

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains the description of the findings and discussion. It includes data analysis also, the first discussion deals with the data from the observation the lesson plan to know criteria of comic strips and data from the observation the field note to describe implementation of comic strips in teaching writing recount text, next the data from questionnaires were used to know the opinion's students. Finally, the whole data are used to answer the research questions.

4.1 CRITERIA OF COMIC STRIPS FOR TEACHING WRITING RECOUNT TEXT IN VOCATIONAL HIGH SCHOOL ALMUHAJIRIN

Teacher used comic strips in teaching writing recount text because students usually liked some things that are funny and pleasure, furthermore the teacher choose funny story's comic strips as media in writing recount text. Beside it the comic strips are easy to prepare, easy to organize and can arise students spirit to write.

Many types of comic strips can be used in teaching writing recount text. Comic strips can often be used in similar ways to promote skill of writing, some roles can promote the writing skill can motivate the students, make the students want to pay attention and want to take part. Comic strips can contribute to the context in which the language is being used. Comic strips can stimulate and provide information to be referred make a story in writing recount text.

The comic strips provide a basis and encouragement for the students to invent new ideas in writing using comic strips. Comic strip has five criteria to apply in teaching that are easy to prepare, organize, interest, be meaningful and be authentic and be sufficient amount of language. The teacher used five criteria to select the comic strips with the aims, appeared the student interest to write more and more, the students regarded writing skill that is no more difficult but is fun activity.

Here is the comic strip of the first meeting from comic strip stories for ESL drawings by Jeannette Julich:

The comic strip above has five criteria are: The first easy to prepare because teacher preparing comic strip collection in teaching learning and the comic strips can found in internet also in comic strip book. The second easy to organize cause the comic strip make teaching learning process went smoothly even though not all of the students participate actively in the learning process. The third comic strip can create pleasure and fun atmosphere because the students took part in the learning process even though not all of them. It proves they are pleased with the learning process. The fourth comic strip can make students understand how to describe recount text because the comic strip including some pictures to describe a plot of story. The fifth comic strip is about daily activity therefore students can memorize action verb to apply it in students' activity.

The comic strips was used in second meeting as followed

Comic strip above was taken from Burhanuddin Fadhli's blog. The comic strip above have five criteria are: The first easy to prepare because teacher preparing comic strip collection in teaching learning and the comic strips did not difficult to found it in internet. The second easy to organize cause the comic strip make teaching learning process went smoothly even though not all of the students participate actively in the learning process, The third comic strip can create pleasure and fun atmosphere because the students took part in the learning process even though not all of them it

proves they are pleased with the learning process and the students start writing even though they faced some difficulties in content, organization and grammar. The fourth comic strip can make students understand how to describe recount text because the comic strip including some pictures to describe a plot of story. The fifth this comic strip is about two boy was disappointed to see football match since no football match.

4.2 APPLYING THE COMIC STRIPS TO THE STUDENT'S WRITING RECOUNT TEXT IN VOCATIONAL HIGH SCHOOL ALMUHAJIRIN

In teaching these processes are making lesson plan, doing the lesson plan and evaluating the lesson that have studied. Teaching plan should include what will be taught, when teaching will occur, where teaching will take place, who will teach and learn, and how teaching will occur. Doing the plan or implementation that the teacher provides an accountability for learning support system to facilitate in the class. Evaluation used to know ability students in writing recount text.

Teacher made lesson plan in order to be succeed teaching and plan made in order to instructor's road map of what students needed to learn and how it was done effectively during the meeting. (For lesson plan see index)

4.2.1 THE FIRST MEETING

The first meeting the researcher arranged observation on Wednesday, February 18th 2015. The observation is for class X vocational high school Al-Muhajirin even though they had been studying recount text in early semester the

teacher teach the students recount text by another method, that writing recount text by using comic strips to increase student's knowledge about recount text.

The atmosphere of the classroom was so quiet when the teacher entered then the teacher gave greeting to students to make relaxing atmosphere. There should be eighteen students of twenty students in class X there were two students who were absent for this lesson because they were busy for their boarding school activity.

