

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

In this chapter, the researcher would like to describe and discuss the finding of the research. The researcher described the implementation of Graphic Organizers to teach writing of descriptive texts. The researcher presented the result of research and the analysis of the data collected which were preliminary research and three cycles. The cycles consist of cycle I, cycle II and cycle III. The results descriptions of all cycles were as follow:

A. Description of The Implementation of Graphic Organizers and The Enhancement of Students' Writing

1. Preliminary Research

The preliminary research was done on Tuesday October 7th 2016. The students of eighth grade went to school at 07.00. English lesson in class eighth grader was at 07.15 - 08.35. As long as the teaching learning process, the researcher observed the teacher's and students' activities. There were 24 students who participated in this research and there was not student's absent. Before this research was carried out in VIII of MTs.Nurul Islam Juwangi, the researcher made students code for each students. It showed as attached table.(See Table 4.1)

The topic of the lesson was the classroom. The teacher asked students to write the vocabulary about classroom from Indonesia to English. The researcher observed the teacher activities whole the teaching learning process used observation checklist. It could be seen on attachment sheet.(see table 4.2)

Based on the table above it showed that the teacher's activities in teaching learning process were sufficient with 60%. Teacher explained the material and gave instruction clearly, the media that used was blackboard and textbook. Teacher sometimes responded students' question, because few students asked questions. Teacher always asked to know the students' understanding about the material. Teacher also warned the students that did not pay attention when the teacher explained the material.

While in teaching learning process, the interaction was teacher center. Teacher explained and asked some questions about the material. After that, students were asked to do the exercise until the lesson was done. That made students' understanding was less and felt difficult to learn English. That also made some students did not active whole in teaching learning process. The teacher tried to help students learning English through implementation of graphic organizers to teach writing.

The researcher also observed the students' activity in teaching and learning process. The description of the observation in the pre cycle was provided in the following table on attachment sheet. (see table 4.3)

Based on the table above, the observation score was sufficient with 56,67%. Few of students in the class could answer the teacher's questions about the material, because some of them paid attention when the teacher explained the material. There are some students that did not pay attention, so they spoke with their partner. There was few students asked about the material. In the preliminary research, the teacher gave test. Students wrote a text based on picture in textbook. The result of the test could be seen on attachment sheet (see table 4.4).

Based on the result of pre cycle test, it was known that the most of students got low score. The researcher calculated the students' comprehension based on the students' average score as the formula below.

$$x = \frac{\sum f}{n}$$

Note: \bar{x} = the mean of students' score
 $\sum f$ = the number of score
 n = the number of students

The computation to get the students' average score of pre cycle was:

$$x = \frac{1490}{24}$$

$$x = 62,08$$

The average of the score was 62,08. It was unsatisfied because it did not reach score 70 as the minimum criterion of passing score. It could be concluded that the students' comprehension of English was still poor. It made the action research must be done. Because of this situation, the researcher intended to improve students writing by suggesting the teacher to apply a media in teaching learning process. The media that used to teach writing of descriptive text was graphic organizers.

2. Cycle I

The first cycle was done on Wednesday October 19th, 2016 at 07.15 - 08.35. That was the first meeting to apply the graphic organizers in teaching of writing descriptive text. The material was describing someone and the topic was Friend. The number of students was 22 and there were two students' absent.

In that section, the researcher started to take a role as a teacher and applied graphic organizers as a media in teaching learning. As the mentioned before, the research was called classroom action research. The activities could be seen as the following.

a. Planning

The researcher designed a lesson plan as a guidance in teaching learning descriptive text, arranged observation checklist to observe the students' activities

during teaching and learning process, prepared graphic organizers sheet as media of learning, prepared instruments test that were included test paper, and score table

b. Acting

Teacher started the class by greeting the students, asking them to recite *basmalah* and checking their attendance. Before the teacher explained the material of descriptive text, the teacher stimulated them by giving questions what did they know about descriptive text. But most of them shake their head and just kept silent. After that the teacher gave more information about descriptive text in front of the class. For giving more comprehension about the material, the students were given graphic organizers as a medium to explore their ideas in writing text. Before starting wrote their idea, teacher gave more explanation about graphic organizers and gave example of explore the idea used it.

Teacher asked students to open the textbook that used. Teacher asked students to write the material in their book. Then, teacher asked students to fill the graphic with their idea as keyword (vocabulary). Some students looked for the vocabulary in their book. There were some students that answered directly, because they knew the vocabulary. Then, teacher asked students to make description with the vocabulary related to the topic. Few students made the

example correctly. And the others wrote the correct example in their book after the teacher gave correction.

