

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the description of the research finding and the discussion based on the result of the research.

A. Findings

For the detail explanation of the findings starting from reconnaissance, the findings of each cycle and its reflection were described as follows:

1. The Finding of Preliminary Study

The preliminary study was conducted by interviewing the English teacher, distributing the questionnaires and administering test for the second grade students (VIII-H) of SMPN 1 Ngunut on January 14th, 2016. The researcher asked some questions in the interview; the problem in writing recount text that is faced by the students, the strategy implemented in writing recount text and the skill of the student' writing recount text. Based on the interview, the researcher found some problems faced by the students in teaching learning process, as the following:

1. The students got difficulties to determine the correct tenses, the topic and arranging the paragraph
2. The students felt difficult to make sentences in English
3. The students had lack of vocabulary,
4. The students' score in writing' skill of recount text was low.

5. The teacher seldom gave the tasks in writing and didn't use the strategy while teaching writing.

While teaching writing, the English teacher gave the topic then the students directly write the text based on the topic, after that the worksheet must be submitted. It would better if the researcher asked the students to make an essay in recount text and gave them strategy which could improve their ability in writing. After interviewing with the English teacher, the researcher distributing the questionnaires for the students of second grade (VIII-H) students of SMPN 1 Ngunut. From the questionnaires, it was found that:

- 1) They did not have sufficient knowledge on how to write recount text.
This result brings the students about getting confused on how to choose the topic of writing
- 2) They were afraid of making mistake when writing
- 3) They did not know how to write, develop topic into good writings and arrange sentences well
- 4) They did not have sufficient number of vocabulary
- 5) They could not use proper tenses in writing recount text.

After interviewing the English teacher and distributing the questionnaire to the students, in the next day the researcher gave pre-test to measure the students' ability in writing recount text before teaching by using photograph sequence strategy. This test was done on January 15th 2016. The test was in form of essay, the researcher asked to the students to

make an essay with the theme their experience in holiday. There were 40 students in the class, all of students joined this pre-test. The researcher give time 40 minutes to conduct this test. Based on the pre-test the researcher found that:

- a) Some students made noise while writing the recount text, because they are still confused about how to write recount text
- b) Some students got difficulties in using the proper tenses
- c) The students got difficulties in arranging the sentence
- d) The students had lack of vocabulary
- e) The students' score in writing recount text were still low

In conclusion, from the result of the preliminary study, it can be seen that the second grade (VIII-H) students of SMPN 1 Ngunut found some difficulties in the following list.

1. The students were still confused to choose the topic on how to write
2. The students got difficulties in using the proper tenses
3. The students got difficulties in arranging the sentences
4. The students had lack of vocabulary
5. The students' score in writing recount text were still low

2. The Finding of Cycle 1

a. Planning

In the planning, the researcher and the collaborator decided the topic, basic competence, and instructional objectives that would be delivered to the students by applying photograph sequence strategy.

The researcher also prepared the material and media. Before doing the action in first cycle, the researcher designed the lesson plan. The researcher also prepared the instruments and materials needed in the teaching learning process. Such as: writing test, module and some photos which were the instruments made by the researcher. The researcher also used the projector to display the photographs sequence. The projector was from the school. The lesson plan was arranged and developed based on the school based curriculum. Besides that, the researcher prepared the materials gotten from the text book and internet as the sources of teaching and learning. After preparing, the researcher went to the next stage by implementing the lesson plan and the instruments made.

b. Implementing

For the detail description of the implementation process would be discussed as follows:

1) Cycle 1

(a) Meeting 1

The first meeting was done at 10.00 – 11.20 AM on Thursday, 25th February 2016. The researcher entered class VIII-H. The researcher started the class by greeting to the students, asking their condition, and also checking their attendance list. Starting teaching and learning process, the

researcher asked to the students about recount text. Then, the researcher gave an example of recount text.

The researcher explained the description of recount text, the function, the general structure and grammatical features of recount text, especially about past tense. The researcher also explained how to tell about an experience, and asked them to open their English book then discussed the text together. After that the researcher asked them to analyze the text about the general structure and also the grammatical feature in recount text. Before the researcher left the class, the researcher asked the students' difficulties in understanding the lesson, gave feedback, concluded and greeting.

