

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1. Preliminary Study

Before the researcher conducted the first cycle, the first step that researcher must be done is doing the preliminary study in SMP Yabes School Medan. The preliminary study held on 13rd July 2023 as the first meeting. This action was done at seventh grade in this school. When the researcher took a part in the class for preliminary study, the researcher found some problems in the classroom. The problem was the students still did not understand how to write descriptive text and they are low to know about tenses, vocabulary, structure of sentences, and some difficulties when they want put their idea into written. This can happen because they lack of tenses and vocabulary in learning English. In this chapter the researcher presented the strategy of teaching writing descriptive text of students' by using spidergram technique at seventh grade SMP Yabes School Medan.

4.1.1 The Result of Pre-test

The pre-test was conducted as the preliminary study or done before Classroom Action Research (CAR) to identify the students' real competence and problem in writing descriptive text. In pre-test, the students were assigned to write simple essays. There were 3 titles of essay that they can choose to develop in to simple paragraph there were about "My Friend, My Class,

My Mother. Some titles that reseracher prepared was come from simple titles because they can directly imagine in their daily day. In doing the test, the students carried out the test during 40 minutes. This pre-test was conducted on Thursday 13rd July 2023

4.1 Table of The Students' Score in Pre-test

NO	Students	Pre-Test Score	Successful Criteria (> 75)
1	ARN	55	Failed
2	DBI	35	Failed
3	DVA	40	Failed
4	DIZ	50	Failed
5	EST	55	Failed
6	FSR	70	Failed
7	GSH	65	Failed
8	JMS	60	Failed
9	JNK	60	Failed
10	JSN	67	Failed
11	KRS	75	Passed
12	KST	45	Failed
13	MTR	60	Failed
14	MRN	60	Failed
15	PSM	30	Failed
16	RCS	50	Failed
17	RNS	70	Failed
18	RLN	55	Failed
19	RKA	50	Failed
20	VTM	78	Passed
Total		1.130	
Mean		56.5	

To get the result of pre-test, firstly the researcher calculated the mean score:

$$\bar{X} = \frac{\sum X}{\sum N}$$

$$\bar{X} = \frac{1130}{20}$$

$$\bar{X} = 56,5$$

Then, to calculate students who passed the KKM scores, the researcher used the following formula:

$$\text{Percentage (\%)} = \frac{f}{N} \times 100\%$$

$$\text{Percentage (\%)} = \frac{2}{20} \times 100\%$$

$$\text{Percentage (\%)} = 10 \%$$

Based on the result of the pre-test, data showed that the mean score of pre-test 56,5. There were only two students or 10% of the students who got the score above the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM), mean while the other 18 students were below that criterion. From the analyse, the researcher found that the ability of students' in writing descriptive text was low

After analyzing the result of preliminary study, it can be concluded that the students still do not understand about descriptive text and they were lack of vocabulary, lack of grammar and found some difficulties when they were transferring their idea into a written form so that is why they do not know what they should write. So, it needs to find out the solution to overcome this problem. The researcher used spidergram technique to improve students' skill in writing descriptive text skill. The action research conducted in two cycles. Every cycles followed the procedures of action research involving planning, acting, observing, and reflecting. The cycles were conducted in two meetings. The following was the explanation of the action research result.

4.2 The First Cycle of CAR

4.2.1 Planning

The researcher collaborated with teacher to plan the action related about writing skill, and determining success criteria. The first was designing lesson plan. The second was preparing procedure of spidergram for improve students in learning English and action. The third was preparing the research instrument for collecting data, such as dairy note, interview sheet and observation sheet. The fourth was preparing topic pharagraph in each session. Researcher also prepared the post-test to determine the increase in students' scores from pre-

test to post-test. The post-test in Cycles I there were 3 titles of essay that they can choose to develop in to simple paragraph. The criteria of success fulfilled if the students' writing achieved the Minimum Mastery Criteria – Kriteria Ketuntasan Minimal (KKM) of English 75 of students participants in English writing class.

4.2.2 Action / Implementing

The action of the first cycle was done by using learning process based on the previously lesson plan that was researcher prepared. In the first meeting before involving students spidergram technique, the researcher act teacher and done based on the lesson plan before.

