

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 The Preliminary Study

The preliminary study was conducted on Monday, 17 July 2023 at SMP PAB 19 Manunggal to obtain data about the factual conditions of the problems faced by teachers and students in the process of teaching and learning English, especially for writing. This action was carried out in class IX 2 of SMP PAB 19 Manunggal. The researcher found many problems in the class. The first problem was the lack of student's writing and students was not used to carrying a dictionary for every English lesson. The class consists of 32 students and the teacher cannot manage the class easily, some students often disturb their friends and make noise. The second problem was the class situation, the class was very crowded. The pretest was carried out as a preliminary study or was carried out before class action research (CAR) to identify student competence and real problems in writing. In the pretest, the teacher gives questions about personal pronouns in order to increase students' knowledge in making sentences and the post test the teacher asks students to make narrative text.

4.1.1 Pre-test

The pre-test was held on Monday, 17 July 2022 and had 3 meetings where the researcher at the first meeting explained material about personal pronouns. In the second and three lessons, the researcher gave blackboard exercises related to personal pronouns as a pre-test. Then, the researcher asked students to answer the questions that have been given. At this stage, the researcher collected the results in table form, the results of which were used to see the students' ability to understand the material. The pre-test was carried out as a preliminary study or carried out before class action research (CAR) to identify student competencies and real problems in writing in the pre-test. In this case, students were assigned to answer several written questions related to personal pronouns and write narrative

text.

Table 4.1 the result of students' score in Personal Pronouns on Pre-test

No	Respondents	Pre-test	No	Respondents	Pre-test
1	Ast	70	17	Mgl	65
2	Adp	90	18	Mmh	60
3	Adh	65	19	Mfd	80
4	Ags	65	20	Mab	70
5	Asz	65	21	Mbg	70
6	Dev	65	22	Mfa	60
7	Dfi	90	23	Mfh	60
8	Dva	80	24	Nts	70
9	Fhw	80	25	Nzp	80
10	Ftr	80	26	Pnr	70
11	Faf	60	27	Rpt	65
12	Gag	70	28	Rad	60
13	Ids	65	29	Saq	70
14	Iqm	70	30	Sal	85
15	Jah	80	31	Tha	80
16	Msd	60	32	Ybp	70
Total		Mean score			
2270		70,46			

Researchers have provided questions about personal pronouns.

Researchers also provide sufficient time to answer the practice questions that have been given. Based on the results of observations that have been made by

researchers to students, it can be seen that students' English skills were quite good. However, there are 6 students got 60 scores, 7 students got 65 scores, 9 students got 70 score, 7 students got 80 scores, 1 student got 85 scores and 2 students got 90 scores.

Before entering the approach that was applied to students, activities were carried out to determine students' writing skills. The teacher used personal pronouns before applying narrative text. From the results of these activities it was knew that in doing assignments students waste a lot of time so the assessment process takes two meetings. In writing, students were also unable if asked to mention the meaning of the words provided. From the results of the pre-test of the English writing skills of SMP PAB 19 Medan students, it can be seen in the following table:

Table 4.1 Categories of students' scores

Categories	Scores	Frequency	Percentage
VERY GOOD	80-100	10	35%
GOOD	70-79	9	20%
ENOUGH	60-69	13	45%
LES	50-59	-	-
BAD	0-49	-	-
TOTAL		32	100%

Based on the table above, it can be seen from the 32 students, 10 students (35%) were in the very good category, and 9 students (20%) were in the good category, while 13 students (45%) were in the sufficient category. From the test results it can be concluded the following observations, namely:

1. In understanding the material, students were understood enough to understand and

work on the questions given by the teacher.

2. Students were spent a lot of time working on questions so that in the pre-test there must be 2 meetings, because of the noise in the class and some students always disturb their friends.

4.2 The First Cycle of CAR

In the first cycle, it was carried out by finding the problems faced by students during the process of learning English writing skills. Identification of student problems was carried out by providing narrative text material, which was then followed by researchers conducting interviews with class teachers. In my cycle the researcher conducted 5 meetings.

4.2.1 Planning

Before applying the approach, the researcher made a plan where planning was an arrangement to make prior considerations. The planning that was carried out must be flexible because it depended on the circumstances and the curriculum used. After that, the researcher worked as a teacher and other teachers work together to plan everything they need to solve students' problems. Then, the researcher prepared everything related to the teaching and learning process.

