

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter describes the result of the research based on the actions that were implemented by the researcher in the class. The explanation of the result of this research is divided into two sections: research finding and discussion.

#### **A. Research Findings**

In this study, the class action research carried out in 2 cycles and procedures. It covers four stages: planning, implementing, observing, and reflecting. Before presenting the procedures, it starts from presenting preliminary study. Preliminary study was done before conducted the class room action research. It was done to know the students' problems in the process of teaching and learning writing recount text. The finding can be explained as follows.

##### **1. Reflection cycle 1**

This part shows the description of cycle 1 that used Team Assisted Individualization (TAI) as the strategy in teaching writing recount text to the students. This activity was done on Thursday, April 21<sup>st</sup> 2016; Monday, April 25<sup>th</sup> 2016 and Wednesday, 27<sup>th</sup>2016. In cycle 1, the researcher collaborated with the English teacher. In this research, the English teacher as collaborator observed the teaching learning process from beginning until the end the lesson. The teacher used observation sheet that given by the researcher as the instrument of the study. Observation was done at the same time with the implementation of Team Assisted

Individualization (TAI) strategy to know the improvement of the students' achievement in writing recount text. The result of the observation is written down in observation sheet given by the researcher. The English teacher gave sign in the provided column suitable with her observation. The objective is to know the cover activities were done in the lesson plan or not. Announced the result of cycle 1's writing test. Students decided into some group to write the recount text their selves. Before write their recount text, the students were asked to do the exercise for each group. It help the students to make their writing in the after.

The test on cycle I was administered on the fourth meeting. The detailed parts of the analysis and findings of the implementation of the action during the first cycle were done to see whether this first cycle was successful or not. Both researcher and teacher analyzed the data taken from the post-test activity in cycle 1. The result of cycle 1 can see in the table below:

**Table 4.1 The result of improvement of group on cycle 1**

<b>Group</b>	<b>No. absent</b>	<b>Member Score</b>	<b>Group Score</b>
<b>01</b>	<b>03</b>	<b>76</b>	<b>300 : 4 = 75</b>
	<b>13</b>	<b>72</b>	
	<b>15</b>	<b>76</b>	
	<b>01</b>	<b>76</b>	
<b>Total Member Score</b>		<b>300</b>	
<b>02</b>	<b>14</b>	<b>80</b>	<b>376 : 5 = 75,2</b>
	<b>16</b>	<b>76</b>	
	<b>02</b>	<b>68</b>	
	<b>04</b>	<b>72</b>	
	<b>26</b>	<b>80</b>	
<b>Total Member Score</b>		<b>376</b>	
<b>03</b>	<b>06</b>	<b>68</b>	<b>288 :4= 72</b>
	<b>05</b>	<b>72</b>	
	<b>12</b>	<b>76</b>	
	<b>22</b>	<b>72</b>	

<b>Total Member Score</b>		<b>288</b>	
<b>04</b>	<b>28</b>	<b>76</b>	<b>284 : 4= 70</b>
	<b>23</b>	<b>68</b>	
	<b>21</b>	<b>72</b>	
	<b>07</b>	<b>64</b>	
<b>Total Member Score</b>		<b>280</b>	
<b>05</b>	<b>24</b>	<b>76</b>	<b>380: 5= 76</b>
	<b>25</b>	<b>80</b>	
	<b>29</b>	<b>72</b>	
	<b>32</b>	<b>76</b>	
	<b>08</b>	<b>76</b>	
<b>Total Member Score</b>		<b>380</b>	
<b>06</b>	<b>30</b>	<b>76</b>	<b>380: 5= 76</b>
	<b>09</b>	<b>72</b>	
	<b>20</b>	<b>76</b>	
	<b>31</b>	<b>80</b>	
	<b>27</b>	<b>76</b>	
<b>Total Member Score</b>		<b>380</b>	
<b>07</b>	<b>19</b>	<b>76</b>	<b>380 : 5=76</b>
	<b>11</b>	<b>80</b>	
	<b>17</b>	<b>72</b>	
	<b>10</b>	<b>76</b>	
	<b>18</b>	<b>76</b>	
<b>Total Member Score</b>		<b>380</b>	

Based on the result, the group can categories; “Super” for group can reach score 80-85 but in this resulted in cycle one, any one group got category “Super”, “Great” for group can reach the score 75-80, in this categories, many group reach “Great” category as group 01 , group 02, group 05, group 06, and group 07 and o two groups got “good” category. The group who passed the score on the cycle 1 was 03 groups and 04 group filed on the score. This mean that the target of success was not achieved yet.