1. The researcher asked students to write down the simple paragraph consist of 5 – 6 sentences about lion. But before the teaching and learning process started, the researcher explained about spidergram and writing descriptive text, so that they understood for use this technique.
2. The researcher gave the titles of essay to the students. It meant the researcher want to know the ability of students to descriptive about thing, animals or human.
3. The teacher asked students work individually to write down simple paragraph 5- 6 sentences by choosing the title prepared.
4. The teacher asked students work with group (3-4 students) to write down simple paragraph 5 - 6 sentences by choosing one title of essay for develop it.
5. The teacher asked students to memorize the words so that they can remember the what they have learned today.
6. The teacher closed the meeting and motivated the students to study hard, because motivation will make them enthusiastic in learning especially in writing descriptive text.

4.2.3 Observing

In this phase, the observation conducted by the researcher and focused learning process and writing descriptive text of the students before and after carrying out the steps of using and administering the test. The researcher observed students in the process of teaching and learning writing descriptive text in the pre-test, treatment and post-test.

In the first meeting, the researcher observed students to do learning by using the spidergram technique to improve students writing skill. Eventhough students are still confused about how to using this spidergram technique, they are very curious about this strategy. When the researcher observed the pre-test many students still had low vocabulary, tenses, lack in build of good sentences or paragraph as seen in the pre-test scores of these students.

When did the post-test, there is an improving in students' writing skill, they know how to develop their idea or they know how to descriptive things, human, animals although it in simple paragraph. It could be seen from pre-test mean score was 56,5 increased to 68,3 in post-test in Cycle I or from 2 students or 10% students who passed the score above the Minimum Mastery Criterion or KKM 75 to 7 students or 33,3% students. That means that there was 30,09% of mean score improvement. The detail result of the first cycle can be seen below.

4.3 Table of The Students' Score in Post-test of Cycle I

No	Students	Post- Test	Succesfull Criteria(<75)
1	ARN	79	Passed
2	DBI	65	Failed
3	DVA	60	Failed
4	DIZ	63	Failed
5	EST	68	Failed
6	FSR	80	Passed
7	GSH	80	Passed
8	JMS	78	Passed
9	JNK	70	Failed
10	JSN	69	Failed
11	KRS	80	Passed
12	KST	86	Passed
13	MTR	72	Failed
14	MRN	60	Failed

15	PSM	72	Failed
16	RCS	70	Failed
17	RNS	68	Failed
18	RLN	70	Failed
19	RKA	71	Failed
20	VTM	83	Passed
Total		1444	
Mean		72.2	

To get the result of post-test I, firstly the researcher calculated the mean score:

$$\bar{X} = \frac{\sum X}{\sum N}$$

$$\bar{X} = \frac{1440}{20}$$

$$\bar{X} = 72.2$$

Then, to calculate students who passed the KKM scores, the researcher used the following formula:

$$\text{Percentage (\%)} = \frac{f}{N} \times 100\%$$

$$\text{Percentage (\%)} = \frac{7}{20} \times 100\%$$

$$\text{Percentage (\%)} = 35\%$$

To know students' improvement scores on the percentage of students' writing skill from pre-test up to post-test score in Cycle I by applying the following formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{72,2 - 56,5}{56,5} \times 100\%$$

