CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the finding and the discussion of action research in the implementation of computer game software "Big City Adventure (San Francisco)" to improve the class X-D students' writing ability in descriptive text at SMAN 1 Rejotangan. The findings of the action based on the result of preliminary study, test, and questionnaire.

A. Research Findings

The data presented in this research are based on the result of preliminary study, Cycle 1 and Cycle 2.

1. Preliminary Test

On Wednesday, April 1st 2015, the English teacher of class X-D introduced the researcher to the students. He told that the researcher would replace his to teach English for four weeks, while he acted as the collaborator who would observe their activities during teaching learning writing. After introducing, the researcher gave preliminary writing test. The objective of this test was to measure the students' writing ability on writing descriptive.

From the test given, the researcher found that the students' ability in writing descriptive was still weak. The scores of the students'

preliminary writing test can be seen in table 4.1 as follows:

Table 4.1 Preliminary Result

No	Name	Aspect				Final Score	Classified
		V	C	M	G		
1.	AS	15	15	15	15	60	Failed
2.	AAM	15	15	15	15	60	Failed
3.	ASD	15	10	10	10	45	Failed
4.	DVS	15	15	15	10	55	Failed
5.	DSRA	10	10	10	10	40	Failed
6.	DD	15	15	15	10	55	Failed
7.	DBRS	10	10	10	10	40	Failed
8.	DF	15	15	10	10	50	Failed
9.	DPM	10	10	10	10	40	Failed
10.	FZU	15	15	15	10	55	Failed
11.	GAO	15	15	10	15	55	Failed
12.	INA	15	10	15	15	55	Failed
13.	IK	15	15	10	10	50	Failed
14.	MFF	10	10	10	10	40	Failed
15.	NS	15	15	15	15	60	Failed
16.	NSS	10	10	10	15	45	Failed
17.	PAF	15	10	10	10	45	Failed
18.	SC	10	10	10	10	40	Failed
19.	SNA	15	10	10	10	45	Failed
20.	SM	15	10	10	10	45	Failed
21.	TS	15	15	10	10	50	Failed
22.	TM	15	15	15	15	60	Failed
23.	TA	15	15	10	10	50	Failed
24.	TC	15	15	10	10	50	Failed
25.	WST	15	10	10	10	45	Failed
26.	WAD	15	10	10	10	45	Failed
27.	WF	10	10	10	10	40	Failed
28.	WP	10	15	10	10	45	Failed
29.	YFP	15	15	10	15	55	Failed

From the table above, the scores obtained by the students in preliminary writing test can be seen in the diagram 4.2 as follow:

Diagram 4.2 The Score of Preliminary Writing Test

From the diagram above, the researcher found that from 29 students who took the test, there were no students who get scored ≥70. All students got scored ≤70. So, the students who passed the standard criteria were 0% from 29 students. The criteria of success that had been determined were 80%. It means that test result could not achieve the criteria of success.

2. **Action**

a. **Cycle 1**

1) **Planning**

Before doing the action in cycle 1, the researcher designed the lesson plan. The researcher also prepared the instruments and material needed in the teaching learning process. They are; the writing test, the students' worksheet, and observation sheets were the instruments made by the researcher. Besides that, the researcher prepared the material gotten from text book as the source of teaching and learning. After preparing all of item, the researcher

continued the next stage by implementing the lesson plan and the instruments made.

2) Implementing

There were two meetings in the cycle 1 which covered one meeting for teaching writing descriptive text and one meeting for writing descriptive test. The meeting 1 was done on Saturday, April 18th 2015 and the meeting 2 for writing descriptive test was done on Wednesday, 22nd 2015. The researcher acted as English teacher and my friend as an observer and also as a documentary.

The cycle 1 was done on Saturday, April 18th 2015. The action was implemented based on the lesson plan made by the researcher shared with the English teacher.

The chronological activities in two meeting described as follow:

a) Meeting 1

As the beginning of the teaching learning process, the researcher gave the students motivation to build their interest to the material. The researcher asked some questions related to the text. The activities were necessary to be done to stimulate the students' thought to guess what material that would be given.

In the meeting 1, the researcher explained about the

description of descriptive text, generic structure, and grammatical features of descriptive text. Indeed, the researcher explained about how to make description of place. The researcher also explained about computer game software "Big City Adventure (San Francisco)" in making descriptive text. Then, the researcher divided the students to 4 groups. After that, the researcher asked the each group to arrange the puzzle based on computer game software "Big City Adventure (San Francisco)".