**Table 4.2 The students’ score on cycle 1**

<b>Number</b>	<b>Cycle 1</b>
01	76
02	68
03	76

04	72
05	72
06	68
07	64
08	76
09	72
10	76
11	80
12	76
13	72
14	84
15	76
16	76
17	72
18	76
19	76
20	76
21	72
22	72
23	68
24	76
25	80
26	80
27	76
28	76
29	72
30	76
31	80
32	76
<b>SUM</b>	<b>2388</b>
<b>AVERAGE</b>	<b>74.625</b>

From all of the process from meeting 1 until meeting 4, the researcher found out 23 students got score 75 or more and 9 students got less than 75. The percentage of success is:

$$\frac{23}{32} \times 100\% = 71,87 \%$$

According the result from the formula, it can be conclude that the teaching learning process was less from the target. The students who passed the writing

recount text on cycle 1 was 71,87% and 28,13% failed the test. This means that the target of success was not achieved yet.

By analyzing the result of observation checklist and writing test, English teacher found some problem, the problem were as follow:

1. Class should be conductive during teaching learning process, before the researcher started the activity. There are 2 male students shouted that make noisy. The researcher would be control the class well in the next cycle.
2. When the activity teaching learning progress, the researcher found some students were passive group. They not fully join in group. It was the duty of the researcher to give motivation and more attention toward the student in order to have a will or interest to join in the group. It can be asked their problems in joining the writing class.
3. Time management was very important factor in teaching learning process. The students need longer time to make recount text. So the researcher should manage and provides the time perfectly in next meeting.
4. Students faced difficulties to use the simple past tense in writing recount text. The researcher used game and quizzed to change the verb 1 into verb 2.
5. Cooperative learning type Team Assisted Individualization (TAI) is new learning strategy that they just know now. So, some of students

still feel confused. In the next cycle the researcher provide a better explanations about the Team Assisted Individualization (TAI)

6. The researcher must be manage the time in teaching learning process.

## **2. Modification of Strategy**

Cycle 2 was conducted through the same procedures and time allocation as the cycle 1. Based on the result of students' writing, the students got difficulties to get main idea of their writing of unforgettable experience based on the example and they also got difficulty to use the past form of verb in the past event. Thus by providing different material by modifying the topic, the researcher used the other topic, it is diary as the recount text. In this example, the researcher asked students to write just one paragraph. So it made students easier to write. In cycle 2, the researcher mentioned the score of each student. The researcher also announced the predicate each group, whose group get categories "Super", "Great" and "Good" It aimed the students in order to be enthusiastic and get score more than cycle 1 and will do the best from their group.

## **3. Reflecting Cycle 2**

The second cycle was conducted on Thursday, April 28<sup>th</sup> 2016; Monday, May 2<sup>nd</sup> 2016 and Wednesday, 4<sup>th</sup> 2016. In the cycle 2 the teacher taught writing recount text by using same strategy as previous cycle that is Team Assisted Individualization (TAI) and using different topic, it is "Dairy" as Recount text. This activity makes the students enjoy the lesson more than before. They worked in the groups and did their roles better than before.

The teacher asked the students to repeat the previous material. The researcher offered knowledge to know steps and characteristics of Team Assisted Individualization strategy. The teacher gave stimulation before started the material by asking the students “have you ever write diary?”. Next the researcher gives more explanation about kind of recount text and introduced new topic as recount text then gives example about “Diary”.

