CHAPTER IV
RESEARCH FINDING

A. Implementation of Line-Ups Game in Writing Recount Text

This research is classroom action research using Line-Ups game in teaching writing skill. Its purpose is to know the implementation of Line-Ups game in teaching recount writing and to find out the improvement of students' writing skill on recount text after being taught by using Line-Ups game at the eighth grade students of MTs. Al Islam Limpung especially class VIII A in the academic year of 2015/2016.

This research 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 conducted on October 8th 2015. The meeting of cycle I was held on October 10th 2015 and then on October 15th 2015 was held the meeting of cycle 2.

The subject of this research is students of VIII A MTs Al Islam Limpung in the academic year of 2015/2016, where the total number 22 students. Before conducting the research the researcher pre-observed the situation of the classroom and shared with the English teacher of Eighth A grade students of MTs Al Islam Limpung. She said that some students feel confuse when

arrange sentences. They still poor on ability in writing text. They still confuse to use a suitable grammar, vocabulary, mechanic, etc. in writing recount text. There were only some students active to ask questions to teacher during the teaching learning process, and some students were easy to be bored.

In teaching learning process, the teacher was used conventional way (conventional method), where the students have to memorize the materials from the teacher. So, the students lost their motivation in learning. It can be seen from their faced which appeared bored and also from their activities. Not all the students paid attention to the teacher. There were only some students active to ask questions to teacher during the teaching learning process, and some students were easy to be bored. It affected their ability in learning English.

After observing the situation of the class. The researcher prepared the instrument that would be used in teaching learning process. The researcher prepared the material and arranged the lesson plan. Besides that the researcher also prepared the line ups game, checklist for observed the students' activity, and group of students.

In this study there were two cycles. Before conducting the cycles, the researcher conduct a preliminary research and gave pre test to got base score students' writing skill and compared with each cycle after being taught by using Line-Ups game. The descriptions of each cycle are as follow:

1. Preliminary research (Pre-cycle)

This activity was done on Thursday, October 8th, 2015. In this step the English teacher used conventional way in teaching writing recount text. This is done to know students base score of recount writing skill. In this activity, the teacher taught the students as usual and used LKS and handbook without media, method or technique.

In this meeting, the teacher was doing teaching learning process. But, many students did not pay attention to the teacher. They tended make noisy in class, such as talking with other friend. They did other activity that was not related with learning activity such as taking a walk in back of class. There were only some students that pay attention to the teacher. The data can be seen below:

Table 4.1

Observation of Teacher Performance in Preliminary Research

	Indicators	Very Low (0%)	Low (< 20%)	Enough (20-49%)	Good (50%-69%)	Excellent (>70%)	Score
		1	2	3	4	5	
1	The teacher open the learning activity and brings students to learning environment about			√			3

No	Statement						Score
	recount text						
2	The teacher is capable of managing and organizing the class			√			3
3	The teacher gives explanation about recount text clearly				√		4
4	The teacher gives student chance to ask and answer question		√				2
5	The teacher review the material				√		4
	Total score	-	2	6	8	-	16

$$\text{Mxc} \quad = \frac{\Sigma \, xc}{S_{max}} \, \text{x100 \%}$$

$$= \frac{16}{25} \ \text{x } 100\%$$

$$= 64\%$$

Table 4.2

Observation of Students' Activeness in Preliminary Research

Indicators	None (0%)	A few (< 20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Score
	1	2	3	4	5	
1 The students are enthusiastic in listening to teachers' explanation			√			3
2 The students show curiosity by asking the questions	√					1
3 Students are active to ask question to clarify their understanding	√					1
4 Students are active express opinion in identifying an example of recount text		√				2
5 The students are enthusiastic doing the			√			3

	test						
6	Students are active to present their work			√			3
	Total score	2	2	9	-	-	13

$$Mxc = \frac{\Sigma \; xc}{S_{max}} \times 100 \%$$

$$= \frac{13}{30} \times 100\%$$

$$= 44\%$$

From the result above, it showed that the student's enthusiastic still low, it is only 44%. It needed treatment to encourage student's motivation and interest in teaching learning activity.

