CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This research was conducted by using classroom action research in order to improve the students' English writing skill. This research also focused on improving the students' English writing skill through Picture and Picture Model. The researcher conducted this research consist of two cycles. In each cycles were consists of two meeting, which applied the model and the test given on the meeting after implemented Picture and Picture Model.

The first meeting of cycle 1 was conducted on Tuesday, August 14th 2018. The second meeting of cycle 1 was conducted on Tuesday, August 21st 2018. Afterwards, the researcher continued the second cycle, for the first meeting which was conducted on Tuesday, August 28th 2018. And for the second meeting was conducted on Tuesday, September 4th 2018. The research was conducted in SMAN 1 Simpang Hulu in the academic year of 2018/2019.

Moreover, there two types of data that the researcher would like to discuss in this chapter. There are qualitative and quantitative data. The qualitative data were obtained from observation checklist and field notes while the quantitative data was obtained from the results of the students' writing test in two cycles. The researcher findings of two cycles are as follows:

1. **The First Cycle**

    The first meeting of cycle 1 was conducted on Tuesday, August 14th 2018 and the second meeting of cycle 1 was conducted on Tuesday, August 21st 2018. It consist of four phases; Planning, action, observation, and reflection. The researcher acted as teacher who taught the students in the teaching and learning process. And the researcher was helped by the English teacher who acted as a collaborator to observe the teaching and learning process. It would be described as follows:

    a. Planning

        In this phase, the researcher has studied about the teaching model before implement it in teaching and learning process in the classroom. The researcher prepared the lesson plans to guided the researcher when teach in teaching and learning process at the classroom.   Then, the researcher prepared the teaching materials; it was about analytical exposition text. The researcher prepared the instruments or writing test that needed in implementing Picture and Picture Model in teaching writing to measure the students' writing skill. Afterwards, the researcher prepared several pictures that would be used in teaching and learning process agreed with the model of the teaching was using picture which related to the teaching material. Furthermore, the researcher also prepared observation checklists and field notes for the collaborator; those would use to observe the teaching and learning process in the classroom.

b.   Action

In this phase, the researcher implemented the action in two meetings. In the first meeting, the researcher divided the students into four groups and each group consisted of five and six students. The next, the researcher as the teacher explained about the materials and also about Picture and Picture Model along with its procedure to the students. Then, the researcher asked to the students to chose and arranged several pictures related to the topic that each group has. After that, the students were asked to discuss about the pictures and write down the text appropriated information that their got. The last, the researcher asked the students to patched the pictures on white board, and then the researcher explained the topic based on those pictures. The last, the researcher gave the writing test to measure the students' writing skill.

The first meeting was conducted on Tuesday, August 14th 2018. Before beginning the class, the researcher gave observation checklist and field note to the English teacher as a collaborator, whereas the researcher acted as the teacher. The collaborator helped the researcher to filling the observation checklist and field note in teaching and learning process. The researcher greeted the students after that, the students prayed first before starting the lesson. Then, the researcher checked the students' attendance; there were 26

students in the class. The next the researcher began the teaching and learning process.

In the first meeting, the situation when Picture and Picture was being explained in the classroom was unsatisfied. Most of the students did not understand because this teaching model was new for them. In order, the students did not pay attention and did not enthusiast, talked to each other, and the class was noisy. It means that the students responded Picture and Picture Model in this meeting were low or unsatisfied. After the students learnt writing by using Picture and Picture Model, the researcher evaluated the learning process and feedback to the students about the activities that the students just have done. The last, the researcher closed the teaching and learning process in this meeting.

The second meeting was conducted on Tuesday, August 21st 2018. Before beginning the class, the researcher gave observation checklist and field note to the English teacher as a collaborator, whereas the researcher acted as the teacher. The collaborator helped the researcher to filling the observation checklist and field note in teaching and learning process. The researcher greeted the students after that, the students prayed first before starting the lesson. Then, the researcher checked the students' attendance. The next the researcher began the teaching and learning process.

