CHAPTER IV
DESCRIPTION AND DATA ANALYSIS

This chapter explains the result of this research. This is a classroom action research of The Effectiveness of Using Circle Chain Game with Picture to Improve Students' Descriptive Text Writing. There were four cycles in this classroom action research, which includes of preliminary research, first cycle, second cycle and third cycle. The researcher arranges data started from a preliminary research up to third cycle that had been done before, which includes the five elements of writing skills, consist of content, organization, vocabulary, language use and mechanic.

A. Description of the Data

As explained at the Chapter III, this research used the observation, test and documentation to collect the data. The kind data was quantitative that was test and qualitative that was observation and documentation. Those were described as follow:

1. Qualitative Data
   a. Observation, observation was done while teaching and learning process was being done. Observation was done by the researcher by using instrument of observation checklist, and the reseacher focused on the students as the subject of the research. The researcher wanted to know about the students' activeness in teaching learning process. Observation was done by monitoring

the students' activities during teaching and learning process was doing. The observation checklist consist of five indicators.

The first indicator is about students' attendance. At the first cycle, from pre cycle until third cycle there was no one student who was absent, 100 % students who took part in this lesson, it meant that majority students who attended to the class.

The second indicator is about the students' enthusiasm in listening to the teacher explanation. At the first cycle the researcher found that many students were enthusiastic, but some students did not focus. They spoke to other or paid attention to out class. At the second cycle, majority students focused on listening to the teacher explanation and there was hardly noise except the teacher explanation.

The third indicator is about the students' seriousness in learning process by asking question. In this indicator, the researcher did not find student who asking question at all. It occurred at the first and second cycle. The researcher awore that the teacher did not give a chance and guide to the students to ask when they have a problem. The teacher only focused on explaining the material.

The fourth indicator is about the students' enthusiasm in responding teacher question. In this indicator, the researcher found that many students were enthusiastic in responding teacher question, but some students kept silent.

The last indicator is about the students enthusiasm in doing the test. At the first cycle, some students seemed less enthusiastic in doing individual work, but many students were enthusiastic. At the second cycle, the researcher found that majority of students were enthusiastic in doing individual test.

From the observation of the students, the researcher calculated the result of observation checklist was 48 % at the first cycle, the second cycle was 60% and 80% at the third cycle.

b. Documentation, in this research the data for documentation taken from the teacher such as the score of preliminary research, students' name, students' attendance, from other sources such as photos, material of the study, students' answer sheet, students score, and all the data supported the research.

2. Quantitative Data

Test, was conducted after having the treatment in each cycle. The researcher used the instrument of test that was writing test. At the answer sheet, there was a picture of the dancers. Students were asked to describe about person at the second cycle. Students was permitted to open the dictionary. They must write at least 3-5 sentences every paragraph. The time was 60 minutes.

explained in scoring guide that the result of the test analyzed by five elements those are content, organization, vocabulary, language use and mechanics.

The analysis started from the content. A lot of students have known enough about the figure that was described. Mostly, their written was relevant to the topic, but lacks detail.

Organization, the average of the students' ideas was clearly enough, but the ideas was limited support. The students just wrote based of what they looked, but little expression. Some time the ideas was confused.

Then, their vocabulary was good to average. There was some errors of words and idiom form. The students also have some errors in choosing the word where the meaning of the words were not obscure or little knowledge of English vocabulary, idiom, and word form.

For language use, some students have problems in grammar such as tenses, article, pronoun, but many students have few errors of those. They wrote in effective complex construction.

For mechanics, punctuation, capitalization, paragraphing often faced by students, but after giving the treatment, they just have few errors of those.

After doing the test and analyzed, the researcher calculated the result of students' works. After calculating the score of students' work, the researcher calculated the mean. The mean of the first cycle was 59.54, the second cycle was 62.88, and the third cycle was 79.25. The researcher hopes this collected data can answer questions about the implementation of circle chain game using picture in teaching writing descriptive text and the

improvement of students' ability in writing descriptive text after being taught using circle chain game with picture. Before the researcher was going to apply circle chain game in teaching writing process, there is a preliminary research. This preliminary research was conducted at the beginning of the research. It was done Mr. Mardi as English teacher. The researcher just observed the classroom activity during the English lesson before students being taught writing using circle chain game. From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: the English teacher explained the material still use conventional method, the teacher only uses LKS and hand out during learning process, but the teacher explained the material systematically and communicatively. When the teacher explained the material, there were some did not pay attention to the teacher's explanation. In teaching learning process, the students did not being active in asking the teacher related to the material given. They just kept and did the task from the teacher. From the description above, it can be concluded that the students' attention, participation, activity were low during the English lesson. Then the researcher hopes that using circle chain game with picture to the next can make students become concentrating and paid attention to teacher's explanation. The result of all cycles are described as follows :

