

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher described the results achieved through the instruments during the teaching and learning process. The discussion will include findings and discussion. Also, the researcher had the discussion's scoring results.

4.1 Research Finding

This chapter presented the results of implementation writing recount text using the listing technique and the discussion of the observation data. This research was implemented in eight grade A class at SMP Negeri 21, Surabaya. In this research were collected through previous score and twice treatment. While the twice treatment are teaching and learning activity and will be conducted in implementation of listing technique.

4.1.1 Preliminary Study

The preliminary study was the primary step of research. The researcher then had a brief interview with the English teacher at the school. The teacher at SMP Negeri 21 mentioned in the interview that the eighth-grade A-students had difficulties organizing ideas . Especially while learning to wrote a Recount text.

Afterwards on May 19 2023, the researcher asked the English teacher for the previous score to evaluated the student's scores before the treatment started. According to the previous score, the researcher evaluated the score completed by the English teacher. As follows:

Table 4.1 Previous Score of The 8th-grade A Students

NO	INITIAL	SCORE	RESULT
1	AGHT	68	Not Passed
2	AS	58	Not Passed
3	APA	72	Not Passed
4	AZI	80	Passed
5	AEK	72	Not Passed
6	ABS	68	Not Passed
7	AMA	68	Not Passed
8	AAP	80	Passed
9	AA	65	Not Passed
10	BAS	70	Not Passed
11	BFW	88	Passed
12	DMPF	68	Not Passed
13	DRN	78	Passed
14	FYRF	60	Not Passed
15	FAZ	76	Passed
16	FEDK	55	Not Passed
17	FCPS	65	Not Passed
18	FT	78	Passed
19	IS	70	Not Passed
20	IBW	68	Not Passed
21	KNP	58	Not Passed
22	KNA	80	Passed
23	KFAM	76	Passed
24	KPH	68	Not Passed
25	MRAP	58	Not Passed
26	MR	60	Not Passed
27	MADR	76	Passed
28	MA	58	Not Passed
29	NPJ	80	Passed
30	NRA	70	Not Passed
31	RAP	68	Not Passed
32	SHK	66	Not Passed
33	TNF	78	Passed
34	ZSR	75	Passed
The percentage of students who passed the KKM			$\frac{12}{34} \times 100\% = 35,29$

The table above showed that only 12 students with percentages of 35,29% or, converted up to 35% get scores above the KKM, while the other 22 students with percentages of 64,71% or, adjusted up to 65% continue to receive scores that are far below the KKM. Based on the results above, the researcher intended to employ the listing technique to assist students in improving their writing skills. It is expected that 70% of eighth-grade A students of SMP Negeri 21 will be able to score higher than the KKM.

4.2 Implementation Of Listing Technique

This research conducted in May 2023. The purpose of this research was to find out whether using listing technique of teaching english could improve students writing skill of recount text. In this research, the Classroom Action Design method was divided into two cycles. Each cycle consisted of four steps; they are planning, acting, observing, and reflecting.

4.2.1 Cycle I

The first cycle conducted on Monday May 22, 2023. This cycle has four steps, which are explained below.

a. Planning

In the planning stage, the researcher acted as a teacher. Planning should be carried out by preparing for items that are required in carrying out learning writing recount text such as arranging the lesson plans since it would be applied as a reference in the delivery of learning that would be implemented. An observation sheet designed as a research instrument for teachers and students. The material and test used to find out whether

there was any progress in the writing outcomes of students were also prepared.

b. Acting

Initially, the researcher as the teacher came into the classroom greeted the students and implementing the lesson plan designed by the researcher during the planning stage.

The teacher began the lesson and told the students about the material that would be discussed before beginning the treatment also check the attendances of students. After that, she asked the students about recount text based on students knowledge. Then, the researcher gave an explanation about the definition of recount text, generic structure and etc. Also researcher gave an explanation about the definition of the listing technique and gave an example of using the listing technique to write a recount text.

Afterwards, the teacher gave students a chance to ask questions about the material they do not understand. Then, the researcher gave a paper for each students and ask the student to did a writing test about recount text by using the listing technique with the topic “My Last Holiday’s Story”, students freely think bunch of ideas then make them into a paragraph. Students are given 60 minutes to finish writing a paragraph of recount text using the listing technique. After that, the teacher asked all the students' writing results to be collect ed into one.

c. Observing

At this step, Mrs. Lusi Kurniawati, S.Pd. the English teacher as collaborator filled up in the observation sheets that the researcher has prepared. As a result of the filled observation sheets, it is discovered that:

1. Teacher's action

Based on the result of the observation by the collaborator, the teacher applied the lesson plans that had been made to taught the students. The teacher gave warming up the students, such as given students some question about the material that would be discussed to the students. The teachers used a power point as a media of teaching.