2. Cycle I

This activity was held on Saturday, October 10th, 2015. The researcher as teacher announced the result of yesterday's writing test was followed by 22 students. The teacher told the students that score of the test was not satisfying enough.

The cycle I was held based on the result of Pre-cycle. Because the result of observation shows that the quality was low, so it needed action in order this cycle get improvement of

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the quality. In this meeting the teacher used Line-Ups game to improve students writing skills in recount text.

Here, the teacher brought the students in comprehending making sentence in past form, then was implemented in composing recount text. The teacher did treatment in this cycle to improve students' achievement in writing recount text.

The researcher did research of using Line-ups game to improve students' writing skill on recount text at class VIII A MTs. Al Islam Limpung. The procedure as follow:

At planning stage, researcher plan what would researcher do before conducted cycle I. In this 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 recount text, the observation scheme, test evaluation, and attendant list in order to know students' activeness in joining teaching learning process. Moreover researcher calculated the time management well.

On Saturday, October 10th, 2015 teacher conduct activities according to the schedule that was arranged in planning stage. As acting, teacher began the class by giving some questions that related to the material in order to bring them to enter to the theme would be given. "Have you

unforgettable experience? What is about?" Then evaluated their mistakes in preliminary test and teacher emphasized student in making sentence in past form, and. Then the researcher gave the example of recount text and discussed about social function, generic structure, language feature of the recount text, and past form structure. After that teacher introduced Line-Ups game, Teacher divided the students into two group based on their favorite colour, every group consist of 11 students, one group make a line in front of class and other group make a line behind the class. Teacher gave every group 6 question card, The question card given to student consist of question that guided student to write a recount text.. Then every group divided into two lines, one line consist of 6 as questioner and other line consist of 5 students as answerer. When students is in a line each person with a question card (questioners) asks the questions of the student standing in front of him/her. The student asking the question. When everyone had answered the question, the students in the answerer line move down one and are asked a new question. Continue until all the students in the answerer line have talked to every student in the questioners line. (The students in the questioner line did not move.). The last students in the lines now switch positions, and the former answerers are now the questioners.

During the process teaching learning was going on, the researcher observed the learning process by asking the collaborator to monitor the class situation and students enthusiastic using observation scheme. 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 4.3
Observation of Teacher Performance in Cycle 1

Indicators		Very Low (0%)	Low (< 20%)	Enough (20-49%)	Good (50%-69%)	Excellent (>70%)	Score
		1	2	3	4	5	
1	The teacher open the learning activity and brings students to learning environment about recount text			√			3
2	The teacher is capable of managing and organizing the class				√		4
3	The			√			3

	teacher gives explanation about recount text briefly					
4	The teacher gives student chance to ask and answer question				√		4
5	The teacher review the material				√		4
	Total score	-	-	6	12	-	18

$$\text{Mxc} \quad = \frac{\Sigma\ xc}{S_{max}} \text{ x100 \%}$$

$$= \frac{18}{25} \text{ x 100\%}$$

$$= 72\%$$

Table 4.4

Observation of Students' Activeness in Cycle 1

Indicators		None (0%)	A few (< 20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation					√	5
2	The students show curiosity by asking the questions		√				2
3	Students are active to ask question to clarify their understanding			√			3
4	Students are active express opinion in identifying an example of recount text				√		4
5	The students are enthusiastic doing the				√		4

	test						
6	Students are active to present their work				√		4
	Total score	-	2	3	12	5	22

$$\text{Mxc} = \frac{\Sigma \, xc}{S_{max}} \times 100\,\%$$

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

$$= 74\%$$

According to the result of the observation above it can be concluded that that many students joined the class more enthusiastically than previous meeting. The teaching learning process was sufficient learning, although there some students made noisy with other friends at teacher's explanation. The majority of the students joined actively in teaching learning process. It can be seen while the teacher was presenting the lesson they were paying attention enthusiastically.

3. Cycle II

The cycle II was done based on the result of cycle I. In this meeting the teacher used the same technique as the previous meeting. The researcher divided students into two groups in implementing line ups game.

