

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher showed and analyzed the result of the collected data. The researcher described and discussed the improvement of students' writing skills in procedure text by using a flowchart.

4.1 Findings

The researcher described all the data from the teaching and learning activity as well as writing skill using flowchart to get data. In this stages, the researcher described the technical to get data from precycle, cycle 1, and cycle 2. The research implemented two cycle because the result of cycle 1 didn't reach the success indicator.

4.1.1 Preliminary Study

At this stage, the researcher found problems with the teaching and learning process of English in grade XI AKL 1. The goal of this observation was to know the problems of teacher in teaching writing skill and what teacher did to solve the problems in teaching writing. The researcher observed the teaching and learning process in class on May 16, 2023. There were 27 students in this class and the lesson began at 13.00 until 14.45. The researcher noted problems in the teaching and learning process, particularly in writing activities. Media used by the teacher when teaching was monotonous. The students had trouble coming up with writing topics. They asked the teacher

what they should write because they just had a few words to use. They copied the same story that their friend had written in their text books, and the others did the same. It can be said that they lacked ideas. As a result, it caused students to struggle when they were given writing task.

Then after the classroom observation, the researcher also asked to the teacher about previous score. The score of students XI AKL 1 did not reach the minimum standards of school grades (KKM).

Table 4.1 Previous Score from English teacher

NO	NAME	SCORE	RESULT
1	Aminah Nuzuriah	65	Not Passed
2	Andinia Yuliawati	55	Not Passed
3	Angel Oktavia	70	Not Passed
4	Azizah Nur Faidah	80	Passed
5	Balqish Annisa	50	Not Passed
6	Chiquita Ta'ast	50	Not Passed
7	Cindy Juliasari	65	Not Passed
8	Cindy Kartika Sari	75	Passed
9	Desy Permatasari	50	Not Passed
10	Dewi Roro Andini	65	Not Passed
11	Faiza Salsabila M	60	Not Passed
12	Farellia Putri Andini	45	Not Passed
13	Fitria Priskila Inneke	60	Not Passed
14	Fransisca Olivia Renata	75	Passed
15	Habella	80	Passed
16	Husnul Khotimah	75	Passed
17	Prety Zhinta P.	50	Not Passed
18	Putri Amelia S	45	Not Passed
19	Refa Zolla A	80	Passed
20	Rianah Kusumaningrum	60	Not Passed
21	Shofiyah R	80	Passed
22	Sindi Maulana Dina	85	Passed

23	Tia Ananda W	75	Passed
24	Tsamrotul	70	Not Passed
25	Virka Alya	65	Not Passed
26	Wiji Lestari	50	Not Passed
27	Yolanda Cantika	55	Not Passed
	The percentages of students who passed the KKM		$\frac{9}{27} \times 100 = 33,3\%$

The table above showed that only 9 students with percentages of 33,3% or converted up 33% got scores above the KKM, while the other 18 students with percentages 67% continue to receive scores that were below the KKM. Based on the result, the researcher aim to use flowchart to help students improved their writing ability in procedure text. It was expected that 75% of students in XI AKL 1 were able to get higher score than the KKM.

4.2 Implementation of Flowchart

This research was held in 24th May 2023. The aim of the research was to determine wether teaching writing on procedure text could be improved by using flowchart. The CAR method, is devided into two cycles. Each cycle is devided into four stages: Planning, Action, Observing, and Reflecting. Each cycle in this study is explained below:

4.2.1 Cycle 1

The first cycle was held on Wednesday, 16th May 2023. This cycle had four steps, which were explained below.

a. Planning

During the planning stages, the researcher acted as a teacher, preparing components that would be used as learning tools, and research instruments. Lesson plan, prepare procedure text material, test sheet, and observationn sheet.

b. Action

At this stage, the researcher as a teacher, implementing the lesson plan design by the researcher during planning stages. The resarcher as the teacher greeted the students to begin the lesson and also checked the students attendance. Following that, the teacher informed the students of the day's learning objectives. The teacher explained the nnnmaterial very detailed from the definition, function, generic structure, and language feature of procedure text so the students could accept the material very well.

