

CHAPTER IV

RESULT AND DISCUSSION

In this chapter the data which were obtained during the research will be presented. The result and discussion including the answer to the research questions follows: 1) the students' achievement improved in writing skill after using chained writing. The discussion will elaborate the glance description of research object and the description of the Teacher's Activities in Implementing Chained writing Technique.

A. The Glance Description of Research Object

The place of MTS Jabal Noer Taman – Sidoarjo is very strategic. It is very easy to reach by many sides and the place is very crowded. There are many vehicles which are operated every day. The school has many facilities such as, classroom, laboratories, canteen, mosque, parking lot, library, computer and so on. All the teacher of Mts. Jabal Noer Taman – Sidoarjo is very competent in their field and are very kind people. It can be seen when there is a new comer, they welcome well. Each teacher gives top priority to discipline and responsibility in performing his or her duties. Not only the teacher, but also all the school workers work each other to keep the schools good reputation and the students quality.

And as stated in Chapter III before, there were fourth cycles in this research. The topic was same but there was little addition in each cycle. The researcher had prepared the topics that would be used in implementing of chained writing technique. The description of the teacher's activities in implementing the use of chained writing technique is explained as follows:

Planning: this first was held on October 4th, 2010. In the first meeting the teacher started by saying greeting to the students and checking the students attendance to create conducive atmosphere. Before teaching the teacher had prepared the topic, which would be used to teach writing using chained writing. In this cycle, the teacher selected topic under title *garden*.

Acting: In this Pre- activity, the teacher asked the students made groups to consist of 1 up to 10 students. So, there are four groups. Then the teacher to distribute pictures to each their groups. The purpose of grouping the students are to help the teacher control each students in doing the given in doing the given task. Then, the teacher asks to the students:

- Teacher : What is the picture?
- Students : Garden mom!!!
- Teacher : Do you know about it?
- Students : It have unique

[illegible]

Teacher : rose meaning bunga mawar

Students : rose meaning bunga mawar

Teacher : Jasmine meaning bunga melati

Students : jasmine meaning bunga melati

Teacher : Banana meaning pisang

Students : Banana meaning pisang

Teacher : Mango meaning mangga

Students : Mango meaning mangga

Teacher : Guava meaning jambu

Students : Guava meaning jambu

Teacher : Garden meaning kebun

2. Second Cycle

Acting : In the pre-teaching activity, the teacher distribute the media to each groups like what the teacher did at the first meeting, the teacher gave a little different than what she did before, the teacher did not directly top distribute the to each groups but, the teacher made it such as a game. Whose

line mentioned the words related with the topic more than other line, the teacher will give a present.

But before doing the activities the teacher asked about the previous lesson to the students with the following question:

Teacher : Did you still remember what we studied last week?

(The teacher showed a chained writing about garden).

Students : Yes mom!!!

Teacher : What it was about? (By showing chained writing)

Students : garden

Teacher : Can you the description about it?

Students : In the garden there is a kind of trees, and vegetables

Observing: just like what the teacher did at the first during the teaching and learning process was in progress, the researcher played as a real teacher and the real teacher was observed and controlled the situation and the condition of the classroom, before.

Reflecting: After conducting the use of chained writing technique, the teacher the teacher got the students to present in front of the class and then, submit the task. Then, the teacher checked the task for moment. Next, the teacher checks the students' comprehend and concluded the content of the closing class, as usual the teacher evaluate the teaching and learning process, then she asked then difficulties.

3. Third Cycle

Planning: This second cycle was held on October 22th, 2010. The topic that was given was *my favorite plant*. The main objective of this topic was made sentences using the words given such as*lotus, Netherlands, City Park and so on*. Before the activity is started the researcher started the class by saying greeting to the students and asked them some simple question about English subject or just made a joke to avoid the students' boredom.

Next, as usual the researcher give a chained writing to each group the topic on the white board, to make easier the students when teaching and learning is in progress. The introduction covered explanation about what the activity was like.

Acting : researcher started to explain what the students should do in this third meeting, the researcher also divided two place of papers containing the task of each topic, my garden and my favorite plant, all the students have to do the task by filling in the blank, answer than question of the handout.

