CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the data and the research findings. The data presented in this study were obtained from preliminary study and the implementation of Beef Burger in improving students' writing ability in Recount text

A. Research finding

The classroom action research carried out in 2 cycles, and the procedures in this study cover four stages: planning, implementing, observing, and reflecting. Before presenting the procedures, it is imitated by presenting the preliminary study. Preliminary study was done before the action research was conducted. It was done to know the students' problems in the process of teaching and learning reading in the English subject.

1. The Result of Preliminary Observation (Reconnaissance)

Before conducting the study, the researxcher begin to do the first obsevatrion at SMAI Sunan Gunung Jati Ngunut to determine the problem which appears in this school especially related to writing activities. The activities was done on Saturday, 13rd of February 2016 at 11.00 AM. The researcher also interviewed to the English teacher from SMAI Sunan Gunung Jati Mr. Syaiqul, M.Pd. From interview, the researcher found problem faced by most of students at SMAI Sunan Gunung Jati that was writing ability. The researcher choose this school because she got some information from English teacher in this school, that in teaching and learning writing the teacher and students got some problem as follows; When the topic is teaching genre of text, the

English teacher only focused on teaching grammar, so it make students have less knowledge about it, the English teacher seldom asks the students to create the idea into the text. The English teacher often explains the topic and asks them to answer the question of text so, the activities of writing are not effective enough, and students have not enough knowledge about generic structure of text. so it make them difficult in recognizing the genre of text. The students had low motivation or were not interested in teaching and learning writing process. It was proved by the poor result of students' writing ability. The table 3.1 explained the result of preliminary study:

Table 4.1 The Result of Preliminary Test

	Name	P/L	SCORE
1	AN	P	40
2	FS	P	40
3	HA	P	50
4	INZ	P	55
5	IVU	P	40
6	IRN	P	75*
7	LL	P	55
8	MA	P	40
9	MUA	P	40
10	NIS	P	50
11	NUA	P	55
12	NURA	P	60

13	NUAZ	P	75*
14	NUIS	P	50
15	NUM	P	40
16	RIZ	P	40
17	RUI	P	40
18	SAN	P	50
19	SIN	P	40
20	SIH	P	40
21	SIK	P	45
22	SIR	P	75*
23	SUR	P	50
24	TIK	P	40
25	TUM	P	40
26	TRI	P	55
27	TUH	P	40
28	UL	P	40
29	UM	P	40
30	QUM	P	40
Total Score			1.360
Mean score			45

Thus, it obtained that the students who passed the score minimum (KKM) which are 75 in the pre-test were only 10% (3 students) and the other 90% (27 students) who failed. And the result of means score in pre-test that was still 45. Therefore, from the

students' score in writing test above, it can be concluded that the criteria of success had not been achieved yet. According to the students, it was quite difficult to write a recount text. Most of them were had same problem that less practice in writing and having less vocabulary. Besides, they seemed not interested to write it

2. **The Result of Cycle 1**

The implementation of beef burger in cycle I was divided into three meetings. It conducted on March 9th, 16th and 21th 2016 from 10.30 to 11.30 a.m. In cycle 1, the researcher collaborated with the English teacher. While the researcher was implementing the beef burger as media, the collaborator teacher observed the students' activities in writing class. Then the researcher conducted post test after implementing beef burger in teaching writing recount text. Students were asked to write the text through beef burger with the topic that has been decided by the researcher. Then they submit the text to the researcher.

The result of students' score in post test presented in the table below:

Table 4.2 Table of Students' Scores in writing recount text cycle 1

	Name	P/L	SCORE
1	AN	P	60
2	FS	P	60
3	HA	P	75*
4	INZ	P	60

5	IVU	P	60
6	IRN	P	80*
7	LL	P	65
8	MA	P	75*
9	MUA	P	60
10	NIS	P	60
11	NUA	P	75*
12	NURA	P	75*
13	NUAZ	P	80*
14	NUIS	P	60
15	NUM	P	65
16	RIZ	P	60
17	RUI	P	60
18	SAN	P	75*
19	SIN	P	60
20	SIH	P	65
21	SIK	P	60
22	SIR	P	80*
23	SUR	P	75*
24	TIK	P	75*
25	TUM	P	80*
26	TRI	P	75*
27	TUH	P	65
28	UL	P	60
29	UM	P	60

30	QUM		P	60
	Total			**2.000**
	Mean			**66.6**
	Precentages of success			**40%**

From the result of students' post test above showed that many students still weren't pass the score minimum (KKM) which is 75. It is only 40% (12 students) were passing the score minimum (KKM) and the other 60% (18 students) who failed.