This activity was done on Thursday, October 15th 2015. The steps that were done by the researcher in the cycle II were:

At the planning stage, researcher plan what would researcher do before conducted cycle II. Same with previous cycle 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 recount text, the observation scheme, test evaluation, and attendant list in order to know students' activeness in joining teaching learning process.

On Thursday, October 15th 2015, teacher conducted activities according to the schedule that was arranged in planning stage. As acting, teacher began the class by giving some questions about recount text and simple past tense, then teacher write down some sentences in past form and ask some student to change it into sentences in past form in order to evaluated students understanding about recount text. Then teacher announced their result in cycle I and evaluated the wrongness in composing recount text.

After that teacher divided the students into two group based on their favorite song, every group consist of 11 students, one group make a line in front of class and other group make a line behind the class. Teacher gave every group

6 question card, The question card given to student consist of question that guided student to write a recount text.. Then every group divided into two lines, one line consist of 6 as questioner and other line consist of 5 students as answerer. When students in a questioner line, each person with a question card (questioners) asks the questions to the student standing in front of him/her. The student asking the question. When everyone had answered the question, the students in the answerer line move down one and are asked a new question. Continue until all the students in the answerers line have talked to every student in the questioner line. (The students in the questioner line did not move.). The last students in the lines now switch positions, and the former answerers are now the questioners.

As the previous meeting, during teaching learning was go on the researcher observed the learning process that was helped by the English teacher as the collaborator. The score of observation were as follow:

Table 4.5
Observation of Teacher Performance in Cycle II

Indicators		Very Low (0%)	Low (< 20%)	Enough (20-49%)	Good (50%-69%)	Excellent (>70%)	Score
		1	2	3	4	5	
1	The teacher open the learning				√		4

No	Item						Score
	activity and brings students to learning environment about recount text						
2	The teacher is capable of managing and organizing the class				√		4
3	The teacher gives explanation about recount text briefly			√			3
4	The teacher gives student chance to ask and answer question				√		4
5	The teacher review the material				√		4
	Total score	-	-	3	16	-	19

$$\text{Mxc} \quad = \frac{\Sigma \ xc}{S_{\max}} \ \text{x100 \%}$$

$$= \frac{19}{25} \ \text{x 100\%}$$

$$= 76\%$$

Table 4.6

Observation of Students' Activeness in Cycle II

Indicators	None (0%)	A few (< 20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Score
	1	2	3	4	5	
1 The students are enthusiastic in listening to teachers' explanation					√	5
2 The students show curiosity by asking the questions			√			3
3 Students are active to ask question to clarify their understanding			√			3
4 Students are active express opinion in identifying				√		4

	an example of recount text						
5	The students are enthusiastic doing the test					√	5
6	Students are active to present their work				√		4
	Total score	-	-	6	8	10	24

$$\text{Mxc} \quad = \frac{\sum xc}{S_{max}} \text{x100 \%}$$

$$= \frac{24}{30} \text{ x 100\%}$$

$$= 80\%$$

Based on the result above, 80% paid attention to teacher's explanation. In means that the majority of the students joined and responded actively in teachers' learning process, it can be seen while the teacher was presenting the lesson, they paid attention enthusiastically. There was significant improvement in class condition. The condition of the class was getting better than before. The students listened to the teacher's explanation and did not make noisy in learning activity. The majority of students took part actively in cooperation and could associate with member group. And students asked to the researcher to clarify understanding.

B. **Development of Students Skill in Writing Recount Text**

In this research there were two cycles. Before conducting the cycles, the researcher conduct a preliminary research and gave pre test to got base score students' writing skill and compared with each cycle after being taught by using Line-Ups game. The descriptions of each cycle are as follow:

1. Preliminary research (Pre-cycle)

This activity was done on Thursday, October 8th, 2015. In this step the English teacher used conventional way in teaching writing recount text. This is done to know students base score of recount writing skill.