After students knew the use of graphic, teacher divided them into six groups. They were twenty four, so that one of groups consisted on four members. Then each group was distributed a graphic organizer. The teacher gave instructions how to use and what should they did. She asked to the one of each group to discuss what the vocabulary which should be written in the graphic. After they found the suitable word, they wrote the description using it. From the sentence which were written to be descriptive text. That's they done alternately. Teacher checked the group work. After finished the group work, teacher asked to one of each group to be a representative to speak the written description in front of the class. Every description that was read, teacher and other students gave correction for the works together. Before did test, teacher reviewed and concluded the material. To know their comprehension on the material, teacher gave test to get the students' achievement. The collaborator who helped the teacher gave worksheet of test. At last, the teacher asked them to say *hamdalah* as the finishing class.

The result of the students' comprehension on writing descriptive text was gotten by test. It could be seen as the following table. (see Table 4.5)

Based on the result of test above, the students' average score was 68,13. It is known that half students got problem in writing. Students felt difficult to develop the topic because their vocabulary was limited. It made the content of their writing was less the support sentences and confused. Almost all of students understood the sentences pattern and grammar, but few students still felt difficult about the grammar. Their sentences pattern was correct but the grammar was wrong. All of students knew the punctuation, but their mistake was they did not write the capital letter in the beginning of sentences. Some of them did not use point in the last sentence, but they used coma. Because of those problems, the students score still less and some of them did not reach the standard of minimum score.

c. Observing

During the teaching learning process was running, the researcher observed the students' activities and the collaborator observed the teachers' activities based on the observation checklist.

According to the result of the observation (see table 4.6), it showed the teacher activities in teaching learning process was fair with 63,33%. Teacher explained the material clearly. She used graphic organizers as media that was used whole teaching learning process. Although teacher seldom

responded students' question, teacher always asked some questions to know the students' understanding about the material and gave students' opportunity to express their opinion about the graphic. Some students answered the teacher's questions. There was progress between teacher and students' interaction, although some students answered the questions and paid attention the teacher explaining. Teacher also warned some students who did not pay attention when the teacher explained the material.

According to the result of students' activities (see table 4.7), it showed that the score of observation was 60%. The students' participation in teaching learning process was increasing, although it was still sufficient. Half of students in the class answered the teacher's questions about the material. There were some students that taught and competed to answer the questions quickly and correctly. Some students interested the lesson, because they got opportunity to express their opinion through the teacher's questions. There were some students that did not pay attention because there were two students as the trouble maker in the classroom. So that he made classroom's atmosphere was crowded when the teacher explained the material and they were warned by the teacher.

d. Reflecting

After did the first cycle test, the researcher and the collaborator analyzed the result of the test and concluded that the students' comprehension based on the students' achievement was better than the pre cycle result. The researcher and the collaborator needed the better score because it was precisely on the minimum criterion of passing score area. Students who had low score were ascertained to need opportunity to improve their comprehension to be better.

In teaching and learning process, the researcher had good enough performance. Her interaction with students was good enough. She controlled the class well although there were students made noisy in the class. She used easy words when delivered the material to make students understand easily. But she seldom responded students' question when the students confused with the graphic without picture. They couldn't imagine well about the object.

Based on the reflection above the researcher tried to get solution of the problem above with the following action.

1. Completed the graphic with picture to make students easy to explore their ideas.
2. Managed class well so the researcher could respond the students' question well.

3. Cycle II

The second cycle was done on Tuesday 25 October 2016 at 07.15 - 08.35. The number of students was 24 and there wasn't student absent. The cycle was done, because there was problem in students' writing skill in cycle one. Some of students felt difficult to write Descriptive text. Some of them were still less understanding about tense that used in descriptive text and their vocabulary was limited. It made students' writing was less in support sentence and the content was far from the topic. In the second cycle, the teaching learning process in Simple Present Tense and vocabulary. The material was describing person and the topic was actor. These the following steps in this cycle:

1. Planning

As the first cycle before, the researcher prepared the lesson plan, the material of descriptive text, the media and the test paper also the table score.