The students divide into seven groups. The member of group was the same with the cycle 1. In the second cycle, the researcher prepared the task to do the students in the group. Each student in the group was given a task to write a diary and that have to done in 30 minutes. The researcher provides instruction to students to held discussion in did these tasks. During the discussion and doing the task, the teachers around from one group to another to check students understanding, provide direction, and provide assistance to groups who have difficulties. Then the researcher asks the students to present their work in their group and other students have to respond. Furthermore the researcher around to each group and give the correct answer from the students’ task and difficulties in doing the task. Each group gave an assessment of the group score. In the last meeting, the students have to do make a diary that consist two paragraphs in the cycle 2. After finished doing the post-test, they were asked to fill out a questioner to determine their learning activity score based on their recognition. Then the researcher and the students make a reflection of their learning activities that have been conducted, and concluded the material.

In the cycle 2, the English teacher as collaborator did observation during the teaching learning process of writing recount text. The result of the observation is written down in observation sheet given by the researcher like in cycle 1. The English teacher gave sign in the provided column suitable with her observation. The objective is to know the cover activities were done in the lesson plan or not. The result of the observation in cycle 2 showed that all activities done by the students and the researcher.

The result of cycle 1 can see in the table below :

**Table 4.3 The result of students' score improvement of group on cycle 2**

<b>Group</b>	<b>No. absent</b>	<b>Member Score</b>	<b>Group Score</b>
<b>01</b>	<b>03</b>	<b>88</b>	<b>320 : 4 = 80</b>
	<b>13</b>	<b>76</b>	
	<b>15</b>	<b>80</b>	
	<b>01</b>	<b>76</b>	
<b>Total Member Score</b>		<b>320</b>	
<b>02</b>	<b>14</b>	<b>88</b>	<b>416 : 5 = 83,2</b>
	<b>16</b>	<b>80</b>	
	<b>02</b>	<b>80</b>	
	<b>04</b>	<b>84</b>	
	<b>26</b>	<b>84</b>	
<b>Total Member Score</b>		<b>416</b>	
<b>03</b>	<b>06</b>	<b>84</b>	<b>328:4= 82</b>
	<b>05</b>	<b>80</b>	
	<b>12</b>	<b>88</b>	
	<b>22</b>	<b>76</b>	
<b>Total Member Score</b>		<b>328</b>	
<b>04</b>	<b>28</b>	<b>84</b>	<b>320 : 4= 80</b>
	<b>23</b>	<b>80</b>	
	<b>21</b>	<b>84</b>	
	<b>07</b>	<b>72</b>	
<b>Total Member Score</b>		<b>320</b>	
<b>05</b>	<b>24</b>	<b>84</b>	<b>428: 5= 85,6</b>
	<b>25</b>	<b>88</b>	
	<b>29</b>	<b>84</b>	
	<b>32</b>	<b>88</b>	

	<b>08</b>	<b>84</b>	
<b>Total Member Score</b>		<b>424</b>	
<b>06</b>	<b>30</b>	<b>88</b>	<b>408 : 5= 81,6</b>
	<b>09</b>	<b>80</b>	
	<b>20</b>	<b>76</b>	
	<b>31</b>	<b>84</b>	
	<b>27</b>	<b>80</b>	
<b>Total Member Score</b>		<b>408</b>	
<b>07</b>	<b>19</b>	<b>80</b>	<b>412: 5=82,4</b>
	<b>11</b>	<b>84</b>	
	<b>17</b>	<b>76</b>	
	<b>10</b>	<b>84</b>	
	<b>18</b>	<b>88</b>	
<b>Total Member Score</b>		<b>412</b>	

Based on the result, in cycle 2, the entire groups got category “Super” but there was two group got 80 score. In this stage the group got best score different with the first cycle. That means the other student in this cycle got better result that before. The group who passed the score on the cycle 2 was the entire group no one group filed in this cycle. This mean of students groups’ score greater or equal 75 was achieved.

