

CHAPTER IV

FINDING AND DISCUSSION

This chapter present the research finding and discussion as follows.

4.1 Research Finding

The findings of this research are discussed based on the result of the cyclical steps of the classroom action research. These finding will be interpreted and discussed more detail on the sub chapter below.

4.1.1 The implementation of group discussion technique

The research were started with cycle 1 then it was evaluated the action needed to be continued to the second cycle or not. The researcher had already found the clue that the group discussion technique which was applied to the implementation in writing procedure text at ninth grade of SMPN 2 Gempol worked well it is provided by the progress of the students writing procedure text while the technique was being applied. The students able to write procedure text during the teaching and learning process.

But some students still can't start to think and imagine the text that will be written based on the group discussion technique that has been given. They still considered difficulties especially in procedure text. The researcher conducts the action research in twice, so that student get more value in writing procedure text.

4.1.2 Cycle one

As it was stated on the above sub chapter that researcher conducted the cycle twice, it was because the result of the analysis or observation process in cycle one showed that the students average score in writing procedure text has not become KKM. The cycle consist of three steps as the following. The researcher implemented the picture series media for one meeting; those were done in September 2013 the implementation was describe as follows.

4.1.2.1 Steps 1 (Planning)

In this step the researcher drew the plan or determined the method that should be applied to solve the problem. At first, the researcher gathered some information by interviewing the students about the difficulties or what the problem. First, the students got the difficulties in writing because they are lack on vocabulary.

In order to get real evidence, the researcher conducted a pre test in the test of vocabulary writing.. the pretest was conducted in September 2014 by the teacher of English at ninth grade students of SMPN 2 Gempol as the subject of the study, pretest conducted by using a test of vocabulary writing procedure text

The researcher implemented the group discussion technique for one meeting; those were done in September 2013 the implementation was describe as follows.

The first meeting was conducted in September 2013. The English subject was held at 07.45-08.15, for opening session, the researcher greeted the students

and students replied it. The greeting was expressed by the researcher was the simple one in which the students had been familiar with it.

After greeting the students, the researcher took the students attendances by calling the name of student one by one. And then told the students about the topic that they would get that day. After knowing that they would learn procedure text the students look glad. The researcher observe the teacher who starting the conversation and tried to make an enjoy atmosphere class. Before giving the details information about procedure text, the research gave stimulation by asking them some question , here was the conversation.

guru : anak-anak, siapa yang tau artinya procedure?

Siswa :saya pak. Procedure itu cara membuat sesuatu

Guru : bagus,benar. Jadi procedure text adalah text yang berfungsi untuk menunjukkan cara membuat sesuatu

After giving stimulation about the material to the student, the teacher started to explain it. But before explaining the material to the student , the teacher asked the students about procedure text, whether they still remembered or not

Then the teacher took over the situation and started to explain the definition of procedure text and other component such a generic structure and language use in writing procedure text .the students listened to the teacher explanation well. After explaining the material, the teacher gave the chance to the students to ask. But there's no one students who ask to the teacher. After that the

researcher helped the teacher for distributing the test of vocabulary writing. He began discuss the test.

The students looked seriously in the test of vocabulary writing, they were busy with their dictionary. During the students were worked a test, the researcher walked around to help students who needed help.

4.1.2.2 Step 2 (observing)

In this steps, the researcher present the data , technique for data collection. The qualitative data were obtain from result of pretest and post test score this data was aimed to measure the student achievement in writing procedure text by comparing the pre test and first cycle one.

4.1.2.3 Step 3 (reflecting)

Based on the observation the researcher took same conclusion related to the implementation of the group discussion technique to increase the students average score and gave good effect for students in writing procedure text. Based on the data, the researcher drew assumption on the ninth grade of SMPN 2 Gempol. It could be proved by some considerations, the implementation technique while, the researcher was conducted as follows.

First, the students got attention of the implementation of group discussion technique in writing class. It was proved that they responded the meeting actively.

Second, the students could make sentences in writing procedure text with group discussion technique. The implementation of the technique become effective and it could run well as the planning.

In cycle one, the teacher ask the students to fill blank paragraph a procedure text individually based on the test titled “ how to make sushi”. Overall the result of the students answer, the average score was 67,5. It means that the score of students still below standard. In teaching and learning process in cycle one, this because of most of the student has a little vocabulary. So, the researcher make new lesson plan based on the cycle one.

4.1.3 Cycle 2

This cycle was conducted in one meeting. It was started on the October 2013. This second cycle was conducted because the students score were still below standard 67,5 and the students still found problem in vocabulary.

4.1.3.1 Step 1 (Planning)

In this step. The researcher drew plan or determined the method that should be applied to solve the problem. Based on the evaluation in first cycle, where she research hadn't met all the criteria success yet. So, the researcher made some revision about the material and the technique in this cycle.

This meeting was conducted on October 2013. The English subject was held at 10.30-12.00. The activities is forming students in the class into groups to learn. Before continuing the material, the teacher showed the students errors of their task. While the teacher was explaining, reminded the students to pay

attention with the use of preposition such as then, so and into. The students looked seriously in writing procedure text, they were busy with their dictionary. While the students were making a sentences in text, the researcher walk around to help students who needed help. In this meeting the researcher and the teacher built students imagination by group discussion technique. The time showed that 20 minutes left, so the researcher ask the students to collect their task and close the meeting .

4.1.3.2 Step 2 (Observing)

In this steps, the researcher presented the data, technique to data collection. The qualitative data were obtained from the students writing composition toward the implementation of group discussion technique. And the source of data were students, the researcher and also the atmosphere of the classroom. And also the technique for the data collection was observation.

4.1.3.3 Step 3 (Reflecting)

Based on the observation the researcher took some conclusion related to the implementation of group discussion technique to increase the student average score in writing procedure text. Based on the data, finally the researcher drew and assumption that technique applied could increase the students average score and give the effect to the students on ninth grades of SMPN 2 Gempol. The result posttest in cycle two showed that the students got good score. It means that they got score more 67,5 and the average score is 76,5.

4.2 Discussion

In this sub Chapter, the researcher discussed the result of the observation and the students writing composition in order to answer the two questions listed in the first chapter. The technique is effective to use because it can attract the students and motivate them in writing and through group discussion the students can get enough stimuli. It is very useful for students because mostly they cannot start write because they do not know what they should do.

In teaching writing, it will need long process and time. Therefore, the role of teacher is much needed here. Most of the students will get the difficulties in combining words. Through group discussion technique, the teacher also knows how far the ability of the students in developing their ideas.

Based on the student's writing, mostly the students got difficulties in composing procedure text, in the process of writing which was done in the class, the students wrote the procedure text. These composition are written based on the different group discussion technique.