2. Acting

The teaching learning process was begun by greeting to the students and asking them to recite *basmalah* then checking students' attendance from the teacher. Teacher reviewed the material about descriptive text and asked some students to know the students' understanding and memorizing the material. There was progress in students'

comprehend the material, because almost all of students could answer the teacher's questions. To know the students' understanding in simple present tense, teacher asked students to mention and wrote the formula and made the example of Simple Present Tense. Some students could write it on the whiteboard correctly. After teacher knew the students understanding in Simple present Tense teacher asked about actor and students answer it.

Teacher divided them into six groups. They were twenty four, so that one of groups consisted on four members. Then each group was distributed a graphic organizer. In this occasion the graphic support with the picture. Students collected the vocabulary into the graphic as they did before in the first cycle. That's they done alternately. Then, they described the picture on the graphic by arranging and organizing the vocabulary from the sentences became a paragraph or text. After that, students wrote the result of their discussion. Teacher checked the group work. After finished the group work, teacher asked to one of each group to be a representative to speak the written text in seat. Every description that was read, teacher and other students gave correction for the works together. Before did test, teacher ascertained the students had comprehended the material. Then to get the

students' achievement, teacher gave test. The collaborator who helped the teacher gave worksheet of test. At the last of lesson teacher asked the students to write vocabularies about family in their home. Finally, the teacher asked them to say *hamdalah* as the finishing class.

The result of test could be seen on table 4.8 as attached. According to the result of test above, it was known that the students' average score was 72.50. It was good score that better than the result of first cycle. That was 75% or 18 students who got score that reached 70 as the minimum criterion of passing score and it was about 25% or 6 students who got score under the criterion of passing score. It showed that they still felt problem in writing. Students' vocabulary got more. The content had told about the topic. Almost all of students understood the sentences pattern and grammar and few students still had mistake in the grammar. For the mechanics, almost all of students knew the punctuation but their mistake was the students did not write the capital letter in beginning of sentences. Because of those problems, the classroom action research would be continued on the third cycle.

3. Observing

During teaching learning process the teacher observed the student's activities and the collaborator observed the

teachers' activities. The result of both them could be seen on attachment sheet. see table 4.9 and table 4.10

Based on two tables above, it could be concluded that the teacher activities in teaching learning process used graphic organizer was good with 73,33%. Teacher explained the material clearly. Graphic organizers which support with picture was media that used whole teaching learning process and used whiteboard and textbook to facilitate the teaching learning process. Teacher responded students' questions or opinion. Teacher often asked some questions to know the students' understanding about the material and gave students' opportunity to express their opinion. Some students answered the teacher's questions. There was progress between teacher and students' interaction, because half of all students answered the questions and paid attention the teacher explaining. Teacher also warned some students that did not pay attention when the teacher explained the material. Teacher could manage the class well than before.

Based on the table above (see table 4.10). The score of first cycle was 60% and the score observation of cycle two was 70%. In this cycle, students' participation in the teaching learning process was increasing. Many students in the class answered the teacher's questions about the material. Their enthusiastic in learning process was good

enough but they did not have self-confidence to ask when they found hesitancy about appropriate vocabulary. Some students interested the lesson, because they had opportunity to express their opinion orally and written through the teacher's questions. There were some students that did not pay attention when the teacher explained the material and they were warned by the teacher.

4. Reflecting

The score of the second cycle had fulfilled the minimum criterion of passing score that was 70. Therefore, there were few students who reached the minimum criterion of passing score yet.

In teaching and learning process, the researcher had good performance. Her interaction with students was good. She used easy words when delivered the material to make students understand easily. She often responded students' question when the students got difficulties. They could imagine well about the object from the picture. She controlled the class well. The researcher did approach to be familiar people for them particularly for the students who were assumed as trouble maker.

Based on the reflection above, the researcher ascertained the students who got the score under the minimum criterion of passing score. In next cycle the

researcher tried to write the vocabulary on the graphic organizers sheet.

4. Cycle III

The third cycle was done on Wednesday, November 2nd, 2016. This cycle was done, because there was problem in students' writing skill and their score had not reached the standard of minimum score. Few students still had mistake in grammar when they wrote Descriptive Text. Their vocabulary got more based on the topic. Their score test in cycle two was good although few students had not reached the standard of minimum score. In the third cycle, the teaching learning process focused in Simple Present Tense and vocabulary. The material was describing person and the topic was family. These were the following steps in third cycle.

1. Planning

As the first cycle before, the researcher prepared the lesson plan, the material of descriptive text, the media and the test paper also the table score.

