

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research finding and discussion as follows.

4.1 Research Findings

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

4.1.1 The Implementation of picture series

The research were started with cycle1 then it was evaluated the action nedeed to be continued to the second cycle to the second cycle or not. The researcher had already found the clue that the media of picture series which was applied to the implementation of picture series in writing procedure text at tenth grade of MA ALHIKMAH Bangil worked well it is provided by the progress of the students writing procedure text while the media 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 picture series that has been given. They still considered difficulties especially in combine the words. In this case, the researcher assumed that picture series media was proved to be able to increase the students writing especially in procedure text. The researcher conducts the action research in twice, so that the students get more value in writing procedure text.

4.1.2 Cycle One

As it was stated on the above sub chapter that the researcher conducted the cycle twice, it was because the result of the analysis or observstion process in cycle one showed that the students avarage score in writing procedure text has not

become KKM. The cycle consists of three steps as the following. The researcher implemented the picture series media for one meeting; those were done in May,03rd 2014 The implementation was describe as follows.

4.1.2.1 Steps 1 (Planning)

In this steps 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 confused when they were going to start writing.

In order to get real evidence, the researcher conducted a pre test in the form of simple writing. The pre test was conducted in April,21th 2014 by the teacher of English at tenth grade students of MA Alhikmah Bangil as the subject of the study, pre test conducted by using a simple writing procedure text.

4.1.2.2 Steps 2 (observing)

The researcher implemented the picture series media for one meeting; those were done in May,03rd 2014 The implementation was describe as follows.

The first meeting was conducted in May,03rd 2014 The english subject was held at 12.00-01.30 . 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.The following was the opening interaction of the researcher and the students.

Researcher	:”Assalamu’alaikum Warohmatullahi Wabarokatuh”
Students	: “Wa’alaikumsalam Warohmatullahi Wabarokatuh”
Reseracher	:”Good morning class”
Students	:”Good morning maam”
Researcher	:”How are you keeping on”
Students	:”I am fine ,Thank you”

After greeting the students, the researcher took the students attendences by calling the name one by one. And then told the students about the topic that thy would get that day. After knowing that they would learn procedure text the students look glad. The researcher started the conversation and tried to make an enjoy atmospher class. Bofore giving the details information about procedure text, the researcher gave stimulation by asking them some questions, here was the conversation.

Researcher :”Apakah kalian pernah membuat sesuatu dengan menggunakan langkah-langkah”
Students : Pernah lah bu...”
Researcher : ”Ok, can you tell me what the something do you make”
Students : ”Eh, Buat makanan contohnya mie goreng”
Researcher : ’Pasti enak sekali,Kemudian langkah-langkah untuk membuat sesutu itu dalam bahasa inggris disebut dengan apa”
Students : ”Procedure text”
Researcher : ”Ok, good so today we are going to study about procedure text”

After giving stimulation about the material to the students,The researcher started to explain it. But before explaining the material to the studnets ,The researcher asked the students about procedure text, whether they still remembered or not, because when they in junior high scool they had got it.When the researcher asked them about procedure text, one of them interested to answer the questions, and some students who kept silent and they just listened to their friend. Here was the conversation.

Researcher :”What is procedure text’
Students :”Cara atau langkah-langkah untuk membuat sesuatu”
Researcher :”Ok, great for you”

Then the researcher took over the situation and started to explain the definition of procedure tex and other component such a generic structure and

language use in writing procedure text. The students listened to the researcher explanation well. After explaining the material, the researcher gave the chance to the students to ask something that they had not understood yet. There were two students who raised up their hand, The researcher ask them to say their questions and answer it well.

After the questions from students, the researcher continued the lesson by distributing the picture series to each student, the title of the picture series are was how to make omelet and how to make strawberry juice. The picture series could be understood and seen well, so the students did not have difficulties in understanding it. When they got the copy of picture series on their hand, they talked about it with their friends. It made the situation of the class become crowded. The researcher tried to take over the situation and control the class.

She began to discuss the picture series with the students. In one picture series there were six till eight sequences of events. The researcher discussed it one by one with students. The following was the discussion which was done by the Researcher and students.

Researcher	: "All of you got the picture"
Students	: "Yes maam"
Researcher	: "Ok, let's we discussed this picture series together, please look the picture series, have the picture series arranged in good order"
Students	: "Yes maam"
Researcher	: "Look at the picture one, what kind of picture that you can get from this picture"
Students	: "How to make omelet and how to make strawberry juice"
Researcher	: "Ok, after we discuss about the picture series, now, please write the procedure text based on the picture series, any questions before we start writing"
Students	: "No maam..."
Researcher	: "Well, you can do it from now"

The students looked seriously in writing procedure text, they were busy with their dictionary to look for some words. While the students were making a sentences in text, The researcher walked around to help students who needed help.