(b) Meeting 2

The second meeting was done at 08.40 – 09.20 AM on Saturday, 27th February 2016. The researcher reminded again about the materials that have been studying in the first meeting, it focused on main features in writing recount text. Then the researcher introduced and explained about photographs sequence strategy in making recount text by using projector. The researcher gave the title and explained the way in using photographs sequence. Firstly, the students look at the photograph that is displayed by using projector.

The second, the students analyzed the photographs based on the generic structure of recount text; orientation, events and re-orientation. After that the researcher asked them to write a recount text based on the photographs by using appropriate tenses. Besides that, about the appropriate mechanics including punctuation, capitalization and spelling it should be improved. In the other hands, if the students did not know the vocabulary, they might open the dictionary.

In the last, the researcher gave an example again about another recount text, it was taken from the text book and discussed it together. The researcher and the students analyzed about the text, they asked to open their dictionary to find the meaning of the words that were not known, after they knew the contain of the text they would know and understand the text so they would think the exactly chronological order of recount text.

Before closing the class the researcher motivated the students and did not forget asked about their difficulties and gave feedbacks to them. The researcher gave information that in the next meeting the students would practice to make an essay in recount text and the theme prepared by the researcher.

(c) Meeting 3

The third meeting was done at 10.00 – 11.20 AM on Thursday, 3rd March 2016. The meeting was started by greeting and checking the students' attendance. This is the last meeting in the first cycle. The researcher distributed a piece of paper to the students, the function of those papers were to write recount text. The title was prepared by the researcher based on the photographs sequence. The students were assigned to write a recount text independently in 60 minutes. They had chance to bring their own dictionary and asked the researcher when they got difficulty. Then, the students submitted their writing. After collecting their writing the researcher gave the final writing score of each student based on the scoring guide.

c. Observing

Observation was done when the researcher implementing the photograph sequence strategy in teaching writing recount text. In this stage the researcher observed and compared the result of students' score writing between preliminary score and cycle 1. The test on cycle 1 was conducting on the third meeting, it is done to know whether the first cycle was successful or not. The result of the observation showed that the researcher did all the activities, but it still needed improvement because the students had some problems. They had difficulty in

constructing sentences of the text and the tenses they used were still incorrect.

They were still confused how the change between V 1 to the V2. From the score on cycle 1, the researcher found out 28 students or 70 % got score > 75 and 12 students got score less than 75. It means that 12 students or 30% failed because they did not pass the minimum mastery criterion. The percentage of success of the students' writing descriptive test in cycle 1 was calculated as follows:

$$\frac{28}{40} \times 100 = 70\%$$

From the formula above, the students who passed the writing test 1 were 70 % and 30 % failed. It means that criteria of success had not been achieved yet, because the criteria of success that had been determined were 75%. So, it should be continued to the next cycle until achieving 75% or more.

d. Reflecting

Reflecting was very necessary to be done because it to know the weakness and strength. It is necessary for improving the teaching program in next cycle. The result of writing recount text in cycle 1 could not be achieved because there were only 70% or 32 students who passed the test. Some students who were failed in the test also made a lot of noise, so they could not pay attention during the teaching and learning activity. So, that they were not able to write recount text. It

was concluded that the action of cycle 1 unsuccessfully. Although the result of students' score was not good but it was still better than the result of writing recount text in preliminary test. Based on the analyzing the result of cycle 1, the researcher and the English teacher found some problems that caused the failure. The first, the students got difficulties to use simple past tense in writing recount text, there were some students still use V1 in writing recount text to tell past event. The second, especially the boys, they made a lot of noise. So, they could not pay attention the photograph sequence strategy during the teaching and learning activity. So, that they were not able to write recount text. The English teacher also gave addition and suggestion for the researcher. She asked the researcher to be more attention and help to each student who did not understand yet about how to write recount text using photograph sequence. She also asked the researcher to be more loudly and detail when the researcher explained the material and the strategy of photograph sequence. Furthermore, the english teacher suggested the researcher to make the photograph sequence more interesting, its purpose was to make the students became more interested and understand how to make recount text. The condition of that class bring the cycle did not achieve the criteria of success.

Based on those problems the researcher hoped in the second cycle the result of the research could be better and can solve the weakness in the previous cycle. In the next cycle the researcher must

give more explanation of the strategy and gave the different photograph sequence of making recount text. The more important thing was the photograph sequence strategy that make the students to be more focus on the material so the class looked so active and would be produce the maximum result in writing recount text.