2. Acting

The teaching learning process was begun by greeting to the students asking them to recite *basmalah* then checking students' attendance from the teacher. Teacher reviewed the material about descriptive text and asked some students to know the students' understanding and memorizing the material. There was progress in students'

comprehend the material, because almost all of students could answer the teacher's questions. To know the students' understanding in simple present tense, teacher asked students to mention and write the formula and made the example of Simple Present Tense. Some students could write it on the whiteboard correctly. After teacher knew the students understanding in Simple present Tense, teacher asked students about people in family. All of students mentioned people in the family correctly.

Teacher divided them into six groups. They were twenty four, so that one of groups consisted on four members. Then each group was distributed a graphic organizer. In this occasion the graphic support with the picture. Students collected the vocabulary into the graphic as they have done before in second cycle. That's they have done alternately. Then, they described the picture on the graphic by arranging and organizing the vocabulary from the sentences became a paragraph or text. After that, students wrote the result of their discussion. Teacher checked the group work. After finished the group work, teacher asked to one of each group to be a representative to speak the written text in seat. Every description that was read, teacher and other students gave correction for the works together. Before did test, teacher ascertained the students had comprehended the material. Then to get the

students' achievement, teacher gave test. The collaborator who helped the teacher gave worksheet of test. At the last, the teacher asked them to say *hamdalah* as the finishing class.

According to the result of test on attachment sheet table 4.10, it was known that the average score was 75.29. Students writing skill had been good. Students improved their vocabulary based on the topic. The content had told about the topic. Almost all of students understood the sentences pattern and grammar. For the mechanics, almost all of students knew the punctuation but their mistake was the students did not write the capital letter in beginning of sentences.

3. Observing

During teaching learning process the teacher observed the student's activities and the collaborator observed the teachers' activities. The result of both them could be seen on attachment sheet. (see table 4.12 and table 4.13)

Based on the teachers' activity see table 4.12, the score was 83,33%. Teacher explained the material well. It was not too fast or too slow. It was clearly explanation for them. She used the graphic organizers to help students to create a paragraph of text. She gave a chance to them who got difficulties to ask question. She also checked students' understanding by giving question related to the graphic.

Many students could answer the question. There were progress between students and teacher interaction.

Based on the student's activity above, it showed the score was 80%. It was good participation of the students. Almost all of students answered the teacher's questions about the material. There were some students that thought and competed to answer the questions quickly and correctly. Almost all of students wrote the sentences about the picture on the graphic. The passive students changed into active students, because they competed to express their opinion about the picture on the graphic. It made the class was enjoyed by the students. Almost all of students interested the lesson, because they got opportunity to express their opinion through the teacher's questions. Almost all of students paid attention when the teacher explained the material. All of students did not warn from the teacher. Then, all of students did the test.

4. Reflecting

The score of the third cycle had fulfilled the minimum criterion of passing score that was 70. The students' score was equal or more than 70. All of the students' score was good and had reached the standard of minimum score. The average score was 75,29. That score was higher than in cycle two. Their good achievement had showed the improvement of students' writing descriptive text. The

students' comprehension was encouraged their interest in learning process. They were looked enjoy and comfort in teaching learning process that was showed their improvement of confidence when responding the teacher's questions.

By the analyzing and the result of the research in the third cycle, the researcher stopped the research based on the collaborator's approval.

Further analyzing could be explained the causes of students' progress, regress, and stagnant achievement. The student who got the progress was caused their good comprehension and enthusiastic. Even though some of them became passive learners in the class, they could reduce his annoyance in the class for the trouble makers, and were able to control their selves became nice students. They also showed communicative role in group work interactively. Students who got the regress could be known from their achievement that showed less understanding. For the stagnant, students showed good attention and enthusiastic in teaching and learning process. They attempted to become more active learners by giving feedback of teacher's questions confidently.

B. Graphic Organizers Could Enhance Students' Ability in Writing Descriptive Text

Based on students' participation and students' score in every cycle Graphic Organizers could enhance the students' ability in writing descriptive text. It could be seen that the implementation of graphic organizers in teaching writing of descriptive text was more interesting to the students. They paid more attention and enthusiasm in learning process. They also could answer the teachers' question confidently because they knew the answer after saw the picture on the graphic. Although before they had taught used graphic organizers they were not confident.