The situation in the second meeting when Picture and Picture was being explained in the classroom was also unsatisfied. Most of the students still did not understand. In order, the students still did not pay attention and did not enthusiast, talked to each other, and the class was still noisy. It means that the students responded Picture and Picture Model in this meeting were poor and low or unsatisfied. After the students learnt writing by using Picture and Picture Model, the researcher evaluated the learning process and feedback to the students about the activities that the students just have done. The last, the researcher closed the teaching and learning process in this meeting. After this meeting the researcher gave the students writing test. It aimed to know the students' improvement of writing skill.

c. Observation

There were several points which were observed related to the teaching and learning process in the first cycle. The collaborator filled the observation checklist and field note from first meeting and the second meeting of cycle 1 would be described as follows:

1) The results of observation checklist

a) First meeting

Building on the data taken from observation checklist in the first meeting, the situation when Picture and Picture was being explained in the classroom and the result of observation checklist was unsatisfied. It means that the

students responded Picture and Picture Model in this meeting were low or unsatisfied. Because of the reason the researcher continued the teaching and learning process to the second meeting.

b) Second meeting

Building on the data taken from observation checklist in the second meeting of cycle 1, the researcher found situation when Picture and Picture was being implemented in the classroom in teaching and learning process. The result in the second meeting was also unsatisfied. It means that the students' responded Picture and Picture in the second meeting of cycle 1 were unsatisfied. Moreover, the result of observation checklist above were categorized as poor and low, supported by the results of field note below:

2) The results of field note

a) First meeting

The researcher got the data of field note from the English teacher as a collaborator in the first meeting of cycle 1, the researcher found the situation when Picture and Picture Model was being explained in the classroom. The situation in the classroom was not conductive. Many students busied with their selves, some students also did not pay attention to the teacher. It could happen because most

of the students still confused with the teaching model that had explained by the teacher. It happened because the teaching model was new for them.

b) Second meeting

Based on the data that the researcher got from the collaborator's note in the second meeting of cycle 1, when Picture and Picture model was being implemented and explained in the classroom, the researcher found that the situation was also not conductive. There were many students still busied with themselves, some students also did not pay attention to the teacher. It happened because most of the students were talking to each other and did not pay attention to the teacher. Besides, the students also still confused with the teaching model that had explained by the teacher. Furthermore, the students still confused about the way to express their idea or mind when the students presented the results of their discussion in the group.

Based on the research finding of observation checklist and field note above, it can be concluded that the results of the research were unsatisfied or unsuccessful yet. Because of the reason, the researcher decided to continue the research to the next cycle.

c) The results of the students' English writing test in cycle 1

After the researcher implemented Picture and Picture Model in teaching and learning process at classroom, especially in teaching students' English writing skill the researcher conducted a measurement test. The measurement test was done to find out the student's individual score. The test form was writing test. The researcher calculated the student's individual score and to get students right characteristic, the researcher used scoring rubric to measure the student's writing test. In order, to get the score of the students using the following formula:

$$X = \frac{C + O + G + M + V}{N} \times 100$$

In which:
X   = student individual score
C   = content
O   = organization
G   = grammar
M   = mechanic
V   = vocabulary
N   = Maximum score
100   = Constant number

On the first cycle, which was shown by the chart above, the student's English writing test score were still low. Meanwhile, the result above the student's English writing skill such as content, organization, grammar, mechanical, and vocabulary were lack. In this condition the researcher continued the research to the next cycle to get significant improvement or progress on content, organization, grammar, mechanical, and

vocabulary. The researcher also concluded the student's mean score by divided the total score with the total number of students by using following formula:

$$M = \frac{\sum x}{N}$$

In which:
M = the mean score
$\sum x$ = total score of students' individual score
N = the number of students