During the students were doing the tasks, the researcher take around and control the class and asked the students about difficulties, and motivated them and also appreciate the students' participation by saying "good" or "that's right". In order to the students were always motivated during teaching learning process.

Observing: In this cycle, the topic was done well. The students pay attention to the teachers, but the students still got the difficulties within to

Reflection: In this cycle the researcher found that was some important point that should be given more attention. The first was about the technique, because there were many students were still confused about rule and contrary, the way the teacher explained the lesson was good and slow enough, the second was about answering the question, the students were very noisy when the teacher asked a question, some of them did not understand but some of them could understand well.

Planning: The fourth cycle was held on October 26th, 2010. The topic was given to the student was “*education*” in this cycle the researcher did just like what she do of at the previous cycle. But, there were some ways that had to give the correctness. The researcher explained clearly before going to the next step the researcher had prepared the task which ready given to in the students. Then the teacher asked the students to do the job.

Acting: the researcher began explained clearly before the teaching and learning process started. But, the researcher did not forget to review the previous topic. The teacher also gave an opportunity to the students to ask a question about the any topic about the rules. It was done because she wanted

Observing: The observation process included the topics, the unique and teaching learning process. In this cycle all of the students paid attention well to the teacher, and they easier to control than in the previous cycle. And most of them understand the topic and they could apply the lesson and they could do the task very well too.

Reflection: In this meeting the researcher did not find any serious problem, because most of the students could catch the lesson very well, it can be seen from the result of their test.

2. Result of the questionnaire

To know the student's responses toward learning teaching process, the researcher gave questionnaire for all the students. The Questionnaire consists of some questions and it was given to the students in the last cycle.

After giving the questionnaire, the researcher analyzed every number of questions one by one. To make detailed result to measure the students' responses, researcher used the pattern:

$$\text{Score: } \frac{\text{Total earned}}{\text{Total students}} \times 100\%$$

For question number 1, do the students like English? The results are:

Table 9

No	Criteria	Score
1	Sangat membantu	50%
2	Membantu	32,5%
3	Kurang membantu	10%
4	Tidak membantu	7,5%

From the table of questionnaire above, the results analyzed based on the research problem. And it was divided into three matters, the first is about student's responses about the English lesson, the second is about the student's responses toward the technique of using Chained writing, and the last is about the topics which are used in implementing chained writing.

The first is about they students' responses of English lesson. Based on the result of the questionnaire, it could be concluded that most of the students liked English lesson. 37,5%.

The second is about the students' responses toward the technique of using chained writing. It could be concluded that most of the students liked the technique using chained writing. There are 57,5% students stated liked the technique using chained writing in teaching writing.

The third is about the topics which are used in implementing chained writing, the students responses were very good, because there are 50%

To measure the students' comprehension to the material, the researcher gave assessment to the students for each meeting. The assesment was given during four meetings. The kinds of assessments that were given in each meeting can be seen in appendix. The assessments that were given in every each , then, were scored by the researcher. After that, the researcher counted average score by the research each meeting .

After collecting the result of the students writing in the first cycle, the teacher checked and concluded students writing, here were the components, levels and descriptions of their writing based on ESL writing assessment; Content, (Excellent to very Good. 30-27) (fair to poor 21-17) (very poor 16-13). From the first cycle in meeting 1, students who got 25 point about thirty

After calculating all students' work of the first meeting, the teacher concluded the result of their writing paper about descriptive text by using chained writing technique and the topic was about *garden*. The grades of their writing according to ESL were: there were thirty students in grade C and there were ten students in grade D less than 60 point.

The researcher collecting the result of the students writing in the first cycle, the teacher checked and concluded student's writing, here were the components, levels and descriptions of their writing based on ESL writing assessment; Content, (Excellent to very Good, 30-27) (fair to poor 21-17) (very poor 16-13). From the first cycle, students who got 26 point about ten students, students who got 27 point about ten students, students who got 26 point about ten students, students who got 25 point about ten students and students who got 21 point about ten students. The Organization, (Excellent to very Good, 20-18) (Good, 17-14) (Fair to poor, 13-10) (Very poor, 9-7). According to the organization there were ten students who got 17 point, ten students who got 17 point, ten students who got 16 point, and there were ten students who got 15 point. According to their vocabulary, there were ten students who got 18 point, ten students who got 17 point, ten students who got 15 point,. and ten student s who got 14 point. Other components was language use (excellent to very good 25-22), (good to average, 21-18), (Fair to poor, 17-11), (very poor 10-5), according to their work there were ten students who got 20

The total score of the students writing there were ten students got 88 point, ten students got 87 point, ten students got 81 point, and ten students got 75 point.

