

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the data that have been collected were analyzed and discussed to know the result of each activity during a research.

A. RESEARCH FINDING

1. The Data of Pre-cycle Finding

Before conducting this action research, a pre-test was given. The purpose of pre-test was to know the students' ability in writing news item text. Pre-cycle was conducted on Wednesday, February 22th 2012. They were 25 students who followed the test.

They had to write a news item paragraph about accident theme. The length of paragraph consists of 10-15 sentences. The time allotment was 40 minutes. The pre-test result would be compared to the students' test results after treatment to know the improvement of the students' ability in writing news item. The pre-cycle result can be seen in the table below:

Table 4. The Pre-cycle Result

No	Name of students	Score
1	Ahmad Samsudin	49
2	Ahmad Saiful Adyan	55
3	Ayu Dyah Damayanti	68
4	Bahrudin M	55
5	Devi Retno M	70
6	Dian Agustina	58
7	Edi Galih Saputra	55
8	Fitri Mualifah	55
9	Hidayatun Nikmah	56

10	Ihda Nurhidayah	57
11	Khoirul Adib	51
12	Lita Jaiyin	48
13	Moh. Abdul Kohar	69
14	Muhammad Fauzi	52
15	M. Ridhwan	60
16	Muhammad Said	63
17	Ria Fitriana	57
18	Rumisih	57
19	Siti Suhermi	56
20	Sofi Rustiani	55
21	Sri Pujiani	55
22	Susma Fatin ND	60
23	Titik Elva Yuliana	63
24	Titik Endang Sholikatin	69
25	Azizatul Maqfiroh	52
Σ		1445

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{1445}{25} \\ = 57.8$$

From the pre-cycle result above can be concluded that the students' ability in writing news item text was still poor. Most of the students were poor in all of those components especially in content, organization, and grammar.

Most of the students were poor in all of those components especially in ideas, organization, and grammar. The students' writing was not coherent and united. In addition, the content of their essay was lack of ideas. Although they knew the theory of news item text well, they failed to differentiate the use of verb. An example of their mistake was found in the sentence, "*among is person to walked*", it had to be "*among is person to walk*". Then, the students also failed to state the subject in every clause. For example, "*family who hit disaster to guide she in law age*". It had to be, "*family who hit disaster to guide her in law age*". Consequentially, the students' grammar was needed to be improved.

Furthermore, a lot of students ignored the mechanics of writing including the use of capital letters, periods, and comma on their writing. The students used inappropriate vocabulary.

Based on the explanation above, the average of students' result in pre-test was 57.8. The students' achievement level in this pre-test was failed. It could be said that treatment was important to improve students' writing skill.

The observation in pre cycle 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 news item 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 given the maximum response, especially students who sat in the backside of the class. They still like to talk with other friend.

2. The Data of Cycle 1 Finding

In this cycle, the researcher conducted treatment first before executed a test. It was conducted on Wednesday, March 7th 2012. There were 25 students following teaching learning process. Teaching learning process during treatment was represented in many steps.

a. Planning

- 1) Choosing the teaching learning materials (Israel video)
- 2) Arranging the lesson plan based on the teaching materials
- 3) Preparing the test Instrument
- 4) Preparing teaching facilities
- 5) Preparing students' attendance list

b. Acting

The first meeting applied to conduct building knowledge of field of modeling of the text stage. Then the next meetings applied to hold join construction of text and independent of text construction. In this cycle, the researcher gave the students treatment, the researcher concerned on the student's difficulty to build the ideas in writing news item essay. Video gave them ideas to build. Therefore, the researcher concerned on some leading question that could help the students comprehends fully. Basically, they knew the pattern of simple past tense, tense that used in news item. The researcher gave example of simple past tense. Then, the researcher asked to students to write down on the white board gave example of simple past tense. However, they failed in adapting this tense in form of news item essay. The process of teaching and learning during the treatment was represented in the learning stages. There were four stages in the cycle one.

The first stage was building knowledge of field. Firstly, in the previous meeting the researcher attached video in the classroom. The researcher hope that it could increase their sense of curiosity. Moreover, it expected that the students would get something to inspire their writing.

The next stage was modeling of text. As stated before, the students had almost understood the theory of news item. However, they got difficulties in writing an essay of news item. Therefore, the researcher intended to make the students understood, not only the theory but also the application of the theory. The researcher lead them to discuss their mistake in pre-test. Then, the researcher chose one of the video tells about Israel. The researcher played video two times and guided them to watch the video from LCD. Time allotment of video about five minutes. The researcher asked the students to watch the video and take a note key word based on the video. Then, the researcher gave them some leading question about video, e.g, what video is this? Do you know this video? After that, the researcher asked to students discuss about the video. The students discuss about content, language feature and generic structure based on the video. The students were enthusiastic in joining the discussion. Then, the researcher showed them the way to combine those ideas into a coherent essay. They identified the generic structure of the text easily.