3. The Finding of Cycle 2

a. Planning

From the reflection of the cycle 1, the researcher and the English teacher had found some problems and it should be revised. The researcher decided to revise the example of the text about recount text or different material which was used to implement the strategy. The material source was taken from students' text book and internet, but still with the same activity. In this stage the researcher need three meetings in this cycle.

b. Implementing

There were three meeting done in cycle 2. Meeting one and two were for explaining deeply about materials of recount text, the researcher asked some questions to the students about the lesson in the first cycle and also did exercises to discuss together about the example of the recount text. In the last meeting was for conducting writing recount text test in individual. The description of each meeting is below:

1) Cycle 2

(a) Meeting 1

The first meeting in cycle 2 was done at 10.00 – 11.20 AM on Thursday, 10th March 2016. In this case the researcher gave more explanation about tenses which was used in recount text. This material reviewed the previous cycle. They opened their dictionary individually to find out the new vocabularies and they learned about regular and irregular verb then the researcher gave an example which was included the text to discuss it together. These activities made them more active and motivated. After that, the researcher closed the meeting and continued to the next meeting.

(b) Meeting 2

The second meeting was done at 10.00 – 11.20 AM on Saturday, 12th March 2016. In this meeting, the researcher displayed the photographs sequence by using projector and applied it in teaching writing. Besides, the researcher prepared an example of recount text about the vacation in Jogja. The students analyzed together and found out the new vocabularies. They analyzed the changing of V1 and V2. In this meeting the researcher gave instruction to the students that in the next meeting they would get the

final writing would be collected. Then, the researcher closed the meeting.

(c) Meeting 3

Meeting 3 was done at 10.00-11.20 AM on Thursday, 24th March 2016. This was the last meeting the researcher applied the strategy, asked to the students wrote recount text based on the photograph sequence that was shown by using projector in front of the class. The theme was the same with the final writing in previous cycle, but the title was different. It was to know whether there was improvement after they were given deep explanation from the researcher. They should collect the written recount text in 60 minutes after the researcher gave the instruction to do it. At the first, the researcher did not forget to remind them to write well organization based on acceptable generic structure of recount text, to use correct grammatical, and to use appropriate tenses, capitalization, and spelling. If they did not know how to translate into English the researcher gave them a chance to ask and look up their dictionary.

c. Observing

The researcher compared the scores of writing tests between cycle 1 and 2. The result in cycle 2 the researcher found the

improvement of the students such as most of the students got the criterion minimum score, they were looked so active and focused on the activities, they enjoyed the photograph sequence strategy and most of them used correct verb in recount text. The score of the students in cycle 2 could be seen in the appendix. The result of the students score in cycle 2 there were 32 students got 75 or more although there were some students got less than 75, but this cycle had achieved the criteria of success. The percentage of success is:

$$\frac{32}{40} \times 100\% = 80\%$$

From the formula, the students who passed the test on cycle 2 were 80%. It means the researcher was successful. From the data above, concluded that all the students had positive response in implementing of photograph sequence strategy in writing recount text. Then, the criterion of success the strategy has already been achieved. And most of them were able to write recount text by using photograph sequence strategy.

d. Reflecting

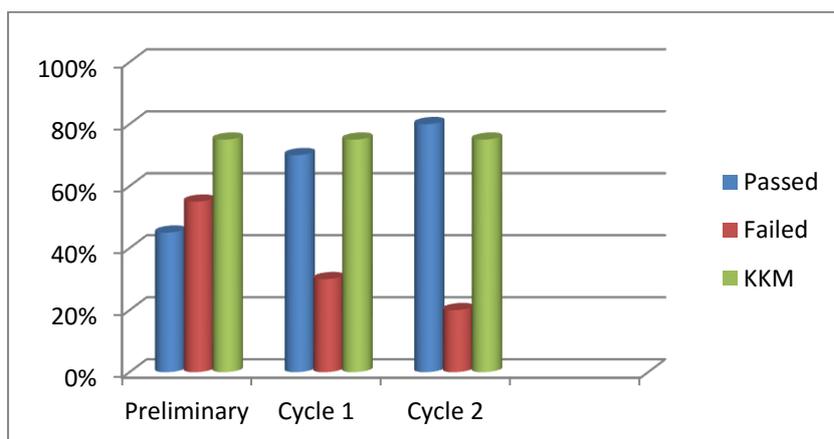
The researcher compared the result of the test in cycle 2. The result received in cycle 1 showed 28 students (70 %) who passed the test, it means that cycle was unsuccessful and based on the result in cycle 2 there were 32 students (80%) passed the test. Some students who made a lot of noise and could not pay attention the photograph sequence strategy during the teaching and learning activity in the first