4.2.2 Action

The action was the process of doing something that has been implemented from planning. Researchers must be flexible and ready to face changing situations in the classroom. At this stage, the researcher explained the importance of learning English, the researcher used narrative text to improve students' writing skills. Then the researcher asked the students to write down legends story. Some of students didn't know about legend story, many of them forgot the story.

4.2.3 Observation

In this phase, the researcher observed and recorded students' activities during the teaching and learning process, such as attitudes, student behavior and even obstacles that occur during learning. Observations were made to find out the results of the teaching and learning process by analyzing the items that the researcher would record. Observations were also made on the teacher, in the observation it was found that the teacher had an adequate category in class management and other activities received a good category. In the first cycle, the value based on the observation results concluded that the teacher's activity in the first cycle was good.

Table 4.2 the results of students' score in writing narrative text on Post test I

No	Respondents	Post-test I	No	Respondents	Post-test I
1	Ast	80	17	Mgl	70
2	Adp	90	18	Mmh	80
3	Adh	70	19	Mfd	80
4	Ags	70	20	Mab	80
5	Asz	70	21	Mbg	80
6	Dev	70	22	Mfa	80
7	Dfi	90	23	Mfh	80
8	Dva	90	24	Nts	90
9	Fhw	80	25	Nzp	80
10	Ftr	80	26	Pnr	90
11	Faf	70	27	Rpt	70
12	Gag	90	28	Rad	70

13	Ids	70	29	Saq	80
14	Iqm	80	30	Sal	90
15	Jah	80	31	Tha	80
16	Msd	70	32	Ybp	90
Total		Mean score			
2540		79,37			

Based on these calculations, it can be seen that the students' writing mastery was better than the previous pre-test activity even though it took up to 3 meetings to complete it. However, there are 10 students got 70 scores, 14 students got 80 scores and 8 students got 90 scores.

From the test results it can be concluded as follows:

1. Even though there weren't many, there were some students who got results that didn't meet the school's MMC scores (Minimum Mastery Criteria).
2. In cycle I the attitudes and behavior of students can be classified in the good category, but there were still some students who still make noise and disturb their friends.
3. In ongoing learning, students often lack focus and ask back and forth how to do it.
4. Then the results of the exercise are still said to be less than optimal where students are still wrong in writing words, placement, and related meanings both to the text and to each word.
5. The teaching and learning process that occurs was very good because students can be controlled even though they were not serious in learning.

According to the results of observations in the cycle where some students began

to get an increase in grades. Because there were still student scores that do not meet the MMC scores, the researcher needs to continue in Cycle II, so that more efforts were made to improve students' writing skills.

4.2.4 Reflection

Reflection is a process of feedback from the actions that have been taken. It was used to help teachers make decisions by analyzing students' situations and problems in understanding lessons. At this stage the researcher took feedback from the teaching and learning process from the results of oral observation tests. The purpose of this phase was to determine student understanding. Based on these data the researcher continued in cycle 2 to get better results.

Table 4.2 Categories of students' scores

Categories	Scores	Frequency	Percentage
VERY GOOD	80-100	22	70%
GOOD	70-79	10	30%
ENOUGH	60-69	-	-
LES	50-59	-	-
BAD	0-49	-	-
TOTAL		32	100%

Based on the table above, it can be seen that 22 (70%) students were in the very good category, and 10 (30%) students were in the good category. Based on these calculations, it can be seen that the students' writing mastery was better than the previous pre-test activity even though it took up to 3 meetings to complete it. From the test results

it can be concluded as follows:

1. Even though there weren't many, there were some students who got results that didn't meet the school's MMC scores (Minimum Mastery Criteria).
2. In cycle I the attitudes and behavior of students can be classified in the good category, but there were still some students who still make noise and disturb their friends.
3. In ongoing learning, students often lack focus and ask back and forth how to do it.
4. Then the results of the exercise were still said to be less than optimal where students were still wrong in writing words, placement, and related meanings both to the text and to each word.
5. The teaching and learning process that occurs was very good because students can be controlled even though they were not serious in learning.

According to the results of observations in the cycle where some students began to get an increase in grades. Because there were still student scores that do not meet the MMC scores, the researcher needs to continue in Cycle II, so that more efforts were made to improve students' writing skills.

4.3 The Second Cycle of Car

4.3.1 Planning

The results of cycle 1 showed that there was a slight increase in students' writing ability, but no significant increase was seen. To get better improvements and to solve the problems found in the first cycle, cycle 2 was carried out. It was also carried out in two meetings with the same steps.