From all of the process from meeting 1 until meeting 3, it can be concluded that there were 12 students or 40% of the total students in post test who could get the score ≥ 75. It did not yet meet with the predetermined criteria of success that was 75% who get score ≥ 75 for reading comprehension test. It could be concluded that the action in the first cycle did not run successfully. Although the result of post cycle 1 was not too good, it was still better than the result of writing recount text in pre-test. It means beef burger can improve students' writing ability in recount text although it was not maximally.

By analyzing the results of observation checklist and writing test, the researcher and the English teacher found some problems that caused the failure. The first, most of students were difficult to comprehend the media. The second, students still not had build up the idea because the topic too specific. Also, after the researcher gave students to do the work individually, each student needed different time to finish their individual work. They also thought that the time allotment is not enough. It was because each student had difference ability in English.

Based on the result of students' score, questionnaire and observation checklist show that those are still cannot reach the criteria of the success. So, the researcher needs to conduct the next cycle. Therefore, the researcher and the collaborator teacher decided to revise the planning in the cycle 1 and the implementation strategy in the cycle 1 to conduct the next cycle or the cycle 2.

3. **The Revised Planning**

The implementation in cycle 1 had not given a significant change to writing skill of the students at SMAI Sunan Gunung Jati. The result of post test in cycle 1 was not satisfying yet. So, some revisions on the planning were made. The planning of the implementing in cycle 2 was similar with cycle 1. But the researcher applied new strategy in applying beef burger as media in writing recount text. The differences strategy can be seen in the table below:

Table 4.3 The differences strategy between cycle 1 and cycle 2

Cycle 1	Cycle 2
The topic is Holiday	the topic is unforgettable experience
the researcher explaining the media by giving the real thing	The researcher gave more example of writing recount text through beef burger
Writing recount text into the paper	Writing recount text into a paper by giving a small bubble in every generic structure.

Group work. Individual work	Focused on individual work

4. The Result of Cycle 2

Reflecting the result of cycle 1, the researcher made some revisions as stated above in implementing the beef burger in the second cycle. The implementation of cycle 2 was conducted on three meetings. It was done on April 3th, April 10th and 17th April 2016.

The researcher began to give students more example of recount text through beef burger. The students recognize the generic structure of recount text through beef burger in their task. They write the recount text on the paper and patch the beef burger based on its generic structure. In doing the post test, the researcher gave more time in order to they wrote the story well. They were given a chance to read again the text and revise if there is something wrong. Finally, they were being able to accomplish the writing and submit it.

The result of observations in the cycle 2 showed that the researcher followed the step completely, and the students learned enthusiastically. The researcher as the English teacher saw that the most of the students were active in the process of teaching and learning process. They looked confident when they did the test, and didn't ask their cleverer friend. It caused they wanted to compete among their friends in the class.

Moreover, the atmosphere of class was conductive. Also, the students' attention and interest in writing has improved; it caused positive effect to the students in the instructional process. Then, from the questionnaire the researcher knew that the students' like and enjoy doing writing activity by using Beef Burger. Then, for the result of test it showed that the students' writing ability in recount text significant improvement.

