

CHAPTER IV

RESEARCH FINDING

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

A. WRITING TEST

1. Pre-cycle

Before conducting this action research, a pre-test was given. The purpose of pre-cycle was to know the students' ability in writing analytical exposition paragraph. Pre-cycle was conducted on Monday, 15 November 2010. They were 38 students who followed the test.

They had to write an analytical exposition paragraph about healthy theme. The length of paragraph consists of 10-15 sentences. The time allotment was 35 minutes. The pre-cycle result would be compared to the students' test results after treatment to know the improvement of the students' ability in writing analytical exposition. The pre-cycle result can be seen in the table below:

Table 1. Score of Pre-cycle test

NO	Name of students	Component of writing score					score
		C	O	V	G	M	
1	Abdul Kharist	10	13	14	15	13	65
2	Abdul Rohman	11	12	12	11	12	58
3	Agung Restu Putra	12	15	13	15	14	69
4	Agus Santoso	11	13	13	15	12	64
5	Ahmad Syaidur Rozat	12	10	11	11	11	55
6	Ahmad Syukron	14	11	14	12	12	63
7	Ahmad Zaenudin	12	13	10	12	13	60
8	Akhmad Zayid F	11	12	12	11	11	57

9	Alfiyah	11	12	11	12	12	58
10	Alfiana Rosyida	12	11	12	11	11	57
11	Azizah Fitri Khasanah	13	12	12	13	13	63
12	Faizaturrohmah	13	13	13	13	13	65
13	Fitriyah	13	14	13	14	14	68
14	Hermawan	12	12	11	12	11	58
15	Hikmatul Munifah	13	14	12	10	11	60
16	Ihsanudin	13	14	13	14	14	68
17	Kuniatin Nuqobah	12	12	11	10	11	56
18	Laili Masfufah	13	14	11	10	14	62
19	Laila Fitriani	14	13	14	14	15	70
20	Lailinatul Muhimmah	14	11	13	12	13	63
21	Lukman Hakim	14	14	13	12	14	67
22	Lutfi Agustina	12	12	11	12	12	59
23	Lutfi Fitriyatul Amalia	12	12	12	13	13	62
24	Lutfiyatul Khasanah	12	13	12	14	14	65
25	M. Ali Bagrudin	13	14	13	12	12	64
26	M. Azka Arifian	11	11	11	11	12	56
27	Mohammad Zafik	12	11	11	12	13	59
28	Mohammad Wiwin Y.	13	12	13	13	13	64
29	Mukodimah	15	15	14	14	15	73
30	Nikmatul Fauziyah	13	13	14	14	13	67
31	Nurhayati	12	12	11	13	12	60
32	Octiana Ayu Lestari	6	10	6	6	6	34

33	Romayasyifah	15	15	15	15	15	75
34	Siti Azizah	12	12	13	12	11	60
35	Suci Pujiati	16	16	17	14	17	80
36	Umi Khoiroh	13	11	12	11	11	58
37	Widiyaningsih	13	14	13	12	12	64
38	Yahwan Hakim	11	11	12	12	12	58
Σ		471	479	468	469	477	2364

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

$$M = \frac{2364}{38}$$

$$= 62.21$$

From the pre-cycle result above can be concluded that the students' ability in writing analytical exposition 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 analytical exposition text well, they failed to differentiate the use of verb and adjective. An example of their mistake was found in the sentence, "*drug is danger our health*", it had to be "*drug dangers our health*". Then, the students also failed to state the subject in every clause. For example, "*drug can make us addicted. Can cause death*". It had to be, "*drug can make us addicted. It can cause death*". 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-cycle was 62.61. According to Martin Parrott, the students' achievement level in this pre-cycle was failed. It could be said that treatment was important to improve students' writing skill.