Then the teacher drew the example of procedure text using a flowchart on the whiteboard. After it was done, the teacher asked the students to look at the whiteboard. The teacher presented an example of procedure text using a flowchart that was "how to cook instant noodle". The teacher guided the students to identified the

generic structure, and language feature that existed in the example one by one. The researcher filled the observation checklist during the teaching-learning process. Her partner took some documentations during the class. After that the teacher asked the students to make a procedure text about daily activity.

c. Observing

At this stage, Mrs. Dyan Wahyuningtyas, S.Pd. as a collaborator filled in the observation checklist to collect the data of the situation of the class during the teaching learning process. It was found that :

1. Teacher action

Based on the results of observation made by the collaborator, the teacher applied the lesson plan that had been made to taught the students. The teacher gave warming up about what lesson taught in previos meeting, and asking student whether they knew about procedure text. Then the teacher drew the example of procedure text using a flowchart on the whiteboard. After it was done, the teacher asked the students to look at the whiteboard. The teacher presented an example of procedure text using a flowchart that was “how to make an instant noodle”. The teacher guided the students to

identify the generic structure, and language feature that existed in the example one by one.

2. Student's action and writing ability

Based on the results of the collaborator's observation of students activity while learning activity, students were interested when the teacher explained about procedure text with flowchart. Some of the students got confused about what they would do and the teacher explained that they must identify that example from the function, generic structure, and language feature. The students began to make the example of procedure text with flowchart to measure students ability in procedure text. Like usual, some of them asked about vocabulary. Moreover, a few students copied their friends because they were still struggle with what they would write.

The calculation and result score of cycle 1 was presented as below :

Table 4.2 Student's Scoren of Cycle 1

NO	NAME	SCORE	RESULT
1	Aminah Nuzuriah	70	Not Passed
2	Andinia Yuliawati	65	Not Passed
3	Angel Oktavia	65	Not Passed
4	Azizah Nur Faidah	85	Passed
5	Balqish Annisa	65	Not Passed
6	Chiquita Ta'ast	55	Not Passed
7	Cindy Juliasari	75	Passed
8	Cindy Kartika Sari	70	Passed
9	Desy Permatasari	65	Not Passed
10	Dewi Roro Andini	80	Passed
11	Faiza Salsabila M	75	Passed
12	Farellia Putri Andini	65	Not Passed
13	Fitria Priskila Inneke	75	Passed
14	Fransisca Olivia Renata	80	Passed
15	Habella	85	Passed
16	Husnul Khotimah	60	Not Passed
17	Prety Zhinta P.	80	Passed
18	Putri Amelia S	60	Not Passed
19	Refa Zolla A	85	Passed
20	Rianah Kusumaningrum	75	Passed
21	Shofiyah R	55	Not Passed
22	Sindi Maulana Dina	90	Passed
23	Tia Ananda W	70	Not Passed
24	Tsamrotul	80	Passed
25	Virka Alya	75	Passed
26	Wiji Lestari	60	Not Passed
27	Yolanda Cantika	65	Not Passed
The percentage of students who achieve score higher than the success indicator		$\frac{14}{27} \times 100 = 51,85\%$	

The table above showed that 14 out of 27 students, or 51,85% in class XI AKL 1 got score above the KKM. The remaining 13

students, or 48,15% had still not achieved a score higher than the KKM. There are 5 students increase in the number of students who reached the KKM. In the meantime, the researcher's succes indicator was 75% of class XI AKL 1 students received a grade above the KKM: thus, the second cycle was needed to reach the goal of the success indicator.

d. Reflecting

According to the researcher analyzed in cycle I above, the researcher and the teacher discussed the teaching-learning process using the flowchart method was not success yet. There was some indicator that did not achieve in teaching-learning process in the class. For example:

1. The word choice of the verb and the grammatical. In the worksheet, many students didn't use conjunction, grammatical were still error in their assignment.
2. The students still confused about developing their ideas. They copied the same as their friends.