$$P = 27,78\%$$

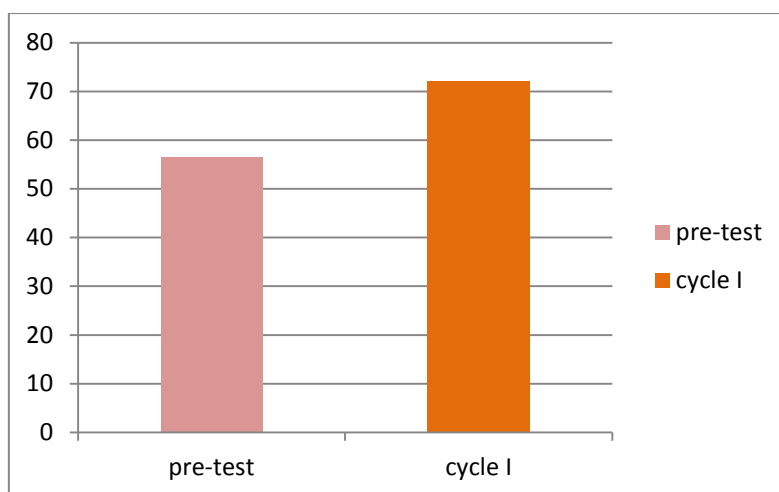


Figure 4.1 Score of students' in writing Descriptive text in Pre-test I And Post-test I of Cycle I.

4.3.1 Reflecting

In this phase, reflection helps the researcher to make a decision what to do next. This ensures that to find out whether students make improvements to their writing skill or not after using spidergram technique in learning English. In cycle 1, there was an improvement in students. So, because of that the researcher needed to do again in the next cycles by reflecting what was done previously in cycle 1.

4.4 The Second Cycle of CAR (If Necessary)

4.4.1 Planning

The researcher collaborated with teacher to plan the action related to preparing design of lesson plan (learning material) and determine the criteria for success. In this phase, the researcher made a planning for the Action Research based upon the students' problems about writing. In addition to making lesson plans, researcher also prepared observation sheets to observe activity of students in the teaching and learning process, researcher also observed whether the lesson plans were in accordance with what had been made previously or not. And the researcher also prepared post-test 2 to collect data, to find out some improvement in

student scores from post-test 1 to post-test 2.

4.4.2 Action

In this part, the researcher implemented the teaching learning process based on lesson plan had been made.

1. The researcher asked students to listen to an explanation of how to use spidergram technique in learning English especially if they want to writing their opinion. But before the teaching and learning process started, the researcher had explained how to using the spidergram technique correctly, so that they understood how to using that technique in developing idea .
2. The researcher gave some titles of essay, so that they could expand their writing skill which made it easy for them to learn English.
3. The teacher asked students to write the words, and the researcher gave them some example written on the blackboard and then they can using to be some referencess.
4. Students rewrite some examples written on the blackboard in their respective books.
5. The teacher asked students to come forward one by one to memorize the words property and correctly.
6. The last thing to do is to collect assignments for the researcher to be assessed.

4.4.3 Observing

The researcher observed the previous learning process. The researcher focused on the learning process and improvement of students' in writing descriptive text before and after carrying out the implementation steps and give the test. The researcher also observed the students' participation in the teaching and learning process in the pre-test, treatment and post-test.

When did the post-test, there were the significance of the students' writing skill from cycle I to cycle II. It could be seen from post-test in Cycle I mean score was 72,2 increased to

84,3 in post-test of Cycle II or from 7 students or 27,78% students who passed the score above the Minimum Mastery Criterion or KKM 75 to 16 students or 82,3% students. That means that there was improvement of this technique . The detail result of the second cycle can be seen below:

4.3 Table of The Students' Score in Post-test of Cycle II

No	Students	Score of Postest Cycle I	Succesful Criteria(>75)
1	ARN	88	Passed
2	DBI	70	Failed
3	DVA	65	Failed
4	DIZ	80	Passed
5	EST	85	Passed
6	FSR	90	Passed
7	GSH	86	Passed
8	JMS	88	Passed
9	JNK	85	Passed
10	JSN	79	Passed
11	KRS	91	Passed
12	KST	91	Passed
13	MTR	82	Passed
14	MRN	68	Failed
15	PSM	85	Passed
16	RCS	85	Passed
17	RNS	76	Failed
18	RLN	80	Passed
19	RKA	80	Passed
20	VTM	92	Passed
Total		1646	
Mean		82.3	

To get the result of post-test II, firstly the researcher calculated the mean score.