2. Cycle 1

In this cycle, the researcher-conducted treatment first before executed a test. It was conducted on Friday, 19 November 2010. There were 38 students following teaching learning process. Teaching learning process during treatment was represented in many steps.

a. Planning

- 1). Choosing the teaching learning materials (health 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 was used to conduct building knowledge of field of modeling of the text stage. Then the next meeting was used to hold join construction of text and independent of text construction. In this cycle, I gave the students treatment, I concerned on the student's difficulty to build the ideas in writing analytical exposition essay. Video critic gave them ideas to build. Therefore, I concerned on some leading question that could help the students comprehend fully. Basically, they knew the pattern of simple present tense, tense that use in analytical exposition. However, they failed in adapting this tense in form of analytical exposition 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 I attached video critic in the classroom. I hope that it could increase their sense of curiosity. Moreover, it was 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 analytical exposition. However, they got difficulties in writing an essay of analytical exposition. Therefore, I intended to make the students understood, not only the theory but also the application of the theory. I lead them to discuss their mistake in pre-test. Then I chose one of the video. Knowing that students had never used video as media before, I gave them some leading question. To help them, I also used mind map technique. The students were enthusiastic in joining the discussion. Then, I 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 analytical exposition text, I lead the students to the next stage that was join construction of text. At first, I asked every group to choose one of theme based on the video that have been given.

The last stage was independent construction of text. In this stage I asked every student to write an analytical exposition essay based on the video they had watched. The video could be the same, but the essay had to be varied. The topic was still health. 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 2. Score of Cycle 1 test

NO	Name of students	Component of writing score					score
		C	O	V	G	M	
1	Abdul Kharist	14	14	15	15	14	72
2	Abdul Rohman	15	14	15	12	12	68

3	Agung Restu Putra	16	16	16	16	15	78
4	Agus Santoso	15	16	15	16	15	77
5	Ahmad Syaidur Rozat	11	14	13	13	13	64
6	Ahmad Syukron	15	15	15	13	13	71
7	Ahmad Zaenudin	14	14	13	12	12	65
8	Akhmad Zayid Farokhi	14	14	13	11	12	64
9	Alfiyah	13	14	13	13	13	66
10	Alfiana Rosyida	14	13	13	13	13	66
11	Azizah Fitri Khasanah	15	15	14	13	16	73
12	Faizaturrohmah	15	15	15	15	15	75
13	Fitriyah	16	16	16	16	16	80
14	Hermawan	15	13	14	13	13	68
15	Hikmatul Munifah	16	15	14	12	12	69
16	Ihsanudin	16	16	16	15	16	79
17	Kuniatin Nuqobah	14	14	12	12	12	64
18	Laili Masfufah	14	16	13	12	13	68
19	Laila Fitriani	17	16	17	15	16	81
20	Lailinatul Muhimmah	15	13	14	13	14	69
21	Lukman Hakim	16	14	15	13	15	73
22	Lutfi Agustina	14	14	13	13	14	68
23	Lutfi Fitriyatul Amalia	15	15	15	14	15	74
24	Lutfiyatul Khasanah	14	15	12	16	15	72
25	M. Ali Bagrudin	16	16	14	14	14	74
26	M. Azka Arifian	14	13	13	12	12	64

27	Mohammad Zafik	13	13	13	13	14	66
28	Mohammad Wiwin Y.	17	16	14	14	15	76
29	Mukodimah	16	17	16	16	15	80
30	Nikmatul Fauziah	17	16	15	14	16	78
31	Nurhayati	16	15	13	14	13	71
32	Octiana Ayu Lestari	13	13	12	10	10	58
33	Romayasyifah	16	16	15	17	16	80
34	Siti Azizah	13	13	14	12	12	64
35	Suci Pujiati	17	13	17	15	17	79
36	Umi Khoiroh	14	13	13	13	13	66
37	Widiyaningsih	17	17	15	15	14	74
38	Yahwan Hakim	15	16	14	13	14	72
Σ		567	554	538	518	529	2706

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

$$M = \frac{2706}{38}$$

$$= 71.21$$

Based on the test result, the average of students in treatment (cycle 1) was 71.21. It increased 9.0 from pre-test and it could be concluded that a first cycle was successful enough. In first cycle, the writer analyzed that some students still had difficult in writing analytical exposition. The students had difficulty in making a paragraph analytical exposition that was united and coherent and they still had difficult in grammar, word choice, and

mechanics. Based on the problem above, the teacher conducted cycle 2 in order to improve the students' writing analytical exposition.