$$\text{Mean Score} = \frac{1355}{26}$$

$$\text{Mean Score} = 52.1$$

Based on the result of mean score above, the researcher also presented the results of students' score who had categorized as poor to average, average to excellent classification. The result can be looked on the chart below:
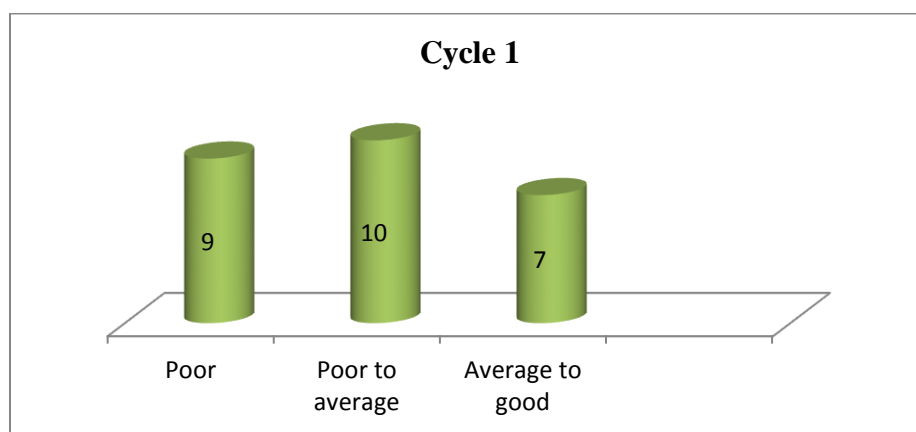

Figure 4.1 the Student's Writing Score in Cycle 1

Based on the chart above, it can be looked that the level of students' writing was classified into poor to excellent in which 0

of students who were classified into good to excellent classification, 7 students who were classified average to good classification, 10 students who were classified poor to average classification, and 9 students who were classified into poor classification. In order from the chart above, it can be concluded that students' achievement were unsatisfied. Therefore, the researcher decided to conduct the next cycle.

d. Reflection

Based on the qualitative and quantitative data obtained, the English teacher as a collaborator and the researcher evaluated and described the effects of the action. The students' score, the students' attitude and behaviour showed that the students' writing skill were still low and poor. When Picture and Picture Model was implemented the condition in the classroom was not conductive. Many students busied with their selves, some students also did not pay attention to the teacher. It happened because the teaching model was new for them. For the reason the researcher should continue the research to the next cycle.

Therefore, from the results explanation above, the researcher and the collaborator did reflection to conduct the next cycle. The researcher and the collaborator concluded that the students' writing skill has not improved yet. The researchers should prepared more and control the students' activities during teaching and learning

process. The researcher also should explain more clearly about the material and also about the teaching model. The collaborator and the researcher made solution to solve the problem that happening in group discussion and guided the students when write down the text based on the information which got from the pictures.

2. **The Second Cycle**

In this cycle, the first meeting was conducted on Tuesday, August 28th 2018 and the second meeting of cycle 2 was conducted on Tuesday, September 4th 2018. It consist of four phases; planning, action, observation, and reflection. The researcher acted as teacher who taught the students in the teaching and learning process. And the researcher was helped by the English teacher who acted as a collaborator to observe the teaching and learning process. In this cycle, the collaborator also filled the observation checklist and field note. The cycle would be described as follows:

a. Planning

In the phase of this cycle the researcher also prepared the lesson plans to guided the researcher in teaching and learning process at the classroom. Then, the researcher also prepared the teaching materials; it was about analytical exposition text. The researcher prepared the instruments to measure the students' writing skill. Afterwards, the researcher also prepared several pictures that would be used in teaching and learning process agreed with the model of the teaching

was using picture which related to the teaching material. Furthermore, the researcher also prepared observation checklists and field notes for the collaborator; those were as tools to observe the teaching and learning process in the classroom.

b. Action

In this phase, the implementation of Picture and Picture Model in this cycle the researcher also taught the students and the researcher divided the students into four groups and each group consisted of five or six students. The next, the researcher as the teacher explained about the materials and also about Picture and Picture Model along with its procedure to the students. Then, the researcher asked to the students to chose and arranged some pictures related to the topic that each group has. After that, the students were asked to discuss about the pictures and write down the text appropriated information that their got. The last, the researcher asked the students to patched the pictures on white board, and then the researcher explained the topic based on those pictures. After that, the researcher gave the writing test to measure the students' writing skill.