Before teaching begin, the teacher checked students' attendance by calling the name one by one after she finished checking the attendance list then she took comic strips in one theme but has some copies to share to all the students by expectation they would know about comic strips but they did not understand for what this comic strips used. Only in the first time students was confused about comic strips but they would be understand.

Then the teacher explained the purpose of the comic strip and some students were confused, to hold the problem the teacher shared of paper that content of recount text based on the comic strip above. The text had three paragraphs that are the first paragraph is orientation structure, the second is event and the last is re-orientation. Some students could discuss the text and understood it by matching text to the comic strip. After that the teacher gave ten minutes to read and understood the text according to the generic structure and the language feature. Teacher gave time to read the recount by expectation the students would be focused on the lesson.

After few minutes ago the teacher tried to activate their knowledge of recount text they had learnt before. The teacher asked question what recount text is. There were different answers between students. A few students answered that were experience, another said that was a story or event in the past. Then the teacher began

to explore and discuss about recount and give them explanation. The teacher explained the generic structure by mentioning the orientation involving participant, setting and time occurrence. "Orientation" tells who was involved, what happened, where the events took place, and when it happened.

For event occurred she explain the use of transition signal when the subject experienced events. The event told what happened and in what sequence, example "In the first day, in the next day and in the last day". In this structure there was individual commentary about event was retelling. Containing chronological of story sometimes has two or more paragraphs. The last the teacher explained conclusion or re-orientation as a closure of the event's subject. The re-orientation consisted of optional-closure of events ending. In main activity the teacher give knowledge about recount text, generic structure of recount and language use by using comic strip as media therefor using comic strips as media very influential to the students.

While the teacher explained some students tried to understand it by seeing the comic strip. The teacher continued the activity by asking the students to read aloud by turning. First one of students read the first paragraph, Second paragraph was read by another student and the last student read the last paragraph. It was supposed to have the students understand that those paragraphs represented the generic structure of recount text. When the students understood the generic structure of recount text, the teacher would explain the language feature of recount text. In explaining the feature of language he mentioned that it must be used the simple past, action verb, transitional signal to tell the sequence of events, such as after, while, than, next and so forth.

Introducing personal participant: I, my group, my friend, we, someone, etcetera

Using chronological connection: then, first, and, that, so, furthermore etcetera

Using linking verb: was, were, saw, heard etcetera

Using action verb: look, go, change, see, hear, read, walk, do etcetera

Using simple past tense: I walked to school yesterday, she was in school yesterday, etc

Unconsciously eighty minutes pass away and the teacher gave time for asking questions about recount text.

The advantages of using comic strips in this section are students would take part in class meeting, students would know more about recount text and can make students understand plot of the recount.

4.2.2 THE SECOND MEETING

In the second meeting organize on February 23th, 2015. This meeting divided into three sections namely opening, main activity and closing. The first section in the second meeting was opening by prayer then the teacher checked the attendance list of students and all of them join with this meeting. The second section began reminding the topic they learned lesson in class meeting before that the teacher gave question session about the lesson that they got misunderstanding. The teacher ask to the students in order they can memorize the lesson have studied.

Students : excuse me miss !! apakah dalam generic structure even itu satu paragraf saja??

Teacher : not always use one paragraph, boleh satu paragraf lebih dari satu juga boleh, apa recount itu kemarin?

Students : sebuah teks yang menceritakan pengalaman di masa lampau.

Other students : cerita pengalaman yang telah terjadi mom.

Teacher : yaa semua benar, ada berapa macam recount yang sudah kita pelajari kemarin ?

Students : 3 mom,,

Teacher : masak Cuma 3,, hayoo berapa kemarin?

Other students : ooh yaaa ada lima mom,

Teacher : yaa benar

When all of students quite understand of lesson, then the teacher continued main activity by given task to the student that writing recount text based on comic strip was shared and the comic strip only one theme but there some copies. At the last meeting of the class, the teacher gave a task to the students. The task asked the students to write recount text according to comic strip collections that were shared before.

While the students did the task the teacher checked one by one to see the students' work faithfully. Sometime the teacher helped the students to give some directions and determine their problems in working task. After the students completed the task than the teacher collected their writing's recount text result.

