CHAPTER IV
FINDINGS

A. RESEARCH FINDINGS

This research was a classroom action research on the use of chain picture media to improve students' writing skill of narrative text. Its aims are to describe the use of chain picture media to improve students' writing skill of narrative text and to describe students' achievement in writing of narrative text after being taught by using chain picture media. There were two cycles, and there was also pre-test/ pre-cycle to get students base score in writing skill of narrative text. Each activity will be explained as follows:

1. Pre Cycle

This activity was done on Monday, 31 May 2010. In this first stage, it was used conventional way in teaching writing (conventional method) this was done to know students' basic score of writing narrative text without using chain picture.

The teaching was started by explaining the materials of simple past tense and narrative text. Sometimes the teacher asked students the meaning of simple past tense and asked one of them to write on the blackboard. When teacher explained, students were asked to listen carefully what teacher said. If students did not know any meaning of simple past tense and narrative text, they might ask the meaning automatically. And if they did not know the use of simple past tense and narrative text, teacher would give a brief explanation, while students were asked to write it down on their books.

For the next action, teacher gave some examples of simple past tense in narrative text. After that the students were asked to make a narrative text in pairs based on the topic *"Roro Jonggrang"*.

Based on the observation in this activity, the students' writing skill of narrative text is very low. It was proved by the results of the observation that the students' writing skill of narrative text activity was less than 50%.

It was very low since it was needed to reach for at least 50% as minimum target. There were 18 students who had very poor in assessment and 16 students had poor assessment. It was resulted that the students' writing skill of narrative text achievements' mean was 49.41%. It was very poor since it was needed to reach for at least 51 as minimum score. From the pre-test result above can be concluded that the students' ability in writing narrative text was still poor. Most of the students were poor in all of those components especially in content, organization, and grammar.

The students' written narrative was not coherent and united. They constructed a paragraph in which the content did not have good supporting ideas. The students were also poor in grammar. Many students made mistakes in using "to be" and "past verbs". Moreover, some of students ignored about punctuations such as capital letters, period, and commas.

The teacher and researcher decided to use pair work and practice the narrative text with the chain picture media to make students more easy and enjoy to write a narrative text.

2. **First Cycle**

This activity was conducted on Wednesday, 2 June 2010 . Knowing the result of pre cycle, the teacher and the researcher then used chain picture media to improve students' writing skill of narrative text. The activity of first cycle was in line with the steps of planning activity. The steps were as follow:

a. **Planning**

1) The researcher and the teacher discussed to solve the problems of pre cycle and decided to use chain picture media to improve students' writing skill of narrative text.

2) The researcher and the teacher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using chain picture media.

3) The researcher and the teacher prepared the teaching learning resources, such as, the observation sheets and the materials; Expressions of asking, giving and refusing to give help/something.

4) Prepared present list in order to know students' activeness in joining teaching learning process.

b. Acting

In this step, the teacher along the researcher conducted an activity as it had planned in the lesson plan; organized the class during the writing activity and collected the data while the students were practicing their writing skill in the class.

Before beginning the teaching learning process in first cycle, the teacher diagnosed the learners' level of strategy use in learning. The teacher observed the students while they were studying in the class.

In the first activity, the teacher asked about the students' condition and the students answered enthusiastically. The students were introduced using chain picture media in learning writing of narrative text. The teacher offered knowledge to know the applications of chain picture. After that, the teacher explained that chain picture are the media that help them to write a narrative text, as well as help them more easily to write narrative text. The teacher distributed the chain picture of *"Timun Mas"* to the students and asked the students to analyze the picture. Some of the students not understand with the chain picture. So the teacher helps the students to analyze the chain picture. The teacher asked the students' knowledge about the simple past tense. The teacher asked students to give examples of the simple past tense. There were some students gave the examples.

After giving the example of the simple past tense, the teacher explained the material of narrative text and the students write the material in their book. But, there were some students who sit in the backside of the class did not pay attention with explanation and the teachers' instruction, and they tried to talk each other by her friend,

they were looked bored and sleepy. To solve the problem, the teacher gave more attention to the students and sometimes the teacher walked to behind of class.