Having clear with the construction of news item, the researcher lead the students to the next stage that was join construction of text. At first, the researcher asked the students to watch the video. Then, the students take a note key word and decided the topic based on the video that have been given. After that, the researcher checked the students work and then given the correct text.

The last stage was independent construction of text. In this stage the researcher asked every student to write a news item essay based on the video they had watched. The topic was Israel. The length of the essay was 10-15 sentences and the time allotment was 40 minutes. Moreover, the result of cycle one test can be seen in the table below:

Table 5. The Cycle 1 test Result

No	Name of students	Component of writing score					score
		C	O	V	G	M	
1	Ahmad Samsudin	16	14	13	14	3	60
2	Ahmad Saiful Adyan	17	15	14	14	4	64
3	Ayu Dyah Damayanti	18	15	16	16	4	69
4	Bahrudin M	16	14	15	14	3	62
5	Devi Retno M	21	17	18	16	4	76
6	Dian Agustina	15	15	14	15	3	62
7	Edi Galih Saputra	15	14	16	15	3	63
8	Fitri Mualifah	15	14	14	15	3	61
9	Hidayatun Nikmah	18	16	15	15	4	68
10	Ihda Nurhidayah	17	15	15	14	4	65
11	Khoirul Adib	18	16	15	15	4	68
12	Lita Jaiyin	15	14	15	14	3	61
13	Moh. Abdul Kohar	21	17	19	17	4	78
14	Muhammad Fauzi	18	17	18	15	4	72
15	M. Ridhwan	20	16	18	14	4	72
16	Muhammad Said	18	17	16	15	4	70
17	Ria Fitriana	19	17	16	14	3	69
18	Rumisih	16	15	16	13	3	63
19	Siti Suhermi	17	15	17	15	4	68
20	Sofi Rustiani	16	15	17	14	3	65
21	Sri Pujiani	15	16	15	14	3	63
22	Susma Fatin ND	18	16	16	15	3	68
23	Titik Elva Yuliana	20	17	18	15	4	74
24	Titik Endang Sholikatin	19	16	16	15	4	70

25	Azizatul Maqfiroh	17	16	15	15	3	66
Σ		439	392	399	367	89	1686

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{1676}{25}$$

$$= 67.04$$

Based on the test result, the average of students in treatment (cycle 1) was 67.04. It increased 9.24 from pre-test and it could be concluded that a first cycle was successful enough. In first cycle, the researcher analyzed that some students still had difficult in writing news item. The students not only had difficulty to make a paragraph but also in grammar, word choosing and systematic of news item text. Based on the problem above, the teacher conducted cycle 2 in order to improve the students' writing news item.

c. Observing

First monitoring, it was conducted on Wednesday, Pebruary 29th 2012. This meeting, all of the students' attendance in class. While the teacher showed video, they watched to the video and listened to teacher's explanation, they did what the teacher said none students is crowded and also asked permission to leave the classroom. In the second activity, there were not students not pay attention to the learning process. Devi Retno, Titik Elva, Diah Agustina, Abdul Kohar and Fauzi were the students who are active in asking question because they wanted to know more news item text. When the teacher gave a task to them, none students did not do the tasks because they are discipline in doing the task and four students were not

active during a lesson. They were: Siti Suhermi, Lita Jaiyin, Edi Galih and Azizatul. These students also did not pay attention to the teacher's explain.

Table 6
Score of observation in cycle I

No	Indicators	None	A few	Half	Many	Majority	Total score
		0%	(< 20%)	(20-49%)	(50-69%)	(> 70 %)	
		1	2	3	4	5	
1	The student's are enthusiastic in listening to teachers' explanation of news item text				√		4
2	The student's participant in answering the teacher question		√				2
3	The student's are enthusiastic in mentioning the vocabulary items for the theme			√			3
4	The student's are enthusiastic watching video					√	5

5	The student's are enthusiastic in doing test				√		4
Total score		0	0	6	8	5	18

$$\begin{aligned} \text{Score} &= \frac{\text{Total score}}{\text{Maximal score}} \times 100\% \\ &= \frac{18}{45} \times 100\% \\ &= 40\% \end{aligned}$$

According to the result of the observation above it can be concluded that more students joined the class enthusiastically and teaching by using video is effective to improve students' news item writing skill than teaching without video. 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 video was not big enough. So, the things in the video could not be seen. But the students could imagine other things in the theme.

d. Reflecting

- 1) The teaching that done by the teacher had not maximal, because in giving materials was less interesting.
- 2) The students activity in learning process had not maximal yet. It was caused unfamiliar in material, so students did not pay attention to the teacher in the classroom. Besides that, there were students that did not understand the instruction that was given by the teacher.
- 3) Teacher should prepare teaching media well.