The result of students' score in post test presented in the table below:

Table 4.3 Students' Score in Cycle II

	Name	P/L	SCORE
1	AN	P	80*
2	FS	P	75*
3	HA	P	85*
4	INZ	P	80*
5	IVU	P	70
6	IRN	P	85*
7	LL	P	80*
8	MA	P	90*
9	MUA	P	85*
10	NIS	P	75*
11	NUA	P	85*
12	NURA	P	80*
13	NUAZ	P	85*
14	NUIS	P	80*

15	NUM	P	70
16	RIZ	P	80*
17	RUI	P	85*
18	SAN	P	80*
19	SIN	P	85*
20	SIH	P	80*
21	SIK	P	85*
22	SIR	P	90*
23	SUR	P	85*
24	TIK	P	80*
25	TUM	P	85*
26	TRI	P	80*
27	TUH	P	85*
28	UL	P	70
29	UM	P	80*
30	QUM	P	70
Total			**2.440**
Mean			**81,3**
Percentages of success			**87%**

The results of the students' score in the Post-test of cycle 2 the means score that were 81. It can be concluded that students' writing ability has improved. In addition, the students who passing the score minimum (KKM) were decreased than post test cycle 1. They were 87% (26 students) and the other 13%   (4 students) who failed. So, the criteria

of success were achieved because the percentage of the students' score was more than 75%.

Based on the analysis of the students' score in cycle 2, the mean score of test in cycle 2 was 81. It is higher than in pre-test and the post-test of cycle 1. In addition, the criteria of success which was 75% could be achieved by students in cycle 2 because there were 87% of students (24 students) who passed the test in cycle 2. It means that the implementation of Beef Burger in teaching writing recount text was successful in this research; it is improve the students' writing ability in recount text. In Addition, all the criteria had been achieved, so that the researcher stopped the research in this cycle.

B. Discussion

The result of this study indicated that the end of cycle 2. The students' writing achievement improved significantly after taught by using beef burger. The evidence was the score of cycle 2 were better than the score of cycle 1, it was also better than preliminary study. It revealed that there was a progress in each test.

The way the researcher conducting the research attracts students' attention because the steps in applying beef burger are enjoyable. The researcher gave colourful bubbles to the students; they should write the text on them and patch them to the big margin. The researcher decided the topic and to avoid student get bored the researcher also let the students to create their imagined into a colourful bubble.

The result of this study reveals that media beef burger is very helpful for the teacher in teaching writing recount text. It goes with Murcia (2001) states that media can helps the material transmitted to the learners easily. Students' anxiety in writing recount text have been decrease,

when the researcher uses beef burger media. The use of beef burger in teaching and learning writing makes students feel enjoy. From the result of observation checklist it shows that Beef burger makes students can actively participate since it can give them inspiration and motivation to talk. In this case, beef burger can help students in improving their creativity in writing. It support the theory of Goodwyn (2002), through beef burger students can understand the material about generic structure of recount text deeply. It is because they can make the media by themselves, so it makes them understand and remember it well.

This study also reveals that in teaching writing recount text by using beef burger, the students have high motivation and it can encourage them in writing the text. From the result of students' questionnaire, it shows that most of them like the use of beef burger in learning recount text. They also feel that beef burger is one of media that make them interest in writing recount text.

This study reveals that the student can understand generic structure of recount text deeply by using beef burger. It showed from students' questionnaire and observation checklist, both of them states that the use of beef burger makes students more understand about recount text. The use of beef burger in teaching writing recount text is very helpful. Because the componets of beef burger same with generic structure of recount text. It support the theory of Gerot and Wignel (1994) generic structure of recount text are orientation, events and re-orientation. It is similar with component of beef burger which is also having three parts. It goes with Goodwyn (2002) says that beef burger with the introduction at top of burger, the part of essay as the filling and the conclusion as the bottom.

Beef Burger will be successful to improve the students' ability in writing recount text for first grade students, if the scores of the students have achieved the criteria of success which is

75% among the whole member of the students in the class. Then the standard value is 75. Thus students who get score at 75 or more classified into passing the test, and the students who get score less than 75 are considered failed.

Based on the data which were gathered from writing test, observation, interview, and questionnaire, the result of them could be inferred that the students were interested in writing recount text by using Beef Burger and the problems in writing activity could be decreased as much as possible. In addition, the students' writing ability has improved well.

Finally, it was confirmed that using beef burger in teaching writing recount text lead to better result than conventional technique. The result of this research also revealed that the students writing ability could improve after using beef burger.