Before the researcher left the class, the researcher asked the students' difficulties in understanding the lesson and gave comments on the discussion process.

b) **Meeting 2**

In the meeting 2, the researcher reminded again about the materials studied in the first meeting, but it was focused more in main features and writing of the descriptive text.

Then, the researcher explained the rule of computer game software "Big City Adventure (San Francisco)". In this phase the researcher would conduct the writing test 1. The researcher asked the students to write down descriptive text based on the puzzle that have been arranged. Soon, the researcher gave the comment and gave conclusion about all the material.

3) Observing

Observation was done at the same time with the implementation of computer game software "Big City Adventure (San Francisco)" in teaching writing descriptive text. The English teacher as a collaborator observed the teaching learning process from the beginning until the end of the lesson. The English teacher noticed all the activities done by the students and the researcher. The result of the observation is written down in the observation sheet given by the researcher. The English teacher gave sign in the provided column suitable with her observation. The objective is to know sheather the activities were done in line with the lesson plan or not.

The result of the observation at the meeting 1 and 2 showed that the researcher did all of the activities, but it still needed improvement. The researcher wasn't creative to guide the students. The students had some problems too, they were difficult to construct sentences of the text.

The students' writing descriptive text score in writing test-1 can be seen in the table 4.3 as follows:

Table 4.3 The Result of Students' Writing Test in Cycle 1

No	Name	Aspect				Final Score	Classified
		V	**C**	**M**	**G**		
1.	AS	15	20	15	15	65	Failed
2.	**AAM**	**20**	**20**	**20**	**15**	**75**	**Passed**

3.	ASD	20	15	20	20	75	Passed
4.	DVS	25	20	25	20	90	Passed
5.	DSRA	20	20	25	20	85	Passed
6.	DD	20	20	20	15	75	Passed
7.	DBRS	15	15	15	15	60	Failed
8.	DF	20	25	20	15	70	Passed
9.	DPM	20	15	15	15	65	Failed
10.	FZU	25	25	20	20	90	Passed
11.	GAO	25	25	20	25	95	Passed
12.	INA	25	20	15	15	75	Passed
13.	IK	25	25	20	20	90	Passed
14.	MFF	15	15	15	15	60	Failed
15.	NS	20	15	15	15	65	Failed
16.	NSS	15	20	20	20	75	Passed
17.	PAF	25	15	20	15	75	Passed
18.	SC	20	20	20	20	80	Passed
19.	SNA	20	15	20	20	75	Passed
20.	SM	20	10	15	15	60	Failed
21.	TS	25	20	20	15	80	Passed
22.	TM	25	25	20	20	90	Passed
23.	TA	25	20	20	15	80	Passed
24.	TC	20	20	20	20	80	Passed
25.	WST	25	20	15	15	75	Passed
26.	WAD	20	20	15	15	70	Passed
27.	WF	25	20	20	20	85	Passed
28.	WP	20	20	20	15	75	Passed
29.	YFP	20	20	15	15	70	Passed

From the table above, the percentage of succes in writing test in cycle 1 can be seen in the diagram 4.4 as follows:

Diagram 4.4 The Percentage of Success in Writing Test Cycle 1

From the diagram above, it can be seen that there were 23 students or 70% who got scores ≥70 and 6 students who got score less than 70. It means that 23 students passed the test and 6 students or 30% failed because they could not pass the passing grade

(70). The percentage of success of the students' writing descriptive test in cycle 1 was calculated as follows:

From the formula above, the students who passed the writing test-1 were 70% and 30% were unsuccessful. The criteria of success that had been determined were 80%. It means that the test result could not achieve the criteria of success and should be continued to the next cycle until it achieves 80% or more.

4) Reflecting

Reflecting was very significant to be done to enhance the result received in the next cycle. The result of writing descriptive text test in cycle 1 showed that the criteria of success could not be achieved because there was only 70% or 23 students who passed the test. It could be concluded that the action in the cycle 1 did not run successfully. Although the result was not too good, it was still better than the result of writing descriptive text in preliminary writing test. By analyzing the results of observation and the writing descriptive test, the researcher and the English teacher found some problems that caused the failure. The first, the students were difficult to construct the sentences became a paragraph. The second, the

students still confused about the grammatical. The researcher hoped the second cycle could be conducted to gain the better result and handle the weakness in the previous cycle.

b. Cycle 2

1) Re-planning

From the reflection of the cycle 1, the researcher and the English teacher had found some problems occurred during the implementation of computer game software "Big City Adventure (San Francisco)". Therefore, the researcher decided to revise the picture puzzle which is use in the game. So, the picture puzzle which is used in cycle 1 and cycle 2 is different, but still with the same activity.