Before practicing the writing of narrative text based on the topic of *"Timun Mas"*, the teacher asked the students about their understanding of make a narrative text. Some students not understand with the narrative text, they are Andi, Fajar, Viqi and etc. So the teacher discusses the material with them. In the end of the activity, the teacher asked the students' to write a narrative text using chain picture media based on the topic. The teacher also asked the students' difficulties during the teaching learning process.

c. **Observing**

The researcher observed the students' writing of narrative text achievement by using the observation sheets, evaluated the results, collected the data and monitored the teaching learning process. It was used to find out to what extent the action result reached the objective. The steps were as follow:

1) The researcher observed the students' activity in teaching learning process.

2) The researcher observed the students achievement in writing of narrative text based on the topic to know the influence of using chain picture media.

Based on the observation, the students' writing skill of narrative text can improve by chain picture media. It was proved by the results of the observation that there were more than 50% students could make a narrative text with the all aspects. Many students made small mistakes in using "to be" and "past verbs". It was better than the results of pre-test. There were 28 students who had poor and 6 students had fair assessment.

The students' writing skill of narrative text achievements' was result 58.70%.It increased from the result of pre test although it still

less than 70 as fair assessment. Because of insufficient score in first cycle, the teacher and researcher decided to use other chain picture.

d. Reflecting

Based on the activity during cycle 1, the researcher noted that there were some problems should be solved in the next cycle, the problems were as follow:

1) Because of the results of cycle 1 were not sufficient enough, the teacher and researcher discussed about the activities in second cycle to solve the problems. Especially using other chain picture to improve students' narrative text achievement.

2) Class should be conducive during teaching learning process, before teacher started the activity. It was found that 3 students shouted making noise. The teacher should control the class well.

3) When the activity in progress, it found that some students were passive. It was the duty of the teacher to give more attentions and motivation toward the students in order to have a will or interest to join the activity. It can be done by calling their name and approached them, and asked their problems in joining the writing class.

4) Time management was very crucial factor in teaching learning process; the students need a longer time to practice the conversation in front of the class. So, teacher should manage and provide time perfectly.

3. Second cycle

The activity of cycle 2 was in line with the steps of planning activity. Cycle 2 activity was conducted on Friday, 4 June 2010. The steps were as follow:

a. Planning

1) The researcher and the teacher discussed to solve the problems of first cycle and decided to use other chain picture as media to improve students' writing skill of narrative text.

2) The researcher and the teacher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using chain picture.

3) The researcher and the teacher prepared the teaching learning resources, such as, the observation sheets and the materials.

4) Prepared present list in order to know students' activeness in joining teaching learning process.

b. Acting

In this step, the teacher along the researcher conducted an activity as it had planned in the lesson plan; organized the class during the writing activity and collected the data while the students were practicing their writing skill of narrative text in the class.

The teacher reviewed the last material of writing of narrative text. It means that the students didn't forget what they had studied in the last meeting.

The students were introduced using chain picture media in learning writing for the second time. The teacher explained those chain pictures are the media that help them, as well as help them learn more easily to write a narrative text.

Firstly, the teacher asked about the students' condition and the students answered enthusiastically. The teacher asked the students' knowledge about the narrative text and students answer about the narrative text. The teacher asked students to give examples of the simple past tense. There were some students gave the examples.

The teacher distributed the chain picture of *"Malin Kundang"* to the students and asked the students to analyze the picture. The teacher explained the material and help the students analyze the chain picture.

The teacher gives example of narrative text based on the topic with telling the story. After that, the students were asked to open their book and write a conclusion from teacher story. Because of the limited time, teacher only telling the main story based on the topic.

In this cycle, the students were asked to make a narrative text based on the retelling the teacher story and chronologically the chain picture. During the discussion, the teacher walked around to the students and asked them the difficulties of the material. The teacher also corrected the students writing immediately. The teacher evaluated the students by correcting their writing assessment such as, putting words in order, choosing the correct dictions and telling the correct verb. Sometimes, some students asked the teacher if they faced the problem. This is about chronologically of chain picture, which is called asking for clarification. Some students asked about the difficult material, they asked the teacher to repeat analyze the chain picture and give some examples of the "to be" and "past verb".

c. **Observing**

The researcher observed the students' condition and students' writing achievement by using the observation sheets, evaluated the results, collected the data and monitored the teaching learning process. It was used to find out to what extent the action result reached the objective. The steps were as follow:

1) The researcher observed the teaching learning process in writing class.