4.3.2 Action

In the second cycle, the steps were the same as in the first cycle, namely the researcher explained narrative text, if in the first cycle the teacher used legend story, then in the second cycle the researcher used their past events so they can remember and be fluent in making sentences.

4.3.3 Observation

In this phase the researcher observed and recorded student activities during the teaching and learning process, such as attitudes, student behavior and even obstacles that occur during learning. Observations were made to find out the results of the teaching and learning process by analyzing the items that the researcher would record. Observations were also made on teachers, in these observations it was found that teachers had an adequate category in class management and other activities received a good category. In cycle II, the value based on the results of observations concluded that the teacher's activities in cycle II were good.

. Table 4.3 the results of students' score in writing narrative text on Post-test II

No	Respondents	Post-test II	No	Respondents	Post-test II
1	Ast	85	17	Mgl	80
2	Adp	90	18	Mmh	80
3	Adh	75	19	Mfd	80
4	Ags	75	20	Mab	80
5	Asz	80	21	Mbg	80
6	Dev	85	22	Mfa	80
7	Dfi	90	23	Mfh	80

8	Dva	95	24	Nts	90
9	Fhw	80	25	Nzp	80
10	Ftr	95	26	Pnr	90
11	Faf	80	27	Rpt	75
12	Gag	85	28	Rad	75
13	Ids	75	29	Saq	80
14	Iqm	80	30	Sal	90
15	Jah	80	31	Tha	80
16	Msd	80	32	Ybp	95
Total		Mean score			
2640		82,5			

Based on these calculations, it can be seen that the students' writing mastery was better than the cycle 1 even though it took up to 2 meetings to complete it. However, there are 5 students got 75 scores, 16 students got 80 scores, 3 students got 85 scores, 5 students got 90 scores and 3 students got 95 scores. This study was declared successful using this approach and it can be said that the use of personal pronouns and narrative text can improve students' writing skills.

4.3.4 Reflection

Based on this stage, students no longer have difficulty in constructing a sentence. Because the teacher gave a different topic from the first cycle, the teacher used a topic about their past events. There were some students who wrote about the events they went through last night and some about their experiences such as going on vacation with their

families, embarrassing things, horror stories and others. The researcher also found that students' scores showed an increase compared to the previous activities, namely the Pre-test and Cycle I activities. The researchers also found that students were also more active and enthusiastic in doing them. This means that the use of personal pronouns and narrative text can motivate and improve students' English writing skills in the teaching and learning process.

Table 4.3 Categories of students' scores

Categories	Scores	Frequency	Percentage
VERY GOOD	80-100	27	90%
GOOD	70-79	5	10%
ENOUGH	60-69	-	-
LES	50-59	-	-
BAD	0-49	-	-
TOTAL		32	100%

Based on the assessment above, it can be seen that of the 27 students (90%) of the number of students who were in the very good category and 5 students (10%) who had writing skills were in the good category. Related to the results in cycle II, several important things were obtained, namely:

1. Students' writing skills in English began to show improvement. This can be seen from the level of continuity of student writing with the specified topic.
2. Most students have started to dare to write down the contents of their thoughts in written form, but there was still a lack of punctuation marks,

conjunctions and repetition of words. Most students were able to write well, so that the essay looks more interesting to read.

3. Continuity of writing with a predetermined topic shows improvement to be a good change for students.

4.4 Data Analysis

Improving students' ability in using personal pronouns in narrative text. Students obtained a comparison of students' writing skills in the activities of pre-test, cycle I and cycle II as follows:

Table 4.4 the Comparison of Students' writing mastery in Pre-test, First Cycle, and Second Cycle

No	Research	Category	Frequency	%
1	Pre Test	Complete	10	35%
		Incomplete	22	65%
2	Cycle I	Complete	22	70%
		Incomplete	10	30%
3	Cycle II	Complete	27	90%
		Incomplete	5	10%

Based on the data in the table above, it can be seen that the percentage of student scores between the pre-test, cycle I, and cycle II has increased. In the pre-test conditions, the percentage of students' completeness score was 35%, meaning that students did not understand the answers to the personal pronoun questions that had been explained by the researcher. In cycle I, the percentage of students' completeness scores increased to 70%, while in cycle II, it increased significantly to 90%. This study was declared successful using this approach and it can be said

that the use of personal pronouns and narrative text can improve students' writing skills.

4.5 Findings

In this finding, the researcher can conclude that there was an improvement in students' writing ability. This can be seen from the pre-test, in cycle I and cycle II, students' writing skills were complete and incomplete.