B. Analysis Data of Each Cycle

1. Pre-cycle

The pre cycle was conducted at the beginning of the whole programs. The purpose of conducting the pre cycle was to get the data of students' achievement in writing descriptive text. The pre cycle it self was conducted on Wednesday, 23 January 2013. In the pre cycle, the students result see in appendix 9.

The average achievement of the students in the pre cycle was 58.60. This result was lower than the criterion that has been stipulated by KKM. The researcher concluded that the treatments in each cycle were necessary to improve the students result.

2. Cycle 1

Cycle 1 was conducted on Monday, 28 January 2013. This cycle explained how the teaching learning activity took place then would be continued with the next cycles according to the situation. From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: at the beginning, teacher greeted students and introduced herself to students of grade VIIA.

There were 32 students following teaching learning process. Teaching learning process during treatment was presented in many steps. The first step is planning. In this step, the teacher chose teaching and learning material, arranged lesson plan, prepare game and observation checklist, prepared test instrument.

The second step in this cycle is Acting. The first stage was pre activities. Firstly, the writer greeted the students and checked the students' attendance. All students joined the teaching learning process. Then, the writer told to the students the learning aim. The next stage was main activities. In this stage, the writer concerned on descriptive text. Firstly, the writer explored the student's comprehension about descriptive text. They just know about descriptive text in general. The writer explained what is descriptive text. Then, the writer give example of descriptive text to the students. The writer ask to the students to identifying the vocabulary, identification, description. Besides, the writer also explained about noun, adjective, pronoun and verb. So far the students could distinguish between identification and description when the writer ask students about identification and description. Having clear with the definition descriptive text, aim and the generic structure of descriptive text, the writer run the Choose Circle Chain game. Teacher guide the circle chain game to students. They looked very enthusiasm with teacher's explanation. Then teacher divide students into group of four and ask students sit in a circle. After that, the teacher ask students to describe their classroom and every group gets a paper and then the first player makes sentence what they did base on situation in their classroom in paper, the next player repeat what the previous player written and add their own sentences in written form, and every group stick the paper on the white board, teacher corrects the sentences, and

the last the fastest group and write the sentence correctly is the winner. For the students' member in cycle 1, see (appendix 5)

During the game, the students were enthusiastic in composing Descriptive text and they could compose all the word. They could cooperate with their group well. Here the writer would like to show some students mistakes:

Group 1 wrote: My classroom caled class V11 A. It should be My classroom called class V11 A. Group 2 wrote: Tobe seven teen table and thirty three cair in class. It should be there are seventeen tables and thirty three chairs in class. Group 3 wrote: My classroom is dirty reason season rain. It should be My classroom is dirty because season rain. Group 4 wrote: In my classroom there are one blueboard and blackboard. It should be In my classroom, there are blueboard and blackboard. The winner is group that get the best score. The winner was group 1.

The last stage was post activities. The researcher gave some picture to the students and asked them to write descriptive text based on the picture that given by the teacher. Teacher and researcher gave test to the students to make descriptive text. They were asked to describe their classroom. The duration of the test was about 60 minutes. Students were also permitted to open the dictionary. Some students looked confuse, but they did the test enthusiastically.