The first meeting was conducted on Tuesday, August 28th 2018. Before beginning the class, the researcher gave observation checklist and field note to the English teacher as a collaborator, whereas the researcher acted as the teacher. The collaborator helped the researcher to filling the observation checklist and field note in

teaching and learning process. The researcher greeted the students after that, the students prayed first before starting the lesson. Then, the researcher checked the students' attendance; there were 26 students in the class. The next the researcher began the teaching and learning process. In the first meeting, the situation in the classroom was more conductive than previous meeting. Most of the students have understood the teacher explanation. In order, the students also paid attention and enthusiast in teaching and learning process. After the students learnt writing by using Picture and Picture Model, the researcher evaluated the learning process and feedback to the students about the activities that the students just have done. The last, the researcher closed the teaching and learning process in this meeting.

The second meeting was conducted on Tuesday, September 4th 2018. Before beginning the class, the researcher gave observation checklist and field note to the English teacher as a collaborator, whereas the researcher acted as the teacher. The collaborator helped the researcher to filling the observation checklist and field note in teaching and learning process. The researcher greeted the students after that, the students prayed first before starting the lesson. Then, the researcher checked the students' attendance. The next the researcher began the teaching and learning process.

The situation in the second meeting when Picture and Picture was being explained in the classroom was unsatisfied yet. Some of the students have understood. And the students paid attention and more enthusiasts in teaching and learning process. It means that the students responded on Picture and Picture Model in this meeting was still unsatisfied. After the students learnt writing by using Picture and Picture Model, the researcher evaluated the learning process and feedback to the students about the activities that the students just have done. The last, the researcher closed the teaching and learning process in this meeting. After this meeting the researcher gave the students writing test. It aimed to know the students' improvement of writing skill.

c. Observation

There were several points which were observed related to the teaching and learning process in the second cycle. The collaborator filled the observation checklist and field note from first meeting and the second meeting of cycle 2 would be described as follows:

1). The results of observation checklist

a) First meeting

Building on the data taken from observation checklist in the first meeting of cycle 2, the researcher the situation when Picture and Picture was being explained in the classroom and the result of observation checklist was

getting improved but that was some improvement. It means that the students responded Picture and Picture Model in this meeting were categorized as average or still unsatisfied yet. Because of the reason the researcher continued the teaching and learning process to the second meeting of cycle 2.

b) Second meeting

Building on the data taken from observation checklist in the second meeting of cycle 2, the researcher found situation when Picture and Picture was being implemented in the classroom in teaching and learning process. In the second meeting of cycle 2, the result of observation checklist was improved. It means that the students' activities and respond in the second meeting of cycle 2 were satisfied.

2). The results of field note

a) First meeting

The researcher got the data of field note from the English teacher as a collaborator in the first meeting of cycle 2, the researcher found the situation when Picture and Picture Model was being explained in the classroom. The situation in the classroom was more conductive than previous meeting. The most of the students paid attention to

the teacher explanation. It could happen because most of the students had understood about the teaching model that had explained by the teacher. Besides that, the students also were not confused about the way of expressing their mind in the work group. The students presented the results of their discussion because the teacher guided them.

b) Second meeting

Based on the data that the researcher got from the collaborator's note in the second meeting of cycle 2, when Picture and Picture model was being implemented and explained in the classroom, the researcher found that the situation was conductive. The most of the students paid attention to the teacher explanation. It could happen because most of the students had understood about the teaching model that had explained by the teacher. Besides that, the students also were not confused about the way of expressing their mind in the work group. The students presented the results of their discussion because the teacher guided them. The students also could write their task in good writing form. The students were also seems enthusiastic and actively in the teaching and learning process. For the reasons the researcher decided to stop the research in the second cycle.

c) The results of the students' English writing test in cycle 2

After the researcher implemented Picture and Picture Model in teaching and learning process at classroom, especially in teaching students' English writing skill the researcher conducted a measurement test. The measurement test was done to find out the student's individual score. The test form was writing test. The researcher calculated the student's individual score and to get students right characteristic, the researcher used scoring rubric to measure the student's writing test. In order, to get the score of the students using the following formula:

$$X = \frac{C + O + G + M + V}{N} \times 100$$

In which:
X   = student individual score
C   = content
O   = organization
G   = grammar
M   = mechanic
V   = vocabulary
N   =Maximum score
100   =Constant number