$$\bar{X} = \frac{\sum X}{\sum N}$$

$$\bar{X} = \frac{1646}{20}$$

$$\bar{X} = 82.3$$

Then, to calculate students who passed the KKM score, the researcher used the following formula:

$$\text{Percentage (\%)} = \frac{f}{N} \times 100\%$$

$$\text{Percentage (\%)} = \frac{16}{20} \times 100\%$$

Percentage (%) = 80%

To know students' improvement score on the percentage of students' writing skill from pre-test up to post-test score in Cycle II by applying the following formula:

$$P = \frac{y^2 - y}{y} \times 100\%$$

$$P = \frac{82,3 - 56,5}{56,5} \times 100\%$$

$$P = 45,66\%$$

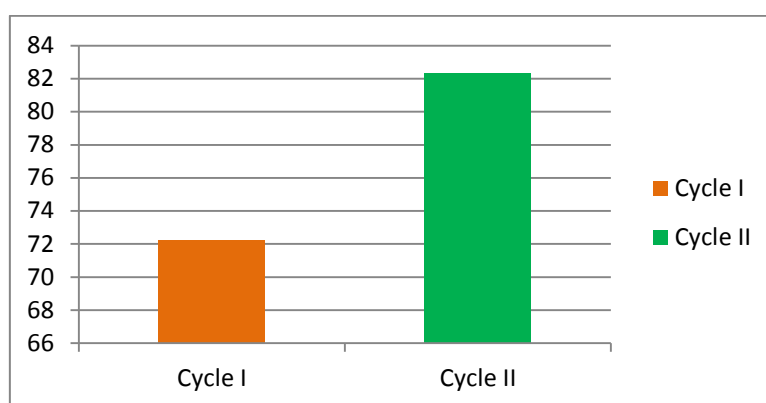


Figure 4.2 The Students' Improvement in Writing descriptive Text Score in Post-test Of Cycle I and Post-test of Cycle II

4.3.4. Reflection

After checking the students' ability in writing skill by giving a test, it turns out that the students' scores show an improvement, based on their observations and test result students can use the spidergram technique in writing descriptive text to develop their opinion by writing. And it can be concluded that students can improve their skill in writing descriptive text by using spidergram technique.

4.4. Data Analysis

This researcher conducted using quantitative data and qualitative data. Quantitative data is taken by test and qualitative data is taken by observation sheet, field note, interview, and documentation. Every cycles consisted of the four steps of classroom action research (planning, action/implementing, observing and reflecting). The pre-test and poste test was

conducted in four meetings in every cycles.

4.4.1 The Quantitative Data

The researcher conducted is one class with 20 students. Here is the result of writing skill test that students did in pre-test, post-test in Cycle I and post-test in Cycle II.

1. Percentage of students who get up KKM score

Pre-test data : Percentage (%) = 10 % (2 students)

Post-test data of Cycle I : Percentage (%) = 35 % (7 students)

Post-test data of Cycle II: Percentage (%) = 80% (20 students)

2. The mean score of students in every test

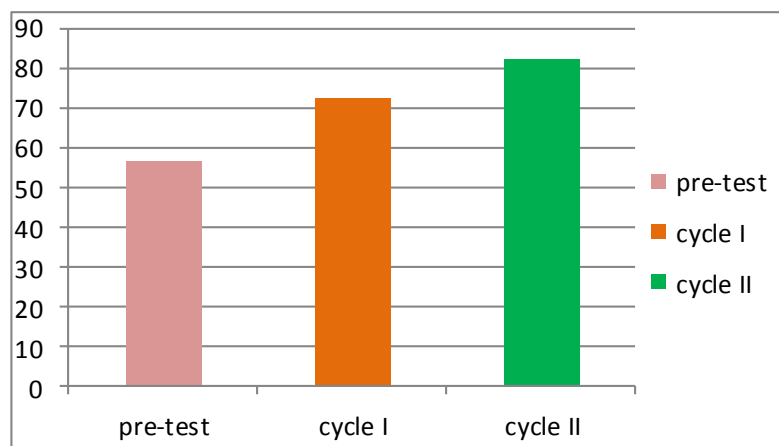


Figure 4.3 The students' Improvement Writing Descriptive Text Score in Pre-test Post-test of cycle I and Post-test of Cycle II.

3. The students' improvement scores on percentage of students in writing descriptive text

from pre-test up to post-test score in Cycle I and Cycle II.