The researcher gave preliminary test to get base score of writing recount text. It was followed by 22 students as the participant of the study. The aim of the test was to measure how far the ability of students' writing skill on recount text and to know the score of writing recount text when being taught using conventional method. The preliminary test result used to divide furthermore action. The preliminary test result can be seen in the table below:

Table 4.7
The result of the test for pre-cycle

No	Students' Code	Score	Grade
1	A-1	66	Failed
2	A-2	63	Failed
3	A-3	48	Failed
4	A-4	72	Good
5	A-5	43	Failed
6	A-6	61	Failed
7	A-7	68	Failed
8	A-8	46	Failed
9	A-9	42	Failed
10	A-10	68	Failed
11	A-11	37	Failed
12	A-12	91	Excellent
13	A-13	58	Failed
14	A-14	35	Failed
15	A-15	43	Failed
16	A-16	45	Failed
17	A-17	46	Failed
18	A-18	50	Failed
19	A-19	41	Failed
20	A-20	34	Failed
21	A-21	58	Good
22	A-22	66	Failed
$\sum$	22	1181	

After calculating the students' score, the researcher calculated the mean to measure the improvement of students' score in every cycle. To know the mean of students' score in the pre cycle the researcher used formula as follows:

$$\overline{x} = \frac{\sum fx}{n}$$

$$\overline{x} = \frac{1181}{22}$$

$$= 53.6$$

From the pre-test result above, it can be concluded that the students' writing skill on recount text was poor. From 22 students, only two student passed the standard minimum success criteria (KKM) that was regulated by the school. In this case it was 71. Their average score were just 53,6 and it was still too far to fulfill the requirement. Beside that, Most of the students were poor in all of those components especially in grammar, content, organization, and vocabulary.

In grammar for instance, many students made mistakes in using past verbs. All verbs had to use past form. Moreover, some of students ignored about punctuations such as capital letters, periods, and commas.

Based on the explanation above, the students' achievement level in this preliminary test was poor because their score of students still under KKM. Only two student passed the KKM. It means that students' writing skill on recount was poor. So that, it could be said that treatment was important to improve students' writing skill in order to reach the standard minimum success criteria (KKM). The researcher intended to use Line ups game to the next activity to make students interest and enjoy the learning process

2. Cycle I

This activity was on Saturday, October 10th, 2015. The researcher as teacher announced the result of yesterday's writing test. The teacher told the students that score of the test was not satisfying enough. It was followed by 22 students.

The cycle I was done based on the result of Pre-cycle. Because the result of observation shows that the quality was low, so it needed action in order this cycle get improvement of the quality. In this meeting the teacher used line ups game to improve students writing skills in recount text.

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

Table 4.8
The result of the test for cycle I

No	Students' Code	Score	Grade
1	A-1	77	Good
2	A-2	68	Failed
3	A-3	61	Failed
4	A-4	82	Good
5	A-5	51	Failed
6	A-6	67	Failed
7	A-7	83	Good
8	A-8	70	Failed
9	A-9	42	Failed
10	A-10	71	Good
11	A-11	37	Failed
12	A-12	85	Excellent
13	A-13	65	Failed

14	A-14	50	Failed
15	A-15	50	Failed
16	A-16	50	Failed
17	A-17	56	Failed
18	A-18	65	Failed
19	A-19	41	Failed
20	A-20	40	Failed
21	A-21	68	Failed
22	A-22	80	Good
$\sum$	22	1359	

The mean of students' score in the cycle I, the researcher used formula as follows:

$$\overline{x} = \frac{\sum fx}{n}$$

$$\overline{x} = \frac{1359}{22}$$

$$= 61.7$$

From the cycle I result above, it can be concluded that more students joined the class more enthusiastically in learning by using line ups game. It is more effective to improve students' writing skill on recount text by using line up game than without line ups game. The result above shows that the average of students test in the first cycle was 61,7. The result of the first cycle was better than the pre-cycle. It means that there was improvement for the students' writing skill on recount text after giving treatment. Half of students got fair score and six students passed KKM.

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The result of this cycle still had not achieved the standard score of school regulation. Only six of students passed the KKM. So the researcher decided to continue the research to the next cycle. In this cycle the problems faced by researcher were that some students were still confused in arranging good word order. Moreover, some of students still made mistakes in using past verbs and ignored about punctuations especially capital letters So in the next cycle the researcher had to give more explanation clearly, gave a chance to ask some question about material, and asked students to more pay attention.