However, after the teacher used the flowchart to teach the procedure text, there was some improvement from the students about the word choice and in developing their ideas. Meanwhile, in the cycle 1 the table showed that the students who have passed were

51,85%. It means that there was an improvement of the students writing skills in procedure text, but the researcher and the teacher had to continue to the second cycle because there should be at least 75% of the students who passed the grade.

4.2.2 Cycle 2

Cycle 2 was done in 7th June 2023. Cycle 2 completed by reflecting on the results of cycle 1. The teacher maximized her teaching and implementation of flowchart during this cycle. It was expected that students' writing skill would improve and gained the best result during this cycle. The steps taken in cycle 2 were described as follow :

a. **Planning**

The teacher prepared the necessary tools for teaching and learning activities In planning stage, researcher revised the lesson plans based on the reflections obtained from cycle 1. From the reflections obtained in cycle 1, students still had difficulty in writing. Then the researcher revised the steps in implementing flowchart to teach writing easily by focused on learning about language features.

b. **Acting**

This stage was completed on 7th June 2023. The researcher started the class by greeting and the students answered and then prayed. The researcher checked the attendance of students and gave a warm up. The teacher gave another example of procedure text using flowchart and she ordered the students to identify it. The teacher gave 15 minutes to the students to identify the example of procedure test given by the teacher, after that the teacher asked the students to make a procedure text with flowchart and the topic adjust by the researcher.

c. Observing

In cycle II, the researcher also made an observation checklist to collect the data of the situation of the class during the teaching learning process. The researcher observed the condition and enthusiasm of the students and the activity of the teacher. This observation proposed to monitor and to evaluate the teaching learning process during the class in this cycle there was an increase in students' writing test results compared to the previous cycle, 81,48% which was successful. In this cycle there were some students who improved their scores.

Table 4.3 Student's Score of Cycle 2

NO	NAME	SCORE	RESULT
1	Aminah Nuzuriah	75	Passed
2	Andinia Yuliawati	80	Passed
3	Angel Oktavia	70	Not Passed
4	Azizah Nur Faidah	90	Passed
5	Balqish Annisa	80	Passed
6	Chiquita Ta'ast	65	Not Passed
7	Cindy Juliasari	85	Passed
8	Cindy Kartika Sari	80	Passed
9	Desy Permatasari	70	Not Passed
10	Dewi Roro Andini	85	Passed
11	Faiza Salsabila M	80	Passed
12	Farellia Putri Andini	90	Passed
13	Fitria Priskila Inneke	75	Passed
14	Fransisca Olivia Renata	90	Passed
15	Habella	90	Passed
16	Husnul Khotimah	70	Not Passed
17	Prety Zhinta P.	85	Passed
18	Putri Amelia S	85	Passed
19	Refa Zolla A	90	Passed
20	Rianah Kusumaningrum	85	Passed
21	Shofiyah R	85	Passed
22	Sindi Maulana Dina	90	Passed
23	Tia Ananda W	75	Passed
24	Tsamrotul	85	Passed
25	Virka Alya	80	Passed
26	Wiji Lestari	75	Passed
27	Yolanda Cantika	70	Not Passed
The percentage of students who achieve score higher than the success indicator		$\frac{22}{27} \times 100 = 81,48\%$	

Table above shows that, 22 students of XI AKL 1 received grade that were higher than the KKM. Students in class XI

AKL 1 had been successful in passing the KKM if the percentages was 81,48%. Cycle 2 could be considered successful based on the results of the tests that the students too, as the success indicator determined by the researcher was 75% of students in class AKL 1 received scores above the KKM. On this test, it was clear that students' writing skill in procedure text had improved. The researcher came into conclusion that flowchart was able to help students class XI AKL 1 improved their writing skill.

d. Reflecting

Comparing this cycle to the first cycle, the researcher also observed several development, such as :

1. Students were more enthusiast and enjoyable while teaching and learning procces.
2. Some students had already used conjunctions
3. The word choice of the verb and the grammatical that students used were correctly.