- 4) Teacher should improve students' motivation in learning process, especially for students that were less attention.

3. The Data of Cycle 2 Finding

a. Planning

- 1) Choosing the teaching learning materials (Gaza video)
- 2) Arranging the lesson plan based on the teaching materials
- 3) Preparing the test Instrument
- 4) Preparing teaching facilities

b. Acting

Cycle two took two meetings. The first meeting was on Wednesday, Maret 14th 2012. The second meeting was on Thursday, Maret 15th 2012. Generally, the procedure of teaching learning activity in this cycle was almost the same as the previous cycle. The first meeting used as building knowledge of field stages. The main concern on this cycle was on making the students' writing more coherent and better than before. However, the researcher still tried to develop the other components.

In modelling of text, the researcher explored the students' vocabulary by drilling them some vocabulary used in news item. The researcher also used video to inspire the students in varying vocabulary. The students take a note key word and new vocabularies based on the video. Then, the students asked to write them on the white board. In the next stage that was joint construction of text, the researcher showed them a video about Gaza. The researcher played video two times and guided them to watch the video from LCD. Time allotment of the video about five minutes. Then, the researcher asked the researcher to write key word based on the video and explore the video on the white board. All of them, the students enthusiastic to write on the white board. After that, the researcher checked the students work and then given correct the answer.

Move to the next stage, independent construction of text. In this stage, every student had to write their own essay about the video they had discussed. The rule was still the same, the time allotment was 40 minutes and the length of essay was 10-15 sentences.

The result of students' achievement in writing news item in the cycle 2 was shown in the table below:

Table 7. The cycle 2 test Result

No	Name of students	Component of writing score					score
		C	O	V	G	M	
1	Ahmad Samsudin	18	17	18	17	4	74
2	Ahmad Saiful Adyan	17	16	15	16	3	67
3	Ayu Dyah Damayanti	18	17	16	15	4	70
4	Bahrudin M	17	17	16	16	4	70
5	Devi Retno M	23	18	19	18	4	82
6	Dian Agustina	20	17	16	16	4	73
7	Edi Galih Saputra	17	16	18	15	3	69
8	Fitri Muallifah	19	17	16	16	4	72
9	Hidayatun Nikmah	19	18	17	16	4	74
10	Ihda Nurhidayah	18	16	17	16	4	71
11	Khoirul Adib	19	17	16	15	4	71
12	Lita Jaiyin	18	16	16	15	3	68
13	Moh. Abdul Kohar	22	18	18	19	4	81
14	Muhammad Fauzi	20	18	17	18	4	77
15	M. Ridhwan	19	17	18	16	4	74
16	Muhammad Said	21	18	18	19	4	80
17	Ria Fitriana	22	17	18	18	4	79
18	Rumisih	20	18	17	18	4	77
19	Siti Suhermi	18	17	18	16	4	73

20	Sofi Rustiani	19	18	17	18	4	76
21	Sri Pujiani	19	17	18	17	4	75
22	Susma Fatin ND	18	18	16	16	4	72
23	Titik Elva Yuliana	22	18	17	18	4	79
24	Titik Endang Sholikatin	17	17	18	16	4	72
25	Azizatul Maqfiroh	18	17	19	16	4	74
Σ		478	430	429	416	97	1850

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

$$M = \frac{1850}{25} \\ = 74$$

c. Observing

Next monitoring, it was conducted on Wednesday, March 14th 2012 and Thursday, March 15th 2012. This observation was executed while students doing test. In the learning process, all of the students attended in class and listened to teacher's explanation. While doing test, there were three students did not pay attention to the learning process and there was five student's active in asking questions, they were Devi Retno and Mohammad Abdul Kohar. In this activity, there were four students asking permission to leave the classroom but all of the students disciplined in doing the task and none the students' who do not active during a lesson.

From the statement above, it can be concluded that while executed observation the researcher knew the activity what the students did during teaching learning process. The researcher conducted that class X of MA

Manbaul Ulum Sinoman Pati belonging to the active and in the law obedient' students. It was proved while most of the students listened to teacher's explanation, active asked the questions, and discipline in doing a task. In the law obedient' students, it proved from the attendance list and the students were not like to be active although two of three students still made active.