2) Implementing

There were two meetings done in cycle 2 which covered one meeting for teaching writing and one meeting for conducting writing descriptive text test. The first meeting was done on Saturday, April 25th 2015. The second meeting for writing descriptive test and also distributing of questionnaire were done on Wednesday, 29th 2015.

In the meeting 1, the researcher asked some questions to remind the students about the lesson in the first cycle. Then, the

researcher explained about the main features of descriptive text. After that, the researcher to arrange the puzzle based on computer game software "Big City Adventure (San Francisco)".

In the meeting 2, the researcher focuses on game and descriptive writing test-2. The researcher explained the rule of computer game software "Big City Adventure (San Francisco)". Then, the researcher asked the students to write down descriptive text based on the puzzle that have been arranged. In the last session, the researcher gave the comment and gave conclusion.

3) Observing

Like in the cycle 1, the English teacher as collaborator did observation during teaching learning proccess of writing. The English teacher observed all the activities done by the students and the researcher. The English teacher gave signature on the observation sheet suitable with his observation.

a) The Result of the Students' Writing Test in Cycle 2

The result of the students' writing descriptive text in the cycle 2 is presented in appendix 11. The percentage of success in writing test-2 can be seen in the diagram 4.5 as follows:

Table 4.5 The Result of Students' Writing Test in Cycle 2

No	Name	Aspect				Final Score	Classified
		V	C	M	G		

1.	AS	25	20	25	15	85	Passed
2.	AAM	20	20	20	20	80	Passed
3.	ASD	20	15	20	15	70	Passed
4.	DVS	25	25	25	20	95	Passed
5.	DSRA	25	20	20	20	85	Passed
6.	DD	25	25	25	20	95	Passed
7.	DBRS	15	20	20	15	70	Passed
8.	DF	25	20	20	20	85	Passed
9.	DPM	15	20	20	15	70	Passed
10.	FZU	25	25	25	20	95	Passed
11.	GAO	25	25	20	20	90	Passed
12.	INA	25	20	20	20	85	Passed
13.	IK	25	25	20	20	90	Passed
14.	MFF	15	20	20	15	70	Passed
15.	NS	20	20	20	15	75	Passed
16.	NSS	25	25	20	15	85	Passed
17.	PAF	20	20	20	15	75	Passed
18.	SC	20	20	20	20	80	Passed
19.	SNA	20	15	20	15	70	Passed
20.	SM	25	20	20	15	80	Passed
21.	TS	25	25	20	20	90	Passed
22.	TM	25	25	20	15	85	Passed
23.	TA	25	25	20	20	90	Passed
24.	TC	25	25	20	20	90	Passed
25.	WST	15	15	15	15	60	Failed
26.	WAD	25	25	20	20	90	Passed
27.	WF	25	25	20	20	90	Passed
28.	WP	20	20	20	20	80	Passed
29.	YFP	20	25	20	20	85	Passed

From the table above, the percentage of succes in writing test-2 can be seen in the diagram 4.6 as follows:

Diagram 4.6 The Percentage of Success in Writing Test Cycle 2

From the diagram above it can be seen that there were 28 students or 96% got scores ≥70 and 1 student or 4% got less than 70. It means that 28 students or 96% passed the test and 1 student or 4% failed because they did not pass the passing grade (70). The percentage of success of the students' writing descriptive text in cycle 2 is presented as follows:

From the formula above, the students who passed the writing descriptive text test-2 were 96% and 4% were unsuccessful. The criterion of success is 80%, so it means that writing descriptive text test in cycle 2 was successfully.

b) **The Result of the Students' Questionnaire**

The distributing of questionnaire is done on Wednesday, 29th 2015. The researcher gave some items in questionnaire to know the students' response of the strategy. The researcher made closed with 2 options; "Yes" and "No".

Questionnaire results also support the improvement of student writing that the students feel enjoy in teaching and learning process through computer game software "Big City

Adventure (San Francisco)". Moreover, the students think that this media can improve their motivation and interest in studying writing.