Using graphic organizers in teaching of writing descriptive text could make students expressed their ideas and opinion about the material. Graphic organizers gave contribution in visualization clearly. They could explore what they imagined or what happened in their mind in the form of written text. It had made them more enjoy to convey their idea. It could make passive students to be active students. There were some passive students became active students after taught by using graphic organizers. They asked question, shared their idea, gave correction to their friend in group and presented their work confidently. So, when they did test they did it as well as they could.

The students' score in every cycle could be seen on table 4.14 students' score recapitulation. It showed that after taught using graphic organizers, students ability in writing descriptive text such as content, organization, vocabulary, grammar and mechanic were improved in every cycle. They did the best to reach the standard of minimum score.

C. The Enhancement of Students' Ability in Writing Descriptive Text through Graphic Organizers

After the researcher implemented the use of graphic organizers in teaching of writing descriptive text, the researcher got the data from each cycle. It was analyzed in each cycle and the researcher got the result of the classroom action research. The result of research showed that there was significant enhancement of students' ability in writing descriptive text after taught using Graphic organizers as the media. It could be seen from the result of the students' participation from the first cycle up to third cycle.

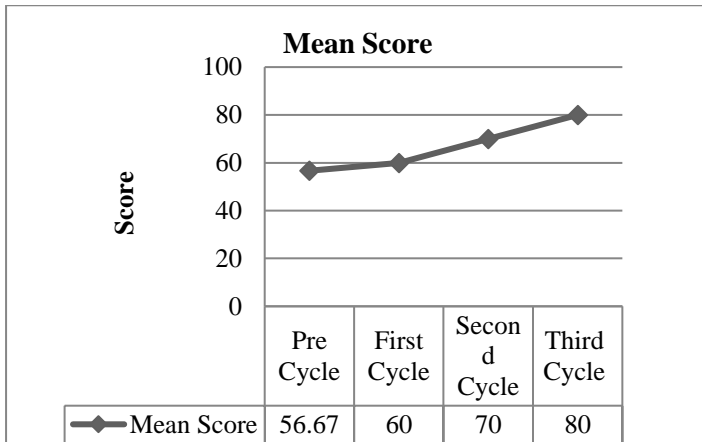
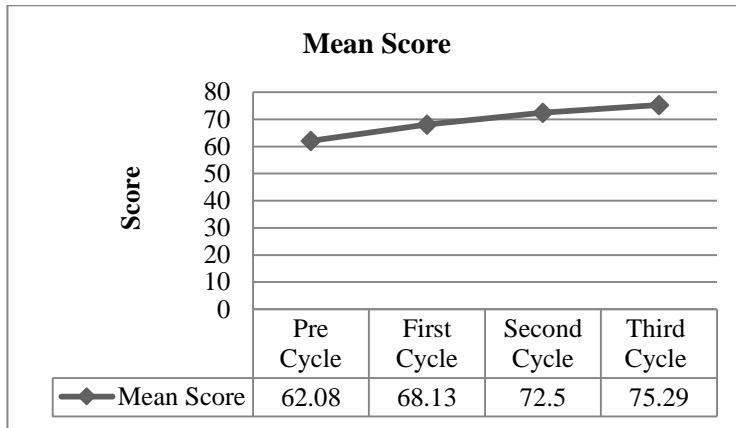


Figure 4.1 Increasing Students' Participation

According to the data above, the students' participation whole teaching learning process got improvement in every cycle. The lowest score of students participation was 56,67%. That score was in pre cycle. The highest score of students participation was 80,00%. That score was in cycle three. The students' participation in teaching learning process got improvement and it was followed by improving the students' score in writing Descriptive text from cycle one to cycle three. The recapitulation of students' score from pre cycle until third cycle that could be seen on attachment table (see Table 4.14).It also can be drawn as the following chart.

Figure 4.2

Students' Improvement Based on the Mean Score



The successfulness of enhancing students' ability in writing descriptive text through graphic organizers could be known in the table above. The conventional way that was used in pre cycle showed the mean of pre cycle was 62.08. It meant the score was lower than 70 as the minimum criterion of passing score. In the first cycle, the mean of the students' score was 68.13. Then the result of second cycle the mean of the students' score was 72.50. Meanwhile, the result of the third cycle showed the better improvement that reached 75,29 as the mean. Students could reach the minimum criterion of passing score 70.

From the explanations above, it could be concluded that the implementation of graphic organizers to teach writing skill could enhance students' ability in writing descriptive text. For that reason, the researcher stopped the research, because the students' score had reached the standard of minimum score and students' ability in writing descriptive text could enhance through graphic organizers.