2) The researcher observed the students' activity in writing of narrative text.

3) The researcher wrote the success and the problems when the teaching learning in progress which was not enough sufficient in reaching the objectives.

Based on the observation, the students' writing skill of narrative text was improved by chain picture media. It was proved by the results of the observation that there were more than 70% students could write a good narrative text by themselves in all aspects. It was better than the results of cycle 1. There were 18 students good win write a narrative text and 16 students are enough in write a narrative text.

The students' writing skill of narrative text achievements' was result 71.26%. It increased from the result of cycle 1 and more than 70 as minimum score. It can be concluded that using chain picture media can improve the students' writing skill of narrative text. The students' writing skill of narrative text achievement also increased because of the situation of teaching learning process.

d. Reflecting

Generally, based on the activity during cycle 2 as the last cycle of planning of classroom action research, the result was significant enough. This involved teaching learning process, students' activeness, and students' achievement in writing a narrative text. The reflection results were as follow:

1) Class was more conducive, since students were fully concentrated to join the activity.

2) When teacher gave example of the main story to stimulate, most of students were enjoying themselves to get engaged in the activity. They were seemed more active in writing English class.

3) The teacher provided more time to the students in practicing their writing of narrative text. So, the students did not feel in hurry.

4. Observation

In observation, there were some important matters, which must be paid attention during a research. This observation, the writer took 9 items, which was focused in research. The monitoring was started since early to the last research and the checklist observation result can be seen in appendix.

First monitoring, it was conducted on Monday, 31 May 2010. This observes was executed while pre-test. Here, the writer observed students' activity when teaching learning process. The first meeting, there were 34 students' attendance in class and two students were absent. All of the students listened to teacher's explanation and two students did not pay

attentions to the learning process. In this observe there were two students active in asking questions, such as; Agnes and Aloyvia. While pre-test, there were not students to be crowded. They were also discipline in doing a task and did by themselves. In this matter, none students did not do a task. When teaching learning process there three students asked permission to leave the classroom. From the observation, six students were not active during a lesson.

Second monitoring, it was conducted on Wednesday, 2 June 2010. In this meeting, there were 34 students' attendance in class and two students were absent. While the teacher applied a chain picture media, they listened to teacher's explanation; they did what the teacher says and none students to be crowded. Two students asked permission to leave the classroom, such as; Andi and Ikhsan. In the second activity, there were not students did not pay attention to the learning process. Abdurrahman, Agnes, Aloyvia, Jessica and Yuyun were the students who active in asking question because they wanted to know more narrative text. When the teacher gave a task to them, two students did not do the tasks but they discipline in doing the task and three students were not active during a lesson, they were; Fajar, Hanif and Septian.

Next monitoring, it was conducted on Friday, 4 May 2010. In this meeting, there were 34 students' attendance in class and two students were absent. All of students in the class listened to teacher's explanation. There was five students' active in asking questions, none students to be crowded. In this activity, one 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.

5. **Writing of narrative text achievement analysis**

During the action, the researcher also evaluates the students' writing skill of narrative text achievement using the list of writing score includes five writing aspects such as, Organization, Logical development of ideas,

Grammar, Punctuation and Style (see appendix 3). The score of students'
achievement can be calculated by using this following formula:

$$m = \frac{\Sigma x}{N}$$

m = mean

Σx = the sum of scores

N = the number of the students

The writing of narrative text achievement during the action would be
compared with the writing of narrative text before the action (pre-cycle/
pre-test). The detail score were stated below:

a. The pre-test result can be seen in the table below:

Table 1. The Pre-test Result

No	Test Code	Score
1	R-1	54
2	R-2	57
3	R-3	59
4	R-4	45
5	R-5	42
6	R-6	48
7	R- 7	-
8	R-8	52
9	R-9	52
10	R-10	57
11	R-11	49
12	R-12	48
13	R-13	54
14	R-14	52
15	R-15	48
16	R-16	48
17	R-17	47
18	R-18	45
19	R-19	54
20	R-20	56
21	R-21	47
22	R-22	50
23	R-23	57
24	R-24	53