4) Reflecting

The result received in the cycle 1 showed that there were 96% or 28 students who passed the test and 4% or 1 student who failed. Based on the result above, the researcher concluded that the result in the cycle 2 was successful because the students' writing descriptive text ability improved and the criteria of success (80%) for the whole students could be achieved. Since the result of cycle 2 had failed the requirements of the research target, the action was stopped in this cycle.

B. Research Discussions

This stage discussess about the summary of the finding from the research and theory related to the research. The result of the implementation of computer game software "Big City Adventure (San Francisco)" could reach the criteria of success.

By observing the students' writing score from preliminary study, improving their writing both on the cycle 1 and 2, there was significant

development of the success.

Based on the students' writing test of preliminary study, students' cycle 1, and students' cycle 2, it is clear that there is improvement of the students' writing score from preliminary study to cycle 1 and cycle 2 (see appendix 11).

The diagram of the percentage of success on preliminary test, writing test cycle 1, and writing test cycle 2 can be seen in diagram 4.7 as follows:

Diagram 4.7 The Percentage of Success on Preliminary Test, Writing Test in Cycle 1, and Writing Test in Cycle 2

From the diagram above, it is clear that there is an improvement of the students' writing descriptive te████████ from preliminary test, writing test cycle 1, and writing ████ le 2. In this research, the students' ability has been completely done. After analyzed it, the researcher found that there was significant development in the students' writing ability in descriptive text. This game improve the students' writing especially in the aspect of exploring their ideas in writing.

There was a significant improvement of the students' score. On preliminary there were 0% students who passed the test, in cycle 1 there were 23 (70%) students who passed the test, and in cycle 2 there were 28 (96%) students who passed the test.

In teaching writing during this research, the researcher used guided

writing. In this case, the researcher gave a game as media which must be described. The researcher using game because the game can make the students felt enjoy in teaching and learning process. As stated by Sugar (2012), there is ten of best reasons for using games in the classroom, these are: game are fun with a purpose, games provide feedback to the leaners, games provide feedback to the teacher, games are experiential, games motivate learners, games improve team work, games provide a less threatening learning environment, games bring real world relevance, games accelerate learning, and games give choices for classroom. The game which is used in the research very motivates the learners in teaching and learning process. They are active to participate in learning beacause of this game.

Not only that, the use of game in teaching learning process has the function to make the teaching and learning process more interesting. Beside that, it can make the students happy when following the lesson, especially in writing. As stated by Hadfield in Cahyono & Mukminatien (2011: 40) a game is an activity with rules, a goal and an element of fun. As the classroom activities, the element of fun from a game has the function to make the learning process more interesting.

As stated before that game can motivate students to learn. Motivation is needed in teaching and learning process because it can make the students more active to participate in the classroom so that they will easier to

understand the topic. So, the skill of the students can be improved by that motivation. As stated by Sugar (2012), there are ten of best reasons for using classroom games as well as a few ideals to get instructors started in creating games and activities for the classroom activity, one of those reasons said that games motivate learners, the games engage players and then motivate them to interact with the topic.

In addition, the students not only needed practice in writing, but they also need idea or topic for their writing where it can be stimulated by the use of game. As stated with definition about writing by Maley (2005: 7), writing is much more than just practising handwriting and completing exercise, it is about thinking of what you wish to say and trying out the language to set down in words the thoughts in your head.

In this research, the researcher gave computer game software "Big City Adventure (San Francisco)" with arrange the puzzle picture. Picture can also explore the students' idea to write the descriptive text. Such as the previous study which have been done by Jwalita (2008) at the third year students of SMP 1 Durenan in the 2007/2008 Academic Year. Her research was successes and shows a better result. So, by using game with picture can be improve the students' writing skill, especially in writing descriptive text.

Based on the questionnaires, the students were interested and excited to follow the activity. So, generally, it can be concluded that the

students are interested and excited to follow this activity. Consequently, their ability on writing subject can be improved and developed.

Based on the findings above, the researcher concluded that the use of computer game software "Big City Adventure (San Francisco)" could improve the students' ability on writing descriptive text. The result of this action research in two cycles proved the hypothesis which says, "If computer game software "Big City Adventure (San Francisco)" is used well in teaching writing descriptive text on the class X-D students at SMAN 1 Rejotangan in academic year 2014/2015, it will improve the students' ability on writing descriptive text".