cycle had improvement. Most of them paid attention to the teaching in learning process, so that the students' score passed the criteria minimum score of writing. Thus, the researcher concluded that the result in the cycle 2 was successful because the students' writing recount text improved and the criteria of success could be achieved. In cycle 2, the students' score got the target, the action was stopped in this cycle.

B. Discussion

There were some discussions toward the findings of this classroom action research. This discussion was about the successful of implementation the Photograph Sequence Strategy in improving students' skill in writing recount text. The research was conducted in two cycles. There was an improvement from preliminary study, cycle 1 and cycle 2.

Figure 4.1 The diagram of percentage of success on preliminary study, cycle 1 and cycle 2



The writing score from preliminary study to cycle 1 and 2 could be seen in appendix. It is clear that there was an improvement of the students' skill in writing recount text. The improvement could be seen from the students' score in writing recount text was increased. After analyzed it, the researcher found that there was improvement in the students' skill in writing; this strategy solved the students' problems in writing recount text. They could write recount text well based on the photograph sequence that is displayed by using projector. According to Berger(1973:2) a photograph is already a message about the event it records. The students could write and generate the idea in writing recount text based on the photograph sequence. The students did not confused in writing recount text bcause they knew what should be written by looking at the photograph sequence.

From the test result, the passed or success students' percentage increased from cycle 1 to cycle 2, started from 70% (28 students) became 80%(32 students). It is proved that photographs sequence strategy can improve students' skill in writing recount text. This was in line with Raimes(2002:34) using photograph as a topic for several writing clases gives the teacher opportunity to develop not merely a wide variety of task but also a sequence of task. The photograph can be used as a reference point for students to discuss a cultural phenomenon and their own experience related to it. Using photograph sequence, the students could write a recount text sequently based on its generic stucture.

In teaching and learning process the researcher gave some examples of recount text, gave the detail explanation how to use the strategy, gave the different photograph sequence and also gave motivation to the students to learn and guide them while writing recount text. Because the interesting photographs sequence strategy was needed by the students in writing recount text. This was in line with Rogovin (2000:1) stated using photographs may be helpful in arousing interesting a new subject or illustrating an important idea. It may intensify students' engagement with they are studying. Students may reflect on the connections between their own lives utilizing prior knowledge and the current subject of inquiry.

This way can make the students focused on the strategy and more active to participate in the classroom and they did not make a lot of noise during the teaching and learning process. They also could open the dictionary to find the vocabulary that they want to choose. Thus, they would feel comfortable in joining the class also understand the material.

In this research, the researcher gave a Photograph Sequence Strategy in writing recount text. This strategy can help the students to overcome their problems in writing recount text, such as they don't know how to write, develop topic into good writings and arrange sentences well that is found in preliminary study. The students also could use the proper tenses in writing recount text. This was in line with Raimes (2002: 28) a photograph is a valuable resource as it provides a focus of interest for the students. The students could enjoy and interest the strategy during writing recount text.

Furthermore, the previous study which have been done by Nafisah (2013) at eighth grade student of SMP Negeri 1 Mayong Jepara showed that using photographs can be effectively solved the students' problem in writing recount text. Moreover, the other previous study was done by Astuti (2011) in MA Darul Ma'arif Cipete South Jakarta, it was revealed that pictures sequence strategy can be effectively solved the problem of the students' writing. So by using photograph sequence strategy could improve the students' writing skill, especially in writing recount text.

Based on the findings above, the researcher concluded that the result of this action research in two cycles proved. It is suitable used well in teaching writing recount text of the class VIII-H students at SMPN 1 Ngunut, Tulungagung in academic 2015/2016. It is strategy could improve the students' writing skill in recount text.