Based on the problem above, the teacher conducted cycle II in order to improve the students' writing skill in composing recount text.

After conducted cycle I we can reflected from the table above, the table shown that there were 16 students failed the tests and 6 students passed the test. The average score was 61.7. The minimum score was 37, and the maximum score was 85. The score increased from 53.6 become 61.7. It could be concluded that line ups game was effective. The score was higher than before. But, just six student passed KKM. So, second cycle would be conducted. Here the teacher and the researcher needed to make improvement to be implemented in second cycle.

The teacher and researcher discussed an activity that makes students easier in comprehending recount text

3. Cycle II

This activity was done on Thursday, October 15th 2015.The cycle II was done based on the result of cycle I. Because the result of observation shows that only six students passed KKM. So it needed another action in order the next cycle to get more improvement of the score. In this meeting the teacher used the same technique as the previous meeting.

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

Table 4.9

The result of the test of cycle II

No	Students' Code	Score	Grade
1	A-1	83	Good
2	A-2	73	Good
3	A-3	71	Good
4	A-4	87	Excellent
5	A-5	71	Good
6	A-6	71	Good
7	A-7	91	Excellent
8	A-8	83	Good
9	A-9	71	Good
10	A-10	89	Excellent
11	A-11	75	Failed
12	A-12	91	Excellent
13	A-13	72	Good
14	A-14	91	Excellent
15	A-15	75	Good

16	A-16	72	Good
17	A-17	65	Failed
18	A-18	75	Good
19	A-19	60	Failed
20	A-20	68	Failed
21	A-21	63	Failed
22	A-22	95	Excellent
∑	22	1692	

The mean of students' score in the third cycle, the researcher used formula as follows:

$$\overline{x} = \frac{\sum fx}{n}$$

$$\overline{x} = \frac{1692}{22}$$

$$= 76.9$$

From the result above, the researcher concluded that the students' achievement in composing writing recount text using Line-Ups game had a significant improvement if it was compared from the previous cycle. The condition of the class was getting better. Many students passed KKM, only four students that failed. And five students got excellent score.

From the table above, it shown that there were 5 students (22.7 %) failed the tests . 6 students (27.2 %) got excellent score (85 – 100), and 11 students (50 %) got good score (71-84). The average score was 76.9. The minimum score was 63, and the maximum score was 95. There was an increment of the scores, from 61.7 become

76.9. It could be concluded that Line-Ups game was effective to teach writing narrative text. Students reach the minimum score (71) are higher than 75% of total students in the research. So, the problem of teaching writing recount text was solved.

C. Final Data Analysis

After implementing Line-Ups game in teaching writing recount text, the researcher got the data from each cycle. It was analyzed to see the improvement and result in every cycle. The result of research shows that there was significant improvement of students' writing skill on recount text after taught Line-Ups game. It can be seen from the result of the test from the each cycle below:

Table 4.10

The result of the test for whole cycle

No	Code	Pre-cycle	Cycle 1	Cycle 2
1	A-1	66	77	83
2	A-2	63	68	73
3	A-3	48	61	71
4	A-4	72	82	87
5	A-5	43	51	71
6	A-6	61	67	71
7	A-7	68	83	91
8	A-8	46	70	83
9	A-9	42	42	71
10	A-10	68	71	89
11	A-11	37	37	75
12	A-12	91	85	91
13	A-13	58	65	72

14	A-14	35	50	91
15	A-15	43	50	75
16	A-16	45	50	72
17	A-17	46	56	65
18	A-18	50	65	75
19	A-19	41	41	60
20	A-20	34	40	68
21	A-21	58	68	63
22	A-22	66	80	95
	SUM	1181	1359	1692
	MEAN	53,6	61,7	76,9

From the table, it can be concluded that there is difference in students' writing skill on recount text after giving treatment using line ups game in each cycle. In pre cycle the mean is 53,6. That means that the students' writing skill on recount text was poor. The students had difficulties in expressing their ideas. They did not know what they should write. Most of their writing results were not enough to evaluate. Most of them made error in grammar item and word order.