In this meeting the researcher built the students imagination by seeing the picture series as media. The time showed that 15 minutes left, so the researcher ask the students to collect their writing task and tried to close the meeting. Before closing the meeting, the researcher reminded to the students for next meeting they should have bring the dictionary.

In this steps, the researcher presented the data, technique for data collection. The quantitative data were obtained from the result of pre test and post test score this data was aimed to measure the students achievement in writing procedure text by comparing the pre test and first cycle score. The qualitative data were obtained from the students writing composition toward the implementation of the picture series media. And the source of the data were students, the researcher and also the atmosper ofthe classrom. And also the techniquefor the data collection was observation.

4.1.2.3 Steps 3 (reflecting)

Based on the observation the researcher took some conclusion related to the implementation of the picture series media to increase the students average score and gave good effect for students in writing procedure text. Based on the data , the researcher drew the assumption on the tenth grade of MA AHIKMAH Bangil.It cold be proved by some considerations, the implementation media while, the researcher was conducted as follows.

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

Second, the students could make sentences to be good and they had combined the words to be good sentences in writing procedure text with picture series. The implementation of the media become effective and it could run well as the planning.

In the cycle one, the researcher ask the students to make a procedure text individually based on the picture series titled “how to make ommelet”. Overall the result of the students writing, the average score was 68. But also most of them still faced difficulties not only on working with the language use also in generic structure.

It means that the score of students still below standard. In teaching and learning process in cycle one, this because of a picture series hang in front of class, it make the students not clear to see and most of them still confused in writing from one picture to other picture. So, the researcher want make new lesson plan based on the problems in cycle one.

4.1.3 Cycle 2

This cycle was conducted in one meeting. It was started on the may,12th,2014. This second cycle was conducted because the students scor were still below standard 67 and the students still found problem in writing procedure text.

4.1.3.1 Step 1 (Planning)

In this step, the researcher drew plan or determined the methode that should be applied to solve the problem. Based on the evaluation in the first cycle, where he research hadn't met all the criteria of succes yet, especially on the thirth problem of the effect picture series in writing procedure text to tenth grades of

MA Alhikmah Bangil. So, the researcher made some revision about the material and the picture series in this cycle.

4.1.3.2 Step 2 (Observing)

This meeting was conducted on the May,12, 2014. The English subject was held at 08.30-09.30. The activities which were done were the same like the first cycle. The Researcher greeted the students, check the attendances list by calling the students name one by one.

Before continuing the material, the researcher showed the students errors of their writing task. The researcher explained the errors in general because mostly the students errors were in combining words and in generic structure. While the researcher was explaining, reminded the students to pay attention with the use of preposition uch as then, so and into.

In this meeting the researcher give more explain about procedure text and give one tittle in their writing task, this is making the students focused in one material.

The students looked seriously in writing procedure text, they were busy with their dictionary to look for some words. While the students were making a sentences in text, The researcher walked around to help students who nedded help.

In this meeting the researcher built the students immagination by seeing the picture series as media. The time showed that 15 minutes left, so the researcher ask the students to collect their writing task and tried to close the meeting.

Researcher	:”ok,students time is up, thank you for your attention, and see you next time”
Students	:”See you next time maam”
Researcher	;”Wassalammu’alaikum Warohmatullahi Wabarokatuh”
Students	:”Wa’alaikumsalam Warohmatullahi Wabarokatuh”

In this steps, the researcher presented the data, technique for data collection. The quantitative data were obtained from the result of pre test and post test score this data was aimed to measure the students achievement in writing procedure text by comparing the pre test and first cycle score. The qualitative data were obtained from the students writing composition toward the implementation of the picture series media. And the source of the data were students, the researcher and also the atmosper ofthe classrom. And also the techniquefor 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 picture series media to increase the students average score in writing procedure text or not. Based on the data, finally, the researcher drew and assumption that the method applied picture series could increase the students average score and give the effect to the students on tenth grades of MA Alhikmah Bangil.

The result of post test in cycle two showed that the students got good score. It means that they got score more 67 and the average score is 75.

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 picture is effective to use because it can attract the students and motivate them in writing and through picture series 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. By seeing picture, hoping that they can start to think and imagine the steps in writing procedure text based on the picture series that have been given.

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. In this condition, the teacher help them to get their imagination and it was success to do. Through picture series, the teacher also knows how far the ability of the students in developing their ideas.

The use of picture series which was done by the teacher was quite good. The teacher guide the students in combining paragraph in picture that they could get the illustration of the procedure. During the teaching process, it was normal if there were some students who got the difficulties in understanding the material, the teacher explained it once more clearly.

Based on the students' 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 twice. These composition are written based on the different picture series. The students writing composition are analyzed based on the 3 aspect: organization, vocabulary and language use. From the students' score in two cycles, most of them get improvement in each aspect. It means that the use of picture series in teaching writing procedure text is useful for students.