After students collected their worksheets to the teacher, then writer analyzed and calculated students' worksheets. For the result of students' score, see (appendix 10). Then the researcher calculated the mean. The mean score of test cycle 1 as follows:

First Cycle Test Score

$$\text{Mean of students' score} = \frac{Total\ score}{Number\ of\ students}$$

$$X = \frac{\Sigma f}{n}$$

$$\text{Mean:}\ \frac{1905}{32}$$

Mean: 59.54

From the result above, the writer concluded that the students' ability in composing descriptive text was low. Most of the students felt difficult in grammar and organization they made. For example, Meta Kurnia Wati wrote: His have a little beard and a little moustache. She must change the word " his has" with "he has" in her sentence. The correct one is He has a little beard and a little moustache. Another students' mistake was from Wahyu's work, he wrote: I have a picture, he is a men. Her hair is black. Her skin is white. Here he wrote "he is a men" from "men" show that a plural, it should use singular noun that is "man". Doni

Setiawan wrote: "She is to use blouse a colour is green. She is skin white. The correct one is She uses blouse the colour is green. She has white skin. Consequentially, the students' grammar was needed to be improved.

The result of observation checklist showed that majority of students joined in the class enthusiastically. They paid attention to the lesson, although there were no students asked question. For the observation checklist, see (appendix 13). Here the result of observation checklist:

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

$$= \frac{12}{25} \times 100\%$$

$$= 48\%$$

Based on the result above, the writer concluded that only 45% of 32 students enjoyed the teaching and learning process. The writer should make the lesson more interesting for the next, because by creating interesting atmosphere during the class it could come up the students' enthusiasm.

The last step is reflecting. The teaching learning process did by the writer had not been maximal yet because the writer less asked the students to give more exercise in writing descriptive

text. The writer should come up students' motivation in learning process, especially for students who were less attention.

3. **Cycle 2**

Cycle 2 was conducted on Monday, 4 February 2013. There were 32 students who joined in the class. The second cycle was same as the first cycle. It was about teaching learning process and the assessment test using circle chain game with picture, but the material was different for this second cycle. The picture is about dancers. Teaching learning process during treatment was represented in many steps.

The first step arranged lesson plan, prepared instrument game and observation checklist, prepared test instrument, the second step is planning. In this step, the teacher chose teaching and learning material, the third step in this cycle is acting. The first stage was pre activities. The writer greeted the students and checked the attendance. All students attended the class. The writer told the material and the learning aim. The next step was the writer asked some students about descriptive text and the basic components of descriptive text. Besides, the writer also explained the generic structure of descriptive text. The writer also showed a picture and asked the students to describe it. One sentence one student. The writer divided based on streaming technique (divide students based on the level).

During the game, the students were enthusiastic in composing descriptive text and they could compose all the word.

The activity was same as the first cycle. They could cooperate with their group well. The winner is group that get the best score. The winner was group 3. For the students' member in cycle 2, see (appendix 6)

The last stage was post activities. The writer gave some picture to the students and asked them to write descriptive text based on the picture that given by the teacher. In this cycle the writer use different picture between first cycle. The topic is about person. The researcher choose simple picture about the dancers.. Because the students very familiar with the picture. They were asked to describe the picture. The duration of the test was about 60 minutes. Students were also permitted to open the dictionary.

After students collected their worksheets to the teacher, then writer analyzed and calculated students' worksheets. For the result of students' score, see (appendix 11).Then the researcher calculated the mean. The mean score of test cycle 2 as follows:

$$\text{Mean of students' score} = \frac{Total\ score}{Number\ of\ students}$$

$$X = \frac{\Sigma f}{n}$$

Mean: $\dfrac{2012}{32}$

Mean: 62.86

The second monitoring was conducted on Monday, 4 February 2013. There were 32 students joined in teaching learning process. The students paid attention to the writer's explanation about the material. When the writer asked some students to make example of descriptive text, they did well. It seemed that the students had improvement from the previous cycle. In this cycle there were also students who asked about the material which they still confuse about it. The result of observation checklist showed that majority of students joined in the class enthusiastically. They paid attention to the lesson, although there were no students asked question. For the observation checklist, see (appendix 14). Here the result of observation checklist:

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

$= \dfrac{15}{25} \times 100\%$

$= 60\%$

Based on the result of observation above it can be concluded that half of the students were active and enthusiastic, a half of students need more attention from the writer from teaching and learning process. The writer saw during teaching and learning process took place there were some students who could not answer the questions, it means that some students still felt difficult to answer and respond the teacher questions and explanation such as, Dianeka, Mita, Wahyu, Andrian.

The last step is reflecting. The teaching learning process did by the writer had not been maximal yet, the writer should be able to control the whole during the game, because in this cycle there were some students who made a noise and disturbed the others group. During teaching learning process, the writer's voice could not be heard from the back seat, so for the next meeting the writer should speak louder than before.

