

CHAPTER IV

RESULT OF THE RESEARCH

4.1 Description of the Research Setting

The teaching learning process in MTsN 2 Bondowoso started at 06.00 and finished at 02:00 P.M. The total numbers of the students were 252 students in the 2017/2018 academic year. The personnel of MtsN 2 Bondowoso are a headmaster, 15 teachers, and 4 office employees. The school facilities of MTsN 2 Bondowoso that support the teaching learning process consisted of school office, hall, and classrooms.

The researcher conducted the research for the students of the eighth grade. The research consisted of two cycles, the first cycle meeting and evaluation of the research was conducted on May 4, and May 7, 2018 and the second cycle of the research was done on May 15, and May 18, 2018. The implementation of the action was done on every Monday and Tuesday.

4.1.1 Description of Action in Cycle 1

4.1.1.1 Planning

The first step in doing action research was planning the action. The researcher and the English teacher discussed when the action could be started and how was the best way to implement writing descriptive paragraph through wholesome scattering game in teaching and learning process. The researcher and the English teacher also discussed about the material that would be given to the students. Then, the researcher prepared the lesson plan for teaching learning process.

The first and second lesson plans of the first cycle were made based on curriculum 2013. In this case, the material that used in the teaching and learning process was writing descriptive paragraph through wholesome scattering game. The topic of the first cycle was about classmates.

4.1.1.2 Implementing

The first meeting which was done on May 8, 2018 was based on the lesson plan made by the researcher. Before starting the main activities, the researcher introduced and explained the topic to the student. The researcher explained the objective of the course, then the researcher gained student background knowledge on the topic through brainstorming.

In this step, the researcher would conduct activities according to the schedule that was arranged in the planning stage. In implementing, the researcher explained about the descriptive paragraph. After that, the researcher asked three students to come forward and wrote the key words on the white board. The keywords were dictated by the researcher and discussed the meanings in the class together. After three students had finished writing the keywords, the researcher pronounced those words and discussed the meaning, then asked students (in pair) to arrange the words in paragraph. In this section, each pair should finish doing the work in 30 minutes. After each pair finished doing the work, the researcher asked students to collect their work, check it, and informed the best pair. Finally, the researcher did evaluation for first cycle individually.

4.1.1.3 Observing

In the observing, field notes used to monitor the activities during teaching and learning process. Researcher collaborated with English teacher to help the

researcher observed the class used field notes. The English teacher did the observation by sitting in the back of the class, while the researcher was teaching writing through wholesome scattering game. Including the student's attitude, teacher creativity in presenting the material, and the failure of technique. Based on the result of field notes, it was found that there were some weakness from both students and the researcher.

First, the researcher spoke too fast, it made the students could not hear clearly. Second, the class was too crowded, and only some students paid attention on the researcher explanation, it made the students confused when doing the task. Third, the researcher forgot to told about the meaning of the keywords, it made the students felt difficult in arrange the keywords into a good descriptive paragraph.

4.1.1.4 Reflecting

The reflection was done after calculating the students score of writing test in the teaching class. After the researcher had analyzed the result of students score, it was found that students did not achieve the target score of this research. From the result of writing test, it showed that only 16 of 35 students (51.42%) had achieve the standard score requirement that was 70. And the result of field notes showed that there were many weakness from both students and researcher in the first cycle. The notes in cycle 1 could be seen by the following problems:

First, the researcher spoke to fast, it made the students could not hear clearly to the teacher explanations. Second, the students didn't paid attention to the teacher directive, it made the students were confused in doing the task.

Third, the researcher was forget to told the meaning of the keywords. It made the students were difficult in arranging the keywords.

The researcher found the causes why the first cycle was not successful. In this stage the researcher planned some activities for the second cycle in order to get success.

4.1.2 Description of Action in Cycle 2

Since the result of the action in cycle 1 had not achieved the objective of the research yet, the action in cycle 2 were applied. There were two meetings in the second cycle, the first meeting was held on the May15, 2018 from 07.40 until 09.00, and the second meeting was held on May18, 2018 from 11.15 untill 13.00. Every cycle covered five stages of activities namely (1) planning of the action, (2) implementation of the action, (3) observation, and (4) reflection.

4.1.2.1 Planning

Based on the reflection in the first cycle, the research needed to revise the weakness of lesson plan 2 that was done in the second cycle. The action was carried out based on the lesson plan that had been made collaboratively with the English teacher. (see appendix 21 and 22).

At the first step in cycle one the students did not achieved the target score because of some problems. So the researcher prepared some different activities in cycle two, the material still related to descriptive paragraph but the paragraph was focused on describing a topic, for example "A body". So the researcher prepared the spesific keywords about human body. The researcher also explained more about the descriptive paragraph and gave the students reward if they could answer

researcher's questions. Based on the result, the researcher found some improvement of students after applying some different activities.