Table 8
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 student's are enthusiastic in listening to teachers' explanation of news item text					√	5
2	The student's are participant in answering the teacher question				√		4
3	The student's are enthusiastic in mentioning the vocabulary				√		4

	items from the theme						
4	The student's are enthusiastic watching video					√	5
5	The student's are enthusiastic in doing test					√	5
Total score		0	0	0	8	15	23

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{Maximal score}} \times 100\% \\
 &= \frac{23}{45} \times 100\% \\
 &= 51,1\%
 \end{aligned}$$

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, most 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.

d. Reflecting

Evaluate the steps in teaching learning process, discussed the result of observation, and assessed the result of students' understanding for the improvement of students' writing news item text. According to the researcher, all activities 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. From the result above, the researcher concluded that the research proved that the use of video to develop students' ability in writing was significant.

B. DISCUSSION

1. Analysis of Cycle 1

The researcher's analysis shows that the average of students' test result of the first cycle was 67.44. The highest score was 78 and the lowest score was 60. From the analysis above, the average of the results was 67.44. The researcher analyzed that some students still had difficulty in writing news item. The students not only had difficulty to make a paragraph but also in grammar, word choosing and systematic of news item text.

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.

2. Analysis of Cycle 2

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 result of analysis shows that the average of students' test result of the second cycle was 74. The highest score was 82 and the lowest score was 67. All activities in the second cycle and the activity could run well. The researcher analyzed 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 news item text writing. To solve these problems, the teacher gave student to watch the video to the teaching and learning process could be success and the improvement of writing skill in news item text could be reached.

From the result above, the analysis above shows that the result of the second cycle was better than previous one. There were more improvements in this cycle although it was step by step. The researcher concluded that the use of video to develop students' ability in writing was signifiant.

3. The comparison of pre cycle and cycle 1

In pre cycle we can see that students' activeness were very low. This can be concluded that there were about 49 % students did not give participant to teacher's questions. It was shown by their attitudes during the class that most of them were talking to each other while the study in progress. Even when they were in groups of discussion, they did not show any enthusiasm in joining the activity. For instance, when teacher pointed one of them to express their writing in front of class, student who was pointed would point another student or his/her partner instead. This repeated over and over until there was someone who did not have a chance to refuse tried to express this expression.

In contrast, in cycle 1, students' responds toward speaking were shown significant improvement. It was resulted that students activeness/participation in writing activity were 69%. It increased from pre cycle. Here, 2 students who were pointed to come forward for their group did not refuse or point another partner to come forward instead.

From the result above, the average students in Pre Cycle were only 57, 8 and Cycle I was 67, 44, the comparison between Pre Cycle and Cycle I improved 9, 64 %. It's meant the use of video can improve students' achievement in writing.

4. The Comparison of Cycle 1 and Cycle 2

In cycle 1 we can see that students' activeness were very low. This can be concluded that the students did not give attention to teacher's explanation. It was shown by their attitudes during the class that most of them were talking to each other while the study in progress or sleeping. Even when they were in groups of discussion, they did not show any enthusiasm in joining the activity. For instance, when teacher pointed one of them to come forward, student who was pointed would point another student or his/her partner instead. This repeated over and over until there was someone who did not have a chance to refuse tried to write their writing.

In contrast, in cycle 2, students' responds toward writing were shown the improvement. It was resulted that students activeness/participation in writing activity increased from cycle 1. Here, 4 students who were pointed to come forward for their group did not refuse or point another partner to come forward instead.

It can be said that the use of video were effective in improving students' writing ability and motivated them to be more active in engaging themselves in writing activity. In short, students' were more actively writing; they leaved their laziness and embarrassment by actively writing

In addition, their achievement in speaking also increased. Students' mean in cycle I 67, 44, increased up to 74 in cycles II. It was higher than minimum score that must be reached. Those indicated that video can improve students' writing ability.

5. The comparison of pre cycle and all cycle

Interpretation takes the result of analysis, makes the interferences pertinent to the research relation studied and draws conclusion about the relations. In the best average scores of the pre cycle, cycle1 and cycle 2 of the students was 57, 8, 67, 44, and 74. It shows that cycle 1 scores of the class (67, 4) are better than (74) the result of the cycle 2 of the class is higher than

cycle 1. Based on the result above, the researcher concluded that the teaching learning activity by using video can improve the students' ability in writing.

From this result, the researcher concluded that the students' achievement in writing news item text using video had a significant improvement and we can look on the graph below:

Diagram1
Improvement of Students' Score
In Writing News Item text