4. **Cycle 3**

Cycle 3 was conducted on Monday, 11 February 2013. There were 32 students who joined in the class. Teaching learning process during treatment was represented in many steps. The first step arranged lesson plan, prepared instrument game and observation checklist.

The first step arranged lesson plan, prepared instrument game and observation checklist, prepared test instrument, the second step is planning. In this step, the teacher chose teaching and learning material, the third step in this cycle is acting. The

first stage was pre activities. The writer greeted the students and checked the attendance. All students attended the class. The writer told the material and the learning aim. The next step was the writer asked some students about descriptive text and the basic components of descriptive text. Besides, the writer also explained the generic structure of descriptive text. The writer also showed a picture and asked the students to describe it. One sentence one student. The writer divided based on streaming technique (divide students based on the level) . For the students' member cycle 3, see (appendix 7).

During the game, the students were enthusiastic in composing descriptive text and they could compose all the word. The activity was same as the first and the second cycle. They could cooperate with their group well. The winner is group that get the best score. The winner was group 1.

The last stage was post activities. The writer gave some picture to the students and asked them to write descriptive text based on the picture that given by the teacher. In this cycle the writer use different picture between first and second cycle. The topic is about person, but the picture about modeling. The writer choose the persons because the students very familiar with the professions. The duration of the test was about 60 minutes. Students were also permitted to open the dictionary. After students collected their worksheets to the teacher, then writer analyzed and calculated students' worksheets. For the result

of students' score, see (appendix12). Then the researcher calculated the mean. The mean score of test cycle 3 as follows:

$$\text{Mean of students' score} = \frac{Total\ score}{Number\ of\ students}$$

$$X = \frac{\Sigma f}{n}$$

Mean: $\dfrac{2536}{32}$

Mean: 79.25

The third monitoring was conducted on Monday, 11 February 2013. There were 32 students joined in teaching learning process. The students paid attention to the writer's explanation about the material. When the writer asked some students to make example of descriptive text, they did well. It seemed that the students had improvement from the previous cycle. In this cycle there were also students who asked about the material which they still confuse about it. For the observation checklist, see (appendix 15). Here the result observation checklist in cycle 3:

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

$$= \frac{20}{25} \text{ X } 100 \text{ \%}$$

$$= 80\%$$

The last step is reflecting, In this steps, the students' improvement understanding on descriptive was more significant. The students have been not confused to use the grammar and the generic structure of descriptive text. They have understood with the pattern of descriptive text well. It could be seen from the average improvement score from the test and their enthusiastic in teaching learning process. According to the writer, all activities run well. All of the students paid attention to the writer seriously and interested while working in group and doing test.

From this result, the writer and the teacher concluded that the students' achievement in writing descriptive text using Circle Chain game with picture had a significant score improvement and the writer and teacher of English subject decided to stop the cycle.

C. Data of Final Analysis

After the writer implemented the game to teach descriptive text, she got the data from the test and analyzed the result of each cycle. There were improvement from the students' understanding in descriptive text. Students were enthusiastic in teaching learning process. Most of students were active in responding the writer's drill.

It was showed from the students' work. The result was analyzed from each cycle and the researcher got the result as follow:

Cycle 1	Cycle 2	Cycle 3
59.54	62.86	79.25

In cycle 1, there were 13 students who got score under the minimum score. The writer and the Teacher of English subject decided to conduct cycle 2. In cycle 2, there were 9 students who got low score. It caused they were still confused about using grammar and vocabulary. To improve the students' understanding, the writer and Teacher of English subject decided to run cycle 3. There were no one students got low score. In the last cycle the average was 79.25. It means that the students had mastered about the material, so both the writer and the teacher of English subject were satisfied with the result and decided not to add one cycle more.

There were many factors that influenced the result of the study. One of the factors was using new technique. In this case, the writer applied Circle Chain game with picture to teach descriptive text. This game provides the students to cooperate with their group. They regarded that using this game could facilitate themselves to write down sentence using their own words and they could understand the material.

During the teaching learning process, the students paid attention to the writer and the teacher of English subject. They were enthusiastic in responding teacher's questions and actively answer the

questions. They were also enthusiastic in doing the test. Over all, the students enjoyed the lesson.