[illegible]

Grades: A= 90-100 B = 80-90 C= 70-80 D= 60-70 Bellow 60

After calculating all students' work of the first meeting, the teacher concluded the result of their writing paper about descriptive text by using chained writing technique and the topic was about *education*. The grades of their writing according to ESL were: there were forty students in grade B was about 80-90.

Knowing the result of students' progress in this part, the researcher would know the improvement of students after getting material of chained writing and the researcher knew the average students'.

a. The result of First Cycle

Graph 1

C. Discussion

1. The teaching and learning process

The researcher found several things that can be noted down from the result of the observation during the teaching and learning using chained writing was in progress. The result showed the development of the student's writing skill using chained writing. In this case the researcher observed what was happening in the activities.

In the first meeting there were so many things that the researcher found many different things happened. The implementation of using chained writing could not run well, the condition of the class was very noisy, some students paid attention but some did not. They talked each other and played game by themselves. It was very difficult to control the class.

Their vocabulary mastery is less they got difficulties in writing the words, pronunciation, and identify the meaning of the words. Knowing that condition, the researcher tried to give them motivation by appreciating their participation by saying “good” or “that’s right” when they could answer the question and identify the meaning of the words.

- Alaway in stead of always
- The are in stead of there are
- Garder in stead of garden
- Hume in stead home

The errors occurred due to the student's limited experiences of practicing their vocabulary and writing skill room. So, it was actually natural if they often make mistake since the process of teaching learning using chained writing.

In the second meeting the use of chained writing technique was better than before. The students enjoyed the activity and the topic could motivate them to speak up. In this second meeting the students enthusiast in following the lesson, even though they were still made mistakes such as grammar punctuation, and especially in the word for example:

- Feit in stead of feet
- Herbifora in stead of herbivore
- Fure in stead fur

The researcher could tolerate the errors by considering that in the previous meeting. The students seemed to keep silent and felt shy to express their idea.

In the third meeting the students made progress in their writing skill. They made fewer errors in their writing and identifying the meaning than in previous meeting. They were more active than in the previous meeting. They were brave to ask about the difficulties of lesson and were cooperateon with other students.

In this cycle they looked very curious and wanted to understand the material well. It could be seen from their attention when the teaching and

learning process was in progress. The students showed cooperative work and had a great responsibility. It was shown by many students who were able to understand the material at first time; they shared their understanding with their friend or other students who had not understood the material and the rules.

In the fourth meeting, all of the students looked very enthusiastic in following the teaching and learning process. In this cycle they could catch the material and did understand the rules well. So, it caused the teaching and learning process ran as what the researcher and the real teacher wanted.

1. The discussion of the result of Questionnaire

In this description, the result of questionnaire will be analyzed based on the research problem. And it was divided into three matters, the first is about the student's responses about the English lesson, the second is about the students responses toward the technique of using Chained writing and the last is about the topics which are used in implementing chained writing.

This first is about students' responses of English lesson. Based on the result of the questionnaire, it could be concluded that most of the students liked English lesson although 3,75%.

The second is about the student's responses toward the technique of using chained writing. It could be concluded that most of the students liked the technique of using chained writing. There are 57,5% students

stated liked the technique of using chained writing in teaching writing. The third is about the topics which are used in implementing chained writing, the student's responses were very good because there are 50% students stated that they liked the topic chosen for teaching and learning chained writing.

2. The Student's score

After analyzing the student's result of writing test, the researcher concluded that in the first meeting the students got C were about 70-80, the lowest score was 60 and the highest was 85.

For the second meeting the students score were improved, most of them got B were about 80-87. It means that their value increases. This shows that the first meeting to the second meeting, they could receive lessons well. And for the third meeting, their value rose so drastic. It also proved that the technique is very helpful the use of chained writing of teaching writing. And the last meeting, the change of value of each student is very satisfying because they could arrange the sentence well.