**Table 4.4 The students’ score on cycle 2**

<b>Number</b>	<b>Cycle 2</b>
1	76
2	80
3	88
4	84
5	80
6	84
7	72
8	84
9	80
10	84
11	84
12	88
13	76
14	88
15	80

16	80
17	76
18	88
19	80
20	76
21	84
22	76
23	80
24	80
25	88
26	84
27	80
28	84
29	84
30	88
31	84
32	88
<b>SUM</b>	<b>2628</b>
<b>AVERAGE</b>	<b>82.125</b>

From the score on cycle 2, the researcher found out 31 students got score 75 or more and 1 student got less than 75. The percentage of success is:

$$\frac{31}{32} \times 100\% = 98,87\%$$

According to the result from the formula, it can be concluded that the teaching learning process was reached the target. The students who passed the writing recount text on cycle 2 was 98,87% and 2,13% failed the test. This means that the target of success was achieved.

The reflection stage was conducted to evaluate which the Team Assisted Individualization can improve students' writing ability in recount text. Based on the students test, the result of the cycle 2 showed that there were 98,87% or 31 students who passed the test and 2,13% or 1 student who failed. That has achieved the successful action criteria at more 85% student got score equal and

more 75. Therefore the implementation of cooperative learning type Team Assisted Individualization is felt enough in second cycle.

## **B. Discussions**

This stage discusses about the summary of the findings of the study from the preliminary observation up to the last cycle and also the English teacher opinion.

### **1. Summary of Findings**

The implementation of cooperative learning type Team Assisted Individualization(TAI) in grade VIII B at MTsN Langkapan, Srengat, Blitar, implemented through four stages, namely planning, implementing, observing and reflection. By observing the students' ability in writing recount text from preliminary, improving their ability on the cycle 1 and cycle 2. It can be seen from the result of each cycle show any improvement. There was significance improvement of the students' ability in writing recount text.

**Tabel 4.5 The result of students' score on preliminary study, cycle 1 and 2**

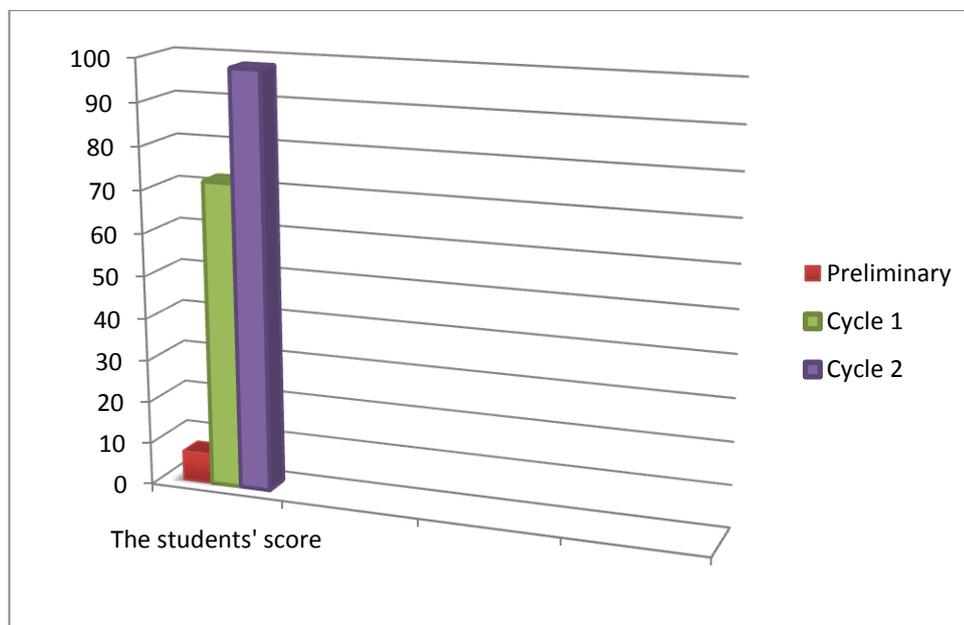
<b>Number</b>	<b>Preliminary</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
1	56	76	76
2	52	68	80
3	76	76	88
4	72	72	84
5	60	72	80
6	68	68	84
7	56	64	72
8	52	76	84
9	56	72	80
10	56	76	84
11	68	80	84
12	68	76	88

13	64	72	76
14	64	84	88
15	52	76	80
16	52	76	80
17	68	72	76
18	56	76	88
19	68	76	80
20	I	76	76
21	56	72	84
22	68	72	76
23	68	68	80
24	52	76	80
25	68	80	88
26	I	80	84
27	68	76	80
28	64	76	84
29	64	72	84
30	76	76	88
31	68	80	84
32	64	76	88
<b>SUM</b>	<b>1880</b>	<b>2388</b>	<b>2628</b>
<b>AVERAGE</b>	<b>62.67</b>	<b>74.625</b>	<b>82.125</b>

Based on the result of students' score on preliminary study, cycle 1 and cycle 2, the average of class there was significant improvement in students' score. This mean of students' score greater or equal 75 was achieved.