c. Observing

This observation is the first one done during this research; it was conducted on Friday, 19 August 2010. In this meeting, all of the students attended in class. While the teacher showing video critic, they watching to the video and listening to teacher's explanation, they did what the teacher says and none students to be crowded also asked permission to leave the classroom. In the second activity, there were not students did not pay attention to the learning process. Yahwan, Umi, Lutfi Agustins, Lukman Hakim, Muhammad Zafik, and Fitriyah were the students who active in asking question because they wanted to know more analytical exposition text. When the teacher gave a task to them, none students did not do the tasks but they are discipline in doing the task but two of the students were not active during a lesson, they were: M.wiwin Y and Octiana Ayu Lestari. These students were also not cooperating with their group although their teacher had admonished them.

d. Reflecting

- 1) The teaching that had done by the teacher had not maximal, because in giving materials was less interesting.
- 2) The students activity in learning process had not maximal. It was caused many students did not pay attention to the teacher. It still there where many students spoke with their friend when teaching learning process was progress. Beside that, there were many 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 less attention.

3. cycle 2

a. Planning

- 1). Choosing the teaching learning materials (health 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 Monday 22 November. The second meeting was on 23 November 2010. Generally, the procedure of teaching learning activity in this cycle was almost the same as the previous cycle. The first meeting was used as joint construction of text and independent of text stages. The main concern on this cycle was on making the students' writing more coherent and better than before. However, I still tried to develop the other components.

In building knowledge of field stage, I explored the students vocabulary by drilling them some vocabulary used in analytical exposition. I also used video to inspire the students in varying vocabulary. In the next stage that was modeling of text, I showed them a video. Then, I asked them to explore the video on the white board. I wrote their ideas by using mind map technique.

Move to the next stage, joint 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 analytical exposition in the cycle 2 was shown in the table below:

Table 3. Score of cycle 2 test

NO	Name of students	Component of writing score					Score
		C	O	V	G	M	
1	Abdul Kharist	15	14	15	15	15	74
2	Abdul Rohman	16	16	16	16	15	79
3	Agung Restu Putra	17	17	17	16	15	82

4	Agus Santoso	17	17	16	16	15	81
5	Ahmad Syaidur Rozat	15	15	15	14	15	74
6	Ahmad Syukron	16	16	15	14	14	75
7	Ahmad Zaenudin	16	16	15	14	14	75
8	Akhmad Zayid Farokhi	16	16	14	14	14	74
9	Alfiyah	15	15	14	13	14	71
10	Alfiana Rosyida	14	15	14	14	14	71
11	Azizah Fitri Khasanah	17	16	16	13	16	78
12	Faizaturrohmah	15	16	16	15	15	77
13	Fitriyah	17	16	17	16	15	81
14	Hermawan	15	14	16	13	15	73
15	Hikmatul Munifah	16	17	15	14	14	76
16	Ihsanudin	16	17	17	15	17	82
17	Kuniatin Nuqobah	15	15	14	14	15	73
18	Laili Masfufah	15	16	14	13	14	72
19	Laila Fitriani	17	16	17	15	16	81
20	Lailinatul Muhimmah	16	15	15	14	15	75
21	Lukman Hakim	15	16	14	14	15	74
22	Lutfi Agustina	16	16	14	13	15	74
23	Lutfi Fitriyatul Amalia	16	16	16	15	15	78
24	Lutfiyatul Khasanah	15	16	15	16	15	77
25	M. Ali Bagrudin	17	16	14	14	15	76
26	M. Azka Arifian	15	15	14	13	14	71
27	Mohammad Zafik	14	14	14	14	15	71

28	Mohammad Wiwin Y.	17	16	16	15	16	80
29	Mukodimah	17	18	16	17	16	84
30	Nikmatul Fauziah	17	17	17	14	17	82
31	Nurhayati	16	16	14	15	13	74
32	Octiana Ayu Lestari	15	15	15	12	13	70
33	Romayasyifah	17	18	16	15	17	83
34	Siti Azizah	14	14	14	13	14	70
35	Suci Pujiati	18	19	19	17	18	91
36	Umi Khoiroh	15	14	14	14	14	71
37	Widiyaningsih	17	17	16	15	15	80
38	Yahwan Hakim	15	16	15	14	14	74
Σ		602	604	581	548	569	2904

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

$$M = \frac{2904}{38}$$

$$= 76.42$$

c. Observing

This observation is the first one done during this research; it was conducted on Monday, 22 November and Tuesday, 23 November 2010. This observation was executed while students doing test. In a play, all of the students attended in class and listened to teacher's explanation. While doing test, there were five students did not paying attention to the learning process. There was one group still crowded and there was six students' active in asking questions, two students' like to be crowded, such as Wiwid and M.Ulin. In this

activity, there were four students asked permission to leave the classroom but all of the students discipline in doing the task and none the students were not active during a lesson also they cooperated in performance a play .