25	R-25	54
26	R-26	-
27	R-27	43
28	R-28	48
29	R-29	41
30	R-30	46
31	R-31	42
32	R-32	45
33	R-33	42
34	R-34	52
35	R-35	41
36	R-36	52
Σ	34	1680

$$m = \frac{\Sigma x}{N}$$

$$m = \frac{1680}{34}$$

$$= 49.41$$

b. The result of the students achievement in first cycle can be seen in the table below:

Table 2. The First Cycle Result

No	Test Code	Score
1	R-1	62
2	R-2	59
3	R-3	74
4	R-4	55
5	R-5	52
6	R-6	59
7	R- 7	-
8	R-8	60
9	R-9	60
10	R-10	59
11	R-11	59
12	R-12	60
13	R-13	65
14	R-14	58
15	R-15	60

16	R-16	58
17	R-17	59
18	R-18	59
19	R-19	63
20	R-20	59
21	R-21	60
22	R-22	61
23	R-23	62
24	R-24	59
25	R-25	60
26	R-26	-
27	R-27	54
28	R-28	59
29	R-29	52
30	R-30	53
31	R-31	57
32	R-32	53
33	R-33	57
34	R-34	58
35	R-35	52
36	R-36	59
Σ	34	1996

$$m = \frac{\Sigma\ x}{N}$$

$$m = \frac{1996}{34}$$

$$= 58.70$$

c. The result of students' achievement in writing narrative in the second cycle was shown in the table below:
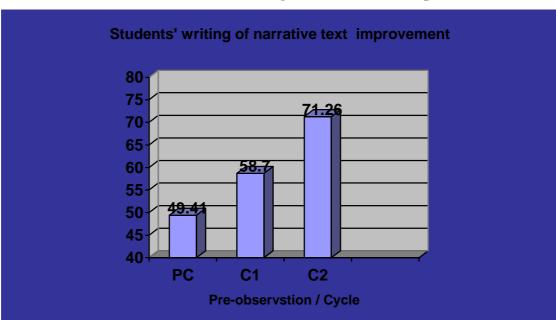
Table 3. The Second Cycle Result

No	Test Code	Score
1	R-1	71
2	R-2	68
3	R-3	88
4	R-4	70
5	R-5	72
6	R-6	71

7	R- 7	-
8	R-8	71
9	R-9	70
10	R-10	69
11	R-11	70
12	R-12	70
13	R-13	72
14	R-14	72
15	R-15	73
16	R-16	70
17	R-17	70
18	R-18	70
19	R-19	71
20	R-20	70
21	R-21	72
22	R-22	71
23	R-23	71
24	R-24	70
25	R-25	74
26	R-26	-
27	R-27	70
28	R-28	71
29	R-29	66
30	R-30	68
31	R-31	73
32	R-32	69
33	R-33	72
34	R-34	71
35	R-35	73
36	R-36	74
Σ	34	2423

$$m = \frac{\Sigma\ x}{N}$$

$$m = \frac{2423}{34}$$

$$= 71.26$$

The chart of students' writing of narrative text improvement

Explanation:

PC   : Pre Cycle

C 1 : Cycle 1

C 2 : Cycle 2

From the chart above, there was a significant difference between pre-test and last cycle. It can be seen from the mean of each. The mean of each can be calculated by using the formula:

$$\bar{X}1 = \frac{\sum X1}{N1} \qquad \text{and} \qquad \bar{X}2 = \frac{\sum X2}{N2}$$

$\bar{X}1$ = the mean of the pre-test

$\bar{X}2$ = the mean of the post-test

N   = the number of students

$\sum X$ = the total of student scores

The computation of the scores of pre-test is as follows:

$$\bar{X}1 = \frac{1680}{34}$$
$$= 49.41\%$$

The computation of the scores of last cycle is as follows:

$$\bar{X}2 = \frac{2423}{34}$$
$$= 71.26\%$$

The result of the calculation of the two means of the pre-test and last cycle were 49.41 and 71.26. The difference between two means was 21.85 (X2-X1). It is indicated that the treatment was effective to improve the students writing skill.