When the task of students finished the teacher shared paper containing of questionnaire. After finished the assignment questionnaire the teacher closed the class meeting by praying together. While second meeting teacher was reminding the lesson to memorize what they have studied and the teacher helped the difficulties from students in order students can write especially in good writing. Comic strips as media in second meeting was stimulate the student to writing recount because the students have idea in writing recount text.

4.3 THE STUDENT'S RESPONSES TOWARD THE USE OF COMIC STRIPS IN THE TEACHING WRITING RECOUNT TEXT

The researcher used questionnaire to know students' response about applying comic strips as media in teaching writing recount text, the researcher assigned questionnaire to investigate the student's vocational high school Al-Muhajirin opinion toward the implementation of it, teaching process and their interest in joining the

class. There were thirteen questions were asked and the students had to answer the questions in a multiple choice form and the questionnaire used the concept of direct question. The thirteen questions were clustered into three groups of question criteria as mention in chapter before according to Saris and Gallhofer (2007:19).

There were twenty students of first grade vocational high school Al-Muhajirin joining in the lasts meeting who had to answer questionnaire. That the responses were about the teaching learning process, the responses toward the comic strips, the responses toward the teacher's role in implementing the comic strips are:

The first question for students whether the students like English lesson or not, the question wanted to know how much the students love English lesson, 10 % the students answered that they very like English lesson, 50 % the students answered that they like English lesson, 35% the students answered that they rather like English lesson and the other students 5 % dislike English lesson.

The second question for students whether the student understood what taught the teacher or not. The question wanted to know how students understood about the lesson. 15 % the students answered that they very understand the lesson, 60 % the students answered that they understand the lesson, 20% the students answered that they rather understand the lesson and 5 % the students answered that they did not understand the lesson.

The third question for students whether the students get bored when in learning process in the classroom or not. 0 % the students answered that very often, 10 % the students answered that often, 30 % the students answered that rather and the other students answered that does not often.

The fourth question to the students how interest of the comic strips as medium in teaching writing recount text. 15 % the students answered that they felt very interested to the comic strips, 70 % the students answered that they felt interest to the comic strips, 15 % the students answered that they felt rather interest to the comic strips and 0 % the students answered that they felt uninterested the media in teaching.

The fifth question for students vocational high school whether the students easy to write recount text by using comic strips as medium or not. 10 % the students answered that they felt very easy to write by using comic strips as media, 75% the students answered that they felt easy to write recount text, 15% the students answered that they felt difficult to write.

The sixth question to students whether the screen of comic strips interested to knowing or not. 15 % the students answered that they very felt interested to knowing, 75 % the students of vocational high school answered that they felt interested to knowing and 10 % the students answered that they felt less interested to knowing screen of comic strips.

The seventh question to students vocational high school Al-Muhajirin whether applying comic strips more interesting than text book only or not. 20 % the students answered that they felt very interested. 75 % the students answered that they felt interested and the other students of vocational high school Al-Muhajirin answered that they felt less interested.

The eight question to the students whether teacher always explained were the students misunderstood the lesson. 10 % the students of vocational high school answered that the teacher always explained, 65 % the students answered that the

teacher often explained, 20 % the students answered that the teacher rarely explained and 5 % the students answered that the teacher never explained.

The ninth question for students what student opinions about writing. 15 % the students of vocational high school Al-Muhajirin answered that the writing is very easy, 65 % the students answered that the writing is easy, 5 % the students answered that the writing is difficult and 15 % the students answered that the writing is very difficult.

The tenth question for students what make students difficult to write is. There were different answers from students 60 % the students answered that the students do not have any ideas to write recount text, 20 % the students of vocational high school answered that they felt difficult in organization of sentence, 10 % the students answered that they felt difficult in vocabulary and the other students answered that they felt difficult in mechanic of paragraph or sentence.

The last question for student whether using comic strips give motivation to study English language or not, 30 % the students answered that using comic strips very motivate, 55 % the students answered that using comic strips rather motivate, 5 % the students answered that using comic strips less motivate to study English language and 10 % the students answered that using comic strips is not motivate.