Cycle I

$$P = \frac{y^1 - y}{y} \times 100\%$$

$$P = \frac{72,2 - 56,5}{56,5} \times 100\% = 27,78\%$$

Cycle II

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{82,3 - 56,5}{56,5} \times 100\%$$

$$P = 45,66\%$$

In order to know the scores of all the test, the following formula was applied. To calculate individual score by applying the following formula:

$$S = \frac{R}{N} \times 100$$

To know the mean of students' score of assessments by applying the following formula according to (Arikunto, 2010 :264).

$$\bar{X} = \frac{\sum X}{\sum N}$$

To categorize the students who get up to KKM score, that is 75 calculated by applying the following formula According to (Sudijono, 2009 : 43).

$$\text{Percentage}(\%) = \frac{f}{N} \times 100\%$$

To know students' improvement score on the percentage of students' writing descriptive text from pre-test up to post-test score in Cycle I and Cycle II by applying the following formula According to (David E. Meltzer : 2002).

$$\text{Cycle I: } P = \frac{y_1 - y_0}{y_0} \times 100\%$$

$$\text{Cycle II: } P = \frac{y_2 - y_1}{y_1} \times 100\%$$

4.4.2 The Qualitative Data

4.4.2.1. Observation

The researcher conducted in one class with 20 students of VII grade class. The observation sheets were made for two meetings. It was done on 13rd June until 10th August 2023 at SMP Yabes School Medan. Researcher observed the students and problem or obstacles found during the teaching and learning process. The observation sheet is used to measure the level of students activity during the teaching and learning process were the spidergram technique is applied in classroom. In the teaching and learning process used spidergram technique they felt happy to write what they want to described in learned English, can be seen from their enthusiasm. During the teaching and learning process students experienced an improve in their writing skill understanding from the scores they achieved.

Table Observation Sheet for students activities

No	Activity	Meeting of Cycle I		Meeting of Cycle II		Average	
		1	2	3	4	C-I	C-II
1	All of the students come on time	4	4	4	4	4	4
2.	The students pay antention to the teacher's expalanation	3	3	3	4	3	3.5
3.	Students are active in joining the learning process	3	3	3	4	3	3.5
4,	The students asked the teacher is there something unclear	3	4	4	4	3.5	4
5.	The students can answer the question from the teacher	3	3	3	4	3	3.5
6	The students can describe or imagine something coherently	2	3	3	4	2.5	3.5
Total						19	22

Notes: 1 : Bad

2 : Enough

3 : Good

4 : Very Good

To know the student's activity in observation sheet, it can be calculated by using formula

$$\text{Score} = \frac{\text{total of average}}{\text{tonumber of activity}} = \frac{19}{6} = 3.16$$

$$\frac{22}{6} = 3.7 \text{ (Good)}$$

In this case, according the results of observations in the cycle I where some students began pay attention, can describe something and active in joining the lesson. Deemed necessary to be followed up in Cycle II, in order to make more efforts to improve students' writing descriptive text by using spidergram technique. it was concluded that the students' activities were very good.

Observation Sheet for the Teacher's Activity

No	Activity	Meeting of Cycle I		Meeting of cycle II		Average	
		1	2	3	4	C-I	C-II
1	The teacher comes on time	4	4	4	4	4	4
2.	The teacher greets the students	3	4	4	4	3.5	4
3.	The teacher motivates the students	3	3	3	4	3	3.5
4,	The teacher give instruction clearly	3	3	4	4	3	4
5.	The teacher is serious in teaching in learning process	3	3	3	3	3	3
6.	The teacher give task to the students	4	4	4	4	4	4
7.	The teacher monitor all of the students	3	3	3	4	3	3.5
8.	The teacher conclude the material	3	4	4	4	3.5	4
Total Average						27	30

Notes: 1 : Bad

2 : Enough

3 : Good

4 : Very Good

To know the teacher's activity in observation sheet, it can be calculated by using formula

$$\text{Score} = \frac{\text{total of average}}{\text{tonumber of activity}} = \frac{27}{8} = 3.37 \text{ (Good)}$$

$$\text{C- II} = \frac{30}{8} = 4 \text{ (Very Good)}$$

In this case after the researcher did observation to the teacher, in the observation it was found that the teacher had sufficient categories in classroom management and other activities got very good category. In every cycle value based on observation as a result, it was concluded that the teacher's activities were very good.