In the cycle 2, the teacher asked the students to make groups again, but the member of the group must different with the group member's in the previous meeting. The researcher divided the students that had good scores in the cycle 1 to join with other groups in the class, so that they can lead teach their friends in wrote a good descriptive paragraph. After the students made a group, the teacher told the students about the topic or theme of descriptive paragraph that will used. The topic was about summer in the beach. Next the teacher dictated the keywords to the students, after they wrote the keywords, the teacher told about the meanings and the right spelling. Then, teacher asked them to arrange those keywords became a good descriptive paragraph. The winner of the game was the group that could make the descriptive paragraph as close as possible with teacher's descriptive paragraph.

Most of students were active to had interact in the class, they also paid good attention on a new topic of descriptive paragraph.

4.1.2.2 Implementing

The first meeting was done on May15, 2018. It was based on the lesson plan III. The implementation of the action started with introducing the topic by giving the keywords to the students, explaining the rule of wholesome scattering game, explaining the objective of the course, gaining students background knowledge through brainstorming, then asked three student come forward and writing the keywords, After that, the researcher asked the students to make a group and each group had to write the keywords of their friends who came

forward in the class. Next, the teachers' explained the meaning of the keywords and asked each of group to make a descriptive paragraph by using the keywords. Each of group had to arrange those keywords and found new words that were appropriate with those keywords in order to make a good paragraph. After 30 minutes, the teacher asked each of the groups to collect the assignment. Then, the teacher and the students discussed about the descriptive paragraph that they had arranged before. Next, the teacher showed the descriptive paragraph that had been prepared by the teacher. In the end of game, the teacher announced the winner of the game, the winner was the group that had similar content with the teachers content of descriptive paragraph.

The second meeting was the test of cycle II, conducted on May 18, 2017, the researcher gave the test to the students make the paragraph based on the keywords that had been given by the teacher.

4.1.2.3 Observing

The English teacher as collaborators helped to observe the activities in the class during teaching and learning process by using field notes. The English teacher did the observation by sitting at the back of the students' seats in the classroom, while the researcher was teaching writing through wholesome scattering game. The indicators to be observed of the class activities were same as in cycle. Including the student's attitude, teacher creativity in presenting the material, and the failure of technique. Based on the result of field notes in the cycle 2, it found many changes from both the researcher and students while the process of teaching and learning implemented.

In the second cycle, the researcher can more control the class, the researcher also had a good interactions with the students. Moreover, the vocabularies of the students were also improved. They can made their descriptive paragraph less than 30 minutes. And the last, the researcher gave reward to the students that can made a good descriptive paragraph. In general, it can be concluded that all of the program was running well.

4.1.2.4 Reflecting

The reflection was done after calculating the students' score of writing test and the observation field notes in teaching learning process. Then the researcher concluded wheather the cycle two was successful or not. From the result of students writing test and observation field notes, it can be seen that the students' involvement and activity in writing descriptive paragraph through wholesome scattering game was much better than in cycle one.

The result of writing test showed that 29 of 35 students (82.85%) had achieved the standard score of requirement that was 70. The successful criteria if 75% of students got score ≥ 70 . So, it could be concluded that the second cycle was successful so it was not necessary to continue to the next cycle.

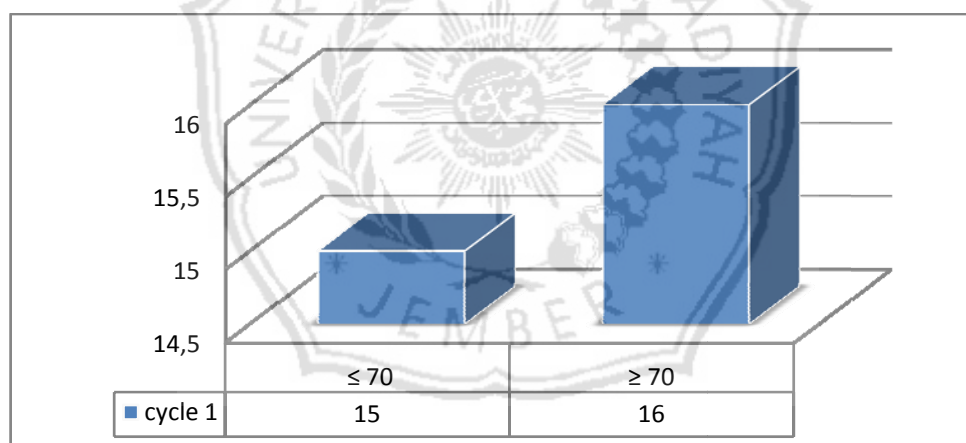
In addition, the result of field notes in the cycle 2 also indicate the increased from both teacher and students in the teaching and learning process. The teacher could control the class condition well. The teacher also had a good interaction with students. Moreover in the cycle 2, the students were paid good attention to the teacher explanation, the vocabularies of the students were also improved. In general, all of the program in the cycle 2 was running well.