The diagram of percentage of success on preliminary study, cycle 1 and cycle 2 can be seen as follow:

**Diagram 1. The percentage of success on preliminary study, cycle 1 and cycle 2.**



From the diagram above, it is clear that there is improvement of the students' achievement from the preliminary study to cycle 1 and cycle 2. The result of applying the strategy above, appropriate with some theories. First, according to Lie (2008 : 12), cooperative learning is a teaching system which gives the opportunity to students to cooperative classroom; students are expected to help each other, mutually discuss and argue to sharpening their knowledge and close the gaps each abilities to understand the learning material. Cooperative learning method type Team Assisted Individualization (TAI) provides the opportunity for students to discuss and cooperate in solving problem, especially in writing recount text. Slavin (2008:189) also states that Team Assisted Individualization (TAI) is a learning that focuses on the process of group learning, where students work in cooperative learning teams to help each other in solving the problems and encourage each other to go forward. In Shoimin (2014:202)

states that Team Assisted Individualization (TAI) has many advantages in teaching learning. One of them are Replaces the form of competition with cooperation and Engaging students to be active in the learning process. So, students would motivate to write English text. Therefore, according to Oshima & Houge (1997 : 2) state that writing is progressive activity which is open with the result of thinking what the writer going to say. By using Team Assisted Individualization (TAI) the students can make their experience after share and discuss in their group.

The percentage in cycle showed that on the preliminary study only two students passed the minimal standard score. It means that 93.75% from 32 students had low ability on writing. Then on cycle 1, 23 students were successful on writing test. 71.87 % of all students could pass the writing test and 28.13 % students were failed. The researcher conducted the next cycle because it has not reached the criteria of success that 85% students got score equal or more 75 should passed the test. On the next cycle, cycle 98.87%, there are 31 students could pass the standard score. It means that 98.87% of all students passed the test and only 2, 13% student was failed. From this study, the researcher found that the research was successfully.

Process in writing is more complicated and difficult. Students need to be creative to generate ideas and goal directed enough to organize those remember and ideas into meaningful text in writing. But, the used Team Assisted Individualization(TAI) strategy to improve students' writing ability in writing skill on recount text made students easy to understood recount text material that

delivery by the teacher. A fun learning can stimulate students' spirit to be active connecting material with the practice of recount text, such as experience, diary and so on., the power of attentive, pay attention to other friends and so on. By considering the students' result after getting treatment, the teaching of writing recount text using Team Assisted Individualization(TAI) as a strategy was better than without Team Assisted Individualization (TAI) strategy.

## **2. Teacher's Opinion**

After the implementation of the Team Assisted Individualization as the strategy to improve the students' ability in writing recount text, the researcher tried to get more information about it by having interview with the English teacher. She gave good response. She said that the strategy could attract the students' attention and interest in learning writing activities. Moreover, it gave motivation and the students are active in the writing class. She wanted to do the similar strategy to make the teaching learning process more attractive and enjoyable for the students.

## **3. Students' Response toward the Applied Strategy**

Based on the interview and observation field with one of the students, many factors that influenced the result of study. One of the factors is using strategy in learning process. The strategy is suitable in teaching writing ability, so the students can enjoy the lesson. A fun learning can stimulate students' spirit to be active connecting material with the practice of recount text such as their unforgettable experience, diary and so on.

The students' responses toward the applied Team Assisted Individualization (TAI) strategy vary. Most of the students liked to share and discuss about their story with other friend, because they can know many funny story one of their friends story. Most of students felt enjoy writing activities by work collaboratively. However, they did not like if they were being asked to difficult vocabulary by their friends because sometimes their friends' don't know too.