Based on the result of the second cycle, which were showed by the chart above the student's English writing skill test score were good enough. Meanwhile, the result above the student's English writing skill such as content, organization, grammar, mechanical, and vocabulary were

improved or increased. In this condition the researcher decided to stop the research in the second cycle because the improvement or increasing of student's skill in writing agree with component of writing's aspects such as content, organization, grammar, mechanical, and vocabulary was significant. The researcher also calculated the student's mean score by divided the total number of students by using formula below:

$$M = \frac{\sum x}{N}$$

In which:
M   = the mean score
$\sum x$ = total score of students' individual score
N   = the number of students

$$\text{Mean Score} = \frac{1815}{26}$$
$$\text{Mean Score} = 69.8$$

Based on the result of mean score above, the researcher also presented the results of students' score who had categorized as poor to average, average to excellent classification. The result can be looked on the chart below:
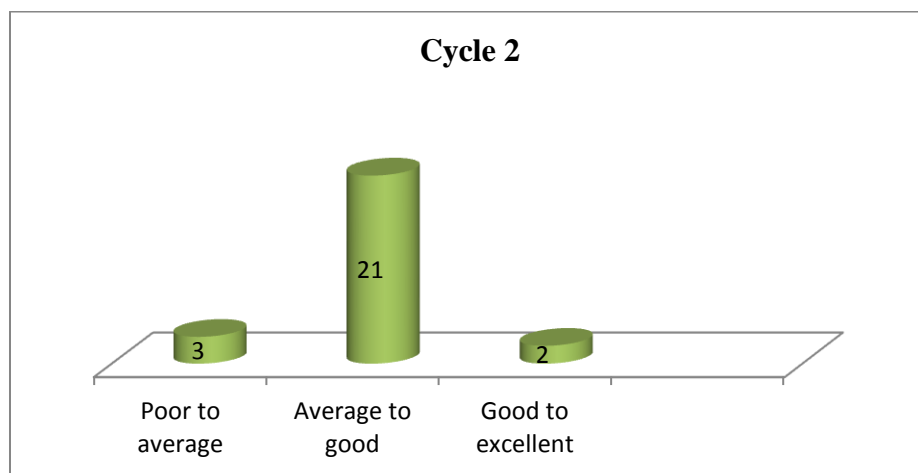
Figure 4.2 the Student's Writing Score in Cycle 2

Based on the chart above, it can be seen that the level of students' writing was classified into poor to excellent in which 2 of students who were classified into good to excellent classification, 21 students who were classified average to good classification, 3 students who were classified poor to average classification, and 0 students who were classified into poor classification. In order from the chart above, it can be concluded that students' achievement in the second were improved because the student's achievement were satisfied.

d. Reflection

Based on the qualitative and quantitative data obtained, the English teacher as a collaborator and the researcher evaluated and described the effects of the action. The students' attitude and behaviour showed that the students' writing skill was achieved. The

students' writing score was improved. Therefore, the implementation of Picture and Picture Model was able to improve the students' writing skill. Besides, the students were also active during teaching and learning process. In order, the researcher and the collaborator concluded that the students' writing has improved. From the result of the research, the researcher told that Picture and Picture Model was good in teaching writing.

B. Discussion

Based on the research findings above, the results of this research which were described by the results of observation checklists, field notes, and the students' English writing test score from cycle 1 and cycle 2; the students gave the positive response from the first cycle to the second cycle. It means that the students' English writing skill were improved.

The implementation of Picture and Picture teaching model carried out the positive impact in the teaching and learning process, especially in teaching students' English writing skill. It could encourages the students became more active, enthusiastic, and interested in learning English. It happened because the students used their mind to analyze the example through pictures that given by the teacher in teaching and learning process. It is supported by Siswo Sukarno (2014) which the result of the research showed that implementation Picture and Picture model can improve the students' interest and achievement in writing skill. Moreover, the results of the research that conducted by Siti Muslikha (2013) indicated the teaching

writing by using Picture and Picture Model was effective to improve the students' achievement in teaching and learning process.

Based on the findings of this research, the results showed the students' achievement in English writing skill was good. The students were more enthusiastic and easier to express their mind and opinion when they write down a writing text, especially in write analytical exposition text.