount text and the teaching and learning process is effective to improve their writing skill.

D. The Analysis of the Whole Meeting

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from preliminary to cycle I and cycle II. The improvements of students' ability in writing recount text can be seen in the following table:

Table 10

Comparison the results of observation on cycle 1, and cycle 2.

No	Cycle	Total score	Percentage
1	Cycle I	19	63.3%
2	Cycle II	22	73.3%

Table 11

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

No	Cycle	Mean
1	Pre-cycle	55.5
2	Cycle I	65.7
3	Cycle II	72.2

In the pre test, all of the students have been doing the test, and the average result was 55.5. In this activity, the teacher still uses conventional method, he did not use personal letter 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.

In the cycle I, the average result was 65.7; the teacher began use personal letter to teach writing recount text. 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. In the cycle II, the average of students score result was 72.2. It is mean that there were improvements from pre-cycle, cycle I, and cycle II. It showed that there was significant improvement in students' achievement. Furthermore, the using of personal letter as a learning aid is helpful in the process of teaching and learning writing recount text.