1. Pre-test

In the pre-test activity, it was shown that only 10 students (35%) were in the very good category in answering personal pronouns questions. ten of the thirty-two students showed that they really understood the material provided. However, there were 9 students (20%) who were in the good category and there were 13 students (45%) who were in the sufficient category. From the percentage of pre-test activities, there were 65% who had not completed the pre-test.

2. The First Cycle

In this cycle, the researcher asked students' difficulties in writing. In this case the teacher gave the opportunity for students to tell their difficulties to the teacher. Almost all students have difficulty in vocabularies and sentence placement in writing English. After knowing the problem, the researcher also helped students if there were those who did not know the vocabulary and placement in sentences. They also did not know and forget about legend stories. The results showed that there were 22 students (70%) who were very good and 10 students (30%) who were good. For this cycle, the researcher found that the students' writing ability experienced a slight increase from 35% in the pre-test activities to 70% in the first cycle activities.

3. The Second Cycle

In this cycle students felt better at writing sentences using their past events, the result was that students have no difficulty in composing a sentence. This shows that 27 students (90%) were in the very good category in writing and 5 students (10%) were in the good category. In cycle II it was seen that students improved their writing skills by using narrative text. This can be seen from the analysis of the percentage of students' writing skills in cycle II, namely 90% of students complete in writing. It was agreed that there was a good improvement in students' writing skills in cycle II by using narrative text.

A. The Interpretation of the Data

In classroom action research, researcher should not only rely on one data but must look at various data sources to support the research results. The data source used in this research was triangulation.

1. Observation of Data

The data were obtained from the first observation before conducting Classroom Action Research (CAR) and during the implementation of CAR. Based on the results of students participation during the teaching and learning process in English writing classes through observation notes. In the observation before CAR there were techniques given by the teacher in teaching writing that did not interest students, the teacher only gave a list of tasks and asked them to rewrite individually then students could not write words easily and felt bored in learning. Because the teacher used conventional methods when teaching writing. This problem has an impact on other problems starting from students' abilities in English writing skills such as listening, speaking, reading and writing skills. If students have a limited vocabulary, they cannot write fluently. Vocabulary is not one of the skills

in learning a language, but is an important part of the language. However, after students learn to write using narrative text. They were interested and motivated to write English. This can be seen from their seriousness during the teaching and learning process and the progress in writing from the scores obtained by students.

2. The Test of Data

Based on the results of the students' writing scores, it was found that the students' writing scores had increased. This shows that the benefits of personal pronouns and narrative text can increase and motivate students to continue to improve their writing skills. Most students get good grades at the end of each cycle. The average score of students in preliminary learning on the pre-test was 35%, the average value in cycle I was 70%, and in cycle II was 90%.

4.6. Discussion

There were several students' weaknesses in this process such as the value of accuracy, fluency and understanding as well as the suitability of the topic with the contents of the student's description. At this stage most students have low scores, this was evidenced by looking at their scores in the pre-test activities. Some of them were confused to understand how to answer the questions given by the teacher. They were also confused in distinguishing subject and object. Improvement of students' abilities can be seen in the table for each cycle. In the pre-test activities students were very confused in understanding pronouns. Students often make mistakes in the placement of subject and object pronouns.

After carrying out the pre-test activities, the researcher conducted cycle I activities for students. In the first cycle the researcher explained again about narrative text, then the researcher gave examples of narrative text, then the researcher asked students to write narrative text using

legends.

In cycle I activities, many students seemed confused in writing a narrative text sentence. Most of them forgot the legend story and their vocabulary was very limited. Also the condition of the class was not conducive because there were those who disturbed friends and made noise in class until cycle I was carried out up to 3 meetings. And this can be seen by looking at their activity score before the cycle. After carrying out cycle I activities, the researcher continued carrying out cycle II activities with the same method as in cycle I activities. However, the teacher changed the topic that students would write about, namely writing down past events they had been through. This cycle shows a good increase in students' writing abilities. They were also more focused and cooperative and try to write down all the ideas they know about a particular topic.

From the results of learning personal pronouns and narrative text, it can be seen that the average score of students in the pre-test activities was 70,46 and the average score of students in cycle I was 79,37 and the average score of students in cycle II was 82,5. Based on these data, the researcher found that personal pronouns and narrative text were very effective in improving the writing skills of class IX students of SMP PAB 19 Manunggal. This means that using personal pronouns and narrative text can improve students' achievement in writing. Learning personal pronouns and narrative text can make it easier for students to have high imagination and be creative in making up stories.