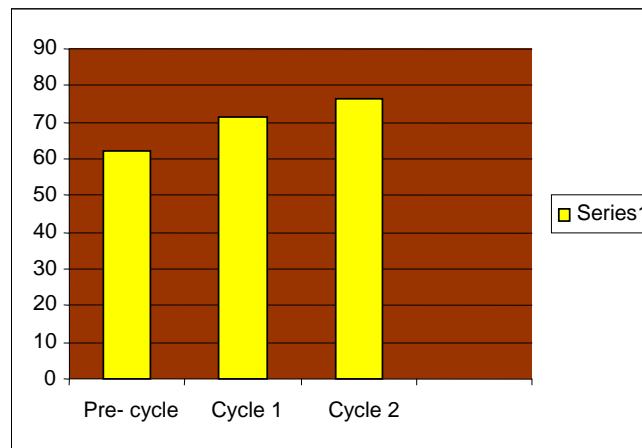
From the statement above, it can be concluded that while executed observation the writer knew the activity what the students did during teaching learning process. The writer concluded that class XI IPS 1 of SMA Wahid Hasyim Tersono Batang belonging to the active and in the law obedient' students. It 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 crowded although two of three students still made crowded.

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 analytical exposition text. According to the researcher, all activities could run well. All of the students were paying attention to the teacher seriously and interestingly while write the lesson. From the result above, I concluded that the research proved that the use of video critics to develop students, ability in writing was significant.

From this result, the writer concluded that the students' achievement in writing analytical exposition text using video critics as a medium had a significant improvement and we can look on the graph below:

Diagram1
Improvement of Students' Score
In Writing Analytical exposition text



B. DISCUSSION

Table 5
Percentages of Observation

No	Students' Participation	Pre cycle%	Cycle 1 %	Cycle 2 %
1	Being enthusiastic in listening to teachers' explanation of analytical exposition text	100	100	100
2	Being answering the teacher question	47	67	76
3	Being serious in group discussion	26	53	58
4	Being enthusiastic in watching video critics	61	89	100

5	Being enthusiastic in doing test	100	100	100
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Table 6

Score of Students' Achievement

No	Code	Pre cycle	Cycle 1	Cycle 2
1	A-1	65	72	74
2	A-2	58	68	79
3	A-3	69	78	82
4	A-4	64	77	81
5	A-5	55	64	74
6	A-6	63	71	75
7	A-7	60	65	75
8	A-8	57	64	74
9	A-9	58	66	71
10	A-10	57	66	71
11	A-11	63	73	78
12	A-12	65	75	77
13	A-13	68	80	81
14	A-14	58	68	73
15	A-15	60	69	76
16	A-16	68	79	82
17	A-17	56	64	73
18	A-18	62	68	72

19	A-19	70	81	81
20	A-20	63	69	75
21	A-21	67	73	74
22	A-22	59	68	74
23	A-23	62	74	78
24	A-24	65	72	77
25	A-25	64	74	76
26	A-26	56	64	71
27	A-27	59	66	71
28	A-28	64	76	80
29	A-29	73	80	84
30	A-30	67	78	82
31	A-31	60	71	74
32	A-32	34	58	70
33	A-33	75	80	83
34	A-34	60	64	70
35	A-35	80	79	91
36	A-36	58	66	71
37	A-37	64	74	80
38	A-38	58	72	74
Σ		2364	2706	2904

1. 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 47 % students did not give participant 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. 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 67%. 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 62, 21 and Cycle I was 71, 21, the comparison between Pre Cycle and Cycle I improved 9 %. It meant the use of video critic can improve students' achievement in writing

2. 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 critic as a medium 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 71, 21, increased up to 76, 42 in cycles II. It was higher than minimum score that must be reached. Those indicated that video critic can improve students' writing ability.

3. 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 62, 21, 71, 21, and 76, 42. It shows that cycle 1 scores of the class (71, 2) is better than (76, 4) the result of the cycle 2 of the class is higher than cycle 1. Based on the result above, the writer concluded that the teaching learning activity by using video critic can improve the students' achievement in writing analytical exposition text.