4.2 Research Result

4.1. Table of the Result of Students Writing Test in Cycle 1

The Data Result	Cycle 1
The total number of students	32
The number of the students who got score ≥ 70	16
The number of the students who got score ≤ 70	15
Mean Score	61.1
Percentage Result of Cycle 1	51.42 %

4.2 .Diagram of The Result of Students Writing test in Cycle 1



The result of the first cycle test it was 51.42%. (see appendix 19). It was achieved by at least 70% of the total students. It means that the target score requirement in this research had not been achieved yet.

Based on the result of writing test, it was found that the mean score of the students writing descriptive paragraph through wholesome scattering game in cycle 1 was 61.1. (see appendix 19). As mentioned before, the cycle of this research was considered as successful if the students' average score had reached

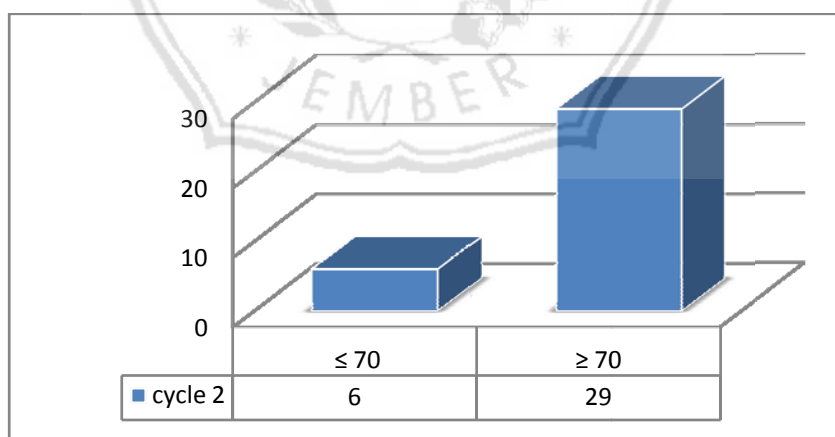
70 or more. It means that the target score requirement in this research had not been achieved yet.

1.2.2 Result of Writing Test in cycle 2

4.3 .Table of The Result of Writing Test in Cycle 2

The Data Result	Cycle 2
The total number of students	35
The number of the students who got score \geq 70	29
The number of the students who got score \leq 70	6
Mean Score	70.9
Percentage Result of Cycle 2	82.85 %

4.4 Diagram of the Result of Students Writing test in Cycle 2

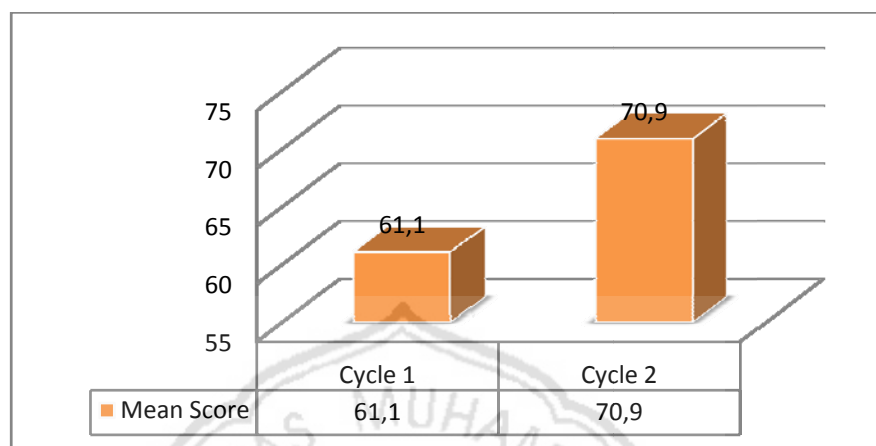


Based on the test result, we found 29 students with score 75 or more. The result of the second cycle test could be 82.85%. (see appendix 26).

Based on the result of writing test, it was found that the mean score of the students writing descriptive paragraph through wholesome scattering game in

cycle 2 was 70.9. (see appendix 26). It means that the target score requirement in this research had already achieved.

4.5 Diagram of the Comparison of Writing Test



From all of the data above, it can be concluded that the implementation of wholesome scattering game in teaching writing descriptive paragraph to the eighth grade students at MtSN 2 Bondowoso in the 2017/2018 academic year was very useful. The increase of student's scores can be seen from the acquisition of the scores in every cycle.

The success of this research supported the previous research that was conducted by Meilani (2015), she was conducted by using experimental design. In her research, she also succeed in applied the wholesome scattering game in the class. It can be seen from the post test average score in third cycle (65.48) was higher than second cycle (63.83), first cycle (51.41), and pre cycle (46.71). Finally, the result of this study also showed that students writing on descriptive text improved in each cycle after were taught by using wholesome scattering game.