In cycle one before the teacher gave treatment to the students, she reviewed the grammar briefly. In treatment session, the teacher gave explanation about their mistakes in previous test evaluation. So the problems faced in the previous cycle can be solved. In this cycle the researcher taught using Line-Ups game, in the first time the results of students' writing were improved. Their writing recount text was better than before, especially in exploring the ideas, using vocabulary and organizing. Line-Ups could help them to express their ideas easily. The students also

found writing process easier because of the question given is guided to compose a text. In this cycle, the mean score was increased to 61.7. This shows that there was improvement in students' writing skill..

It shows that the mean have increased but only six student can reach standard minimum criteria (KKM). They still had problem in arranging word order. So the researcher decided to conduct cycle II to give more explanation to students in order that all of them could get a better achievement in writing.

The result of cycle II showed that most of students have achieved the standard score of the school. It means that there were significant improvements of students' writing skill after being taught using line ups game. It can be seen from the result of students' writing test. Their writing of recount text were improved in language elements, especially in using grammar, organization, vocabulary, and content. The mean of students' score in the third cycle was 76.9.

From the explanations above, the researcher concludes that line ups games can be a teaching technique to improve students' writing skill especially on recount text. It helps students to comprehend grammar item used in recount text. It can be stimulus them to dig up their critical thinking in arranging story based on the question that have been given by teacher. The improvement of student's achievement can be seen in the chart below:

Chart 4.1
The improvement of student's achievement

	Pre Cycle	Cycle I	Cycle II
	53,6	61,7	76,8
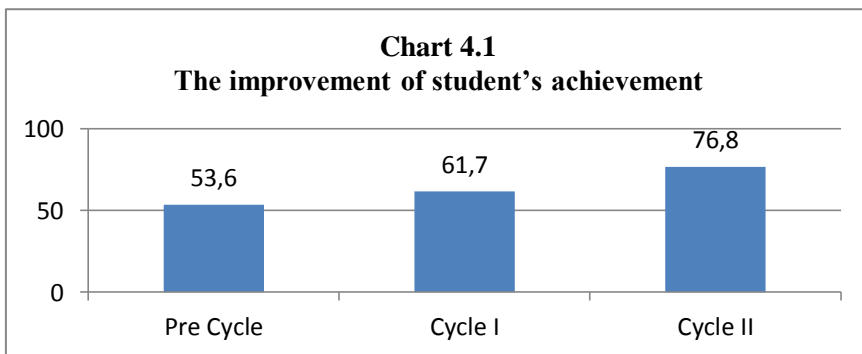
The implementation of Line-Ups game also could improve students' activities in teaching and learning process. It can be seen from the result of the observation checklist that was summed up on the table below:

Table 4.11

Score of observation in whole cycle

Activities	Pre Cycle	Cycle I	Cycle II
Percentage	44%	74%	80%

Based on the observation result, there was improvement of students' activities in each cycle after they were taught using line ups game. In the pre-cycle, most of students were passive during the lesson. Not all of the students paid attention to teacher's explanation. There were no questions, when the teacher explained during the teaching learning process. Their activity in asking and responding questions both from the teacher and their friends was poor. So when they were assigned to do the task (in this case is to write recount text) they were confused and had

difficulties to express their ideas. Besides, the students' writing habit was poor.

In cycle one, when the researcher began the treatment using line ups game, the students were enthusiastic in following the lesson. They paid attention more and joined the class interestingly. This technique made them more motivated in learning process. In cycle II, the students' activities were more increased from the previous cycle, especially when they were assigned to make recount text by using Line-Ups game.. The students were more active in discussion.

From the explanations above, it can be concluded that the use of Line-Ups game in teaching writing recount text could help students to improve their motivation and interest.

So, using Line-Ups game in writing recount text was effective, especially at the eighth grade students of MTs. Al-Islam Limpung in the academic year 2015-2016.

D. Indicators of Successfulness

This research was said to be success based on these indicators:

1. Students' average achievement in English was higher than minimum score established by the school (71). In the last cycle (cycle II) of this research, students' average score was 76.9. It was higher than the minimum score.

2. Students' average activeness in learning process is higher than 75% of total students' activeness in learning process.