4.4.2.2. Interview

Before carrying out the first cycle, researcher conducted interview with teacher and students. After carrying out the first and second cycles the researcher also conducted interview to see the responses of teacher and students after use spidergram technique. By doing interview to the students' and the teacher the researcher found that the ability of students' in writing descriptive text was low. However, the researcher notes was done by the researcher itself in order to write down all the things that happened in the class from the researcher was began the class until end.

The result that researcher got in interview sheet before doing the research was the teacher's problem in making the learning process interesting. However, the students still have not understood about descriptive text and they were lack of vocabulary and found some difficulties when they were transferring their idea into a written form so that is why they did not know what they should write for. It was supported from the result of interview with the English teacher:

So, as long as they were studied about English until to this grade, that is VII grade, they had been learned almost 3 kinds of text, if we accumulated from VII grade. The kinds of text were descriptive, recount, and procedure text. But, most of them were got the score below KKM (78). It probably caused they did not concern with the generic structure of the text, tenses, and lack of vocabulary and they did not pay full of attention when I explain about the material. So, that is why they got a low score." (interview with English teacher)

teacher)

From the result of the interviewed with the English teacher above, it can be concluded that the students' skill in writing descriptive text was low. This was also supported by the result of the interviewed with three students before the first cycle was conducted:

"I love writing. But, I still found some difficulties in vocabulary when I wrote sentences." (interview with students I)

"I hate writing. Because writing is difficult.." (interview with students II)

" I actually love writing, but the teacher who taught that lesson used the monotonous method, so did not like to write anymore." (interview with students III)

From the result of the interview data, it can be concluded that the three students got some problems and difficulties in writing English text. But after the researcher using spidergram technique in learning process in Cycle I and cycle II with many obstacles. In this case, the researcher need a help from the English teacher that acted as the collaborator to analyzed the data got from observations and interviews in order to evaluate the action and found out what worked or did not work in the action. In this stage, the feedback of teaching learning process taken from the result of observation, test, documentation, and interview.

4.4.2.3 Field Note

Field noted were written by the researcher starting from the researcher coming to school, and carrying out each cycle including carrying out each test. The researcher wrote down the improvement that the researcher needed to make when implementing the second cycles, after seeing the students' responses at the first meting, the researcher also considered the suggestion and responses from the teacher when the researcher gave the pre-test.

4.4.2.4 Documentation

Photography is one of source as documentation or responding observation for researcher to catch every moment. It was taken when the students did test of writing descriptive text and during the teaching-learning process in the classroom. From the photo will be found response of students that the students were active and enthusiastic during the teaching learning process.

4.5 Discussion

This research conducted to determine the improvement in students' writing descriptive text by using spidergram technique. Spidergram technique in English learning is effective for improving students' writing skill. In conducted this research, the researcher had several problems when conducting the research, the first in collecting data, researcher need a lot of time to test on by one the students test that have been carried out.

As explained in the previous chapters that the spidergram technique has several benefits for students not only to improve writing skill but can make students active and would not bored when learning English for the learning process. And students would master in writing skill and the meaning in writing descriptive text. The students' interested and motivated to do learning with the spidergram technique, especially learning about writing descriptive text.

The result of the study prove that using spidergram technique can improve the students' writing skill, this can be seen from the improvement in student score. The mean value of the pre-test was 56,5. After using the spidergram technique, the average post-test score for cycle I was 72,2, then the researcher continued to cycle II with an average post-test 2 of 82,3.

The quantitative data above was also strengthened by the qualitative data taken through interview and observation. Interview was also done when the researcher implementing

spidergram technique to the students. The students interested in in writing descriptive text. They felt more enthusiastic and enjoyed because they could explore their idea with make into a piece of words and then more easy to arrange into simple paragraph with their friends in the learning process. In addition, to improve the value of students by using spidergram technique got positive responses of learning their English writing descriptive text.