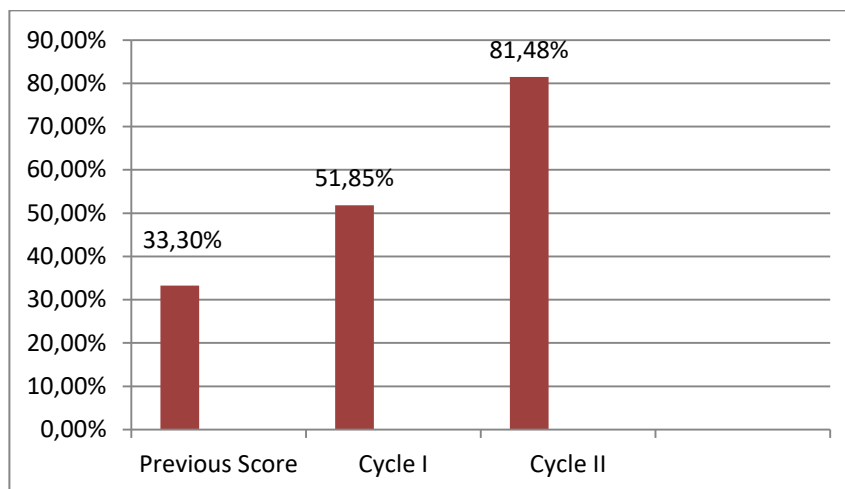
4.2 DISCUSSION

The researcher discussed and described the research findings in this part. The researcher used CAR in this research. The researcher used flowchart

as a media in this research to help students in SMK Kawung 2 Surabaya to improve their writing skill.

This research was started on May 16th, 2023 and ended on June 7th, 2023. The research objective was to improve the students' writing skills of XI AKL 1 through the use of flowchart. Before the researcher applied flowchart as media to improve students writing skill in class XI AKL 1, there were just a few students who achieved the minimum school grade (KKM). In the first cycle there were fifteen students who improve the minimum level score criteria. The percentage in cycle 1 was 51,85% which was not successful yet. Because some students still very lack of vocabulary. Whereas the vocabulary is needed to learn the target language and writing, it can be said that vocabulary played an important role in writing by enabling the use of the language in an active way. In the study by Coxhead (2012), the students individually carried out an integrated reading and writing task and then participated in an interview which focused on their language learning background and academic studies through vocabulary use in the reading and writing task. So, researcher continue in cycle 2. The percentage of students score was higher than cycle 1, there were 81,48% with 22 students who improve their scores. In two cycles, the actions were effectively carried out. Researcher arranged the following diagram based on the cycles :

Diagram 4.1
The result of students writing test



Based on the diagram above, the application of using flowchart as media in teaching writing increased significantly. The researcher conducted the procedure to improve the students' writing skill by using flow chart adapted from (Galko, 2002) Firstly, the researcher led the students to understand what the topic discussed by having a conversation with students. Then, the researcher explained material about procedure text to the students. Next, the researcher gave an example about procedure text. Then, the researcher used flow chart to make students more understand. In the first cycle, students were still adapting by using flowchart, so students took a lot of time because it was something new for them. In the second cycle, students accustomed to learning writing using flowchart. They followed the lesson very enthusiastically, they were also very excited to practice writing.

At this stage, it described the efforts to overcome problems in teaching and learning writing before implementation the actions. Based on research, students had trouble coming up with writing topics. They asked the teacher what they should write because they just had a few words to use. They copied the same story that their friends had written in their text books, and the others did the same. It can be said that they lacked ideas. As a result, it caused students to struggle when they were given writing task. The problem from the teacher was the conventional method that the teacher applied. It can be said less interesting, so students got bored quickly and became lazy to learn to write

The researcher proposed to use flowchart as a media to improve students' writing skills. By using flowchart as a media was expected to help students improve their writing skills. Sawitri (2014) states on the result of their study they could be motivated to learn English successfully by using flowcharts, particularly when writing straightforward cause-and-effect sentences. It was demonstrated by how actively and enthusiastically they participated in the treatment. The use of flowcharts assisted students to come up with numerous concepts and selected the right language.

In conclusion, researcher succeeded in applying the media in learning writing. Students were also enthusiastic when taking lessons in class. So that the aim of researcher was to get success in learning writing using flowchart.