The teacher walked around the class observing the student's work while they were writing a recount text and somehow asked the students if they needed help. Furthermore, the teacher had good teacher-student interaction and the teacher managed the class well organized.

2. Student's actions

Based on the result of the observation by the collaborator, the student's activities while the treatment was in going. Students was not give any responds about the teacher explanation. Students were ashamed to ask a question to the teacher even if the teacher has

given them the opportunity to ask. Students seem still confused to use the listing technique because the students have limited ideas to write.

The students appeared to did the writing test seriously, but a few students didn't seem to be focused on the test that the teacher gave. However, the interaction between the students and the teacher very good and the students seem interested and enthusiastic in studying writing recount text by using the listing technique. After the students were given a test to measure students writing skills of recount text, the result obtained as follows:

Table 4.2 Cycle I Test Result of The 8th-grade A Students

NO	INITIAL	SCORE	RESULT
1	AGHT	60	Not Achieved
2	AS	66	Not Achieved
3	APA	88	Achieved
4	AZI	75	Achieved
5	AEK	78	Achieved
6	ABS	70	Not Achieved
7	AMA	70	Not Achieved
8	AAP	88	Achieved
9	AA	70	Not Achieved
10	BAS	68	Not Achieved
11	BFW	78	Achieved
12	DMPF	60	Not Achieved
13	DRN	80	Achieved
14	FYRF	78	Achieved
15	FAZ	76	Achieved
16	FEDK	65	Not Achieved
17	FCPS	80	Achieved
18	FT	78	Achieved
19	IS	50	Not Achieved
20	IBW	75	Achieved
21	KNP	68	Not Achieved
22	KNA	80	Achieved
23	KFAM	76	Achieved
24	KPH	70	Not Achieved
25	MRAP	68	Not Achieved
26	MR	60	Not Achieved
27	MADR	75	Achieved
28	MA	60	Not Achieved
29	NPJ	78	Achieved
30	NRA	78	Achieved
31	RAP	70	Not Achieved
32	SHK	68	Not Achieved
33	TNF	78	Achieved
34	ZSR	78	Achieved
The percentage of students who achieved score higher than the success indicator			$\frac{18}{34} \times 100\% = 52,94$

The conclusion of the table above that 18 out of 34 students, or 52,94% or converted up to 53%, in eighth grade A class students get a score above the KKM. The remaining 16 students, or 47,06%, have still not achieved a score higher than the KKM. The number of students who achieve the KKM increased by 6 students. Meanwhile, the researcher's success indicator is that 70% of eighth-grade A students obtain a grade above the KKM. As a result, the second cycle is required to get the success indicator's goal

d. Reflecting

The researchers evaluated and identified problems that prevented students from improving their recount text writing skills in first cycle. Such as, students still have a difficulty organized their ideas and they were still confused about using the listing technique because the students have limited ideas to write, and also there was not enough time to wrote because of that. Based on the reflection above, the researcher decided to carry out the second cycle. It is required in order to resolve the problems that appeared during the first cycle.

4.2.2 Cycle II

The second cycle conducted on Wednesday May 24, 2023. The second cycle was done based on the result of refl ecti on from the first cycle. The teacher maximized her teaching and implementation of using the listing technique to write a recount text during this cycle. This cycle is expected that students' writing skills would improve and obtain the best result.

a. Planning

At this planning stage, the lesson plan and the media for learning prepared by the teacher as well as new and more easier topic by using their ideas yesterday. So, the students won't difficulty in organized their ideas. In the second cycle, there was also a test that prepared by the teacher to measure students' writing skills.

b. Acting

This stage was done on May 24, 2023. As in the first cycle, the students were greeted and the teacher checked their attendance. Students were encouraged to become more motivated in order to increase their enthusiasm.

Then, the teacher began the lesson and told the students about the material as previously. After that, she asked the students about recount text and the students respond it very well. Then, the teacher gave an explanation about the definition of recount text, generic structure and etc. Also, the teacher gave an explanation about the definition of the listing technique as previously.

Afterwards, the teacher gave students a chance to ask questions about the material they do not understand and the students appeared more actively asking a question without being ashamed. Similar to the previous cycle, the researcher gave a paper to each student and ask the student to did a writing test about recount text by using the listing technique but with a new topic based on what they were done written

previously.

Students were given 60 minutes to complete writing a paragraph of recount text using the listing technique. After that, the teacher asked all the students' writing results to be collected into one. The teacher and students discussed the difficulties and easiness when writing recount texts using the listing technique after the tests were collected.

c. Observing

The result of the observation sheets in the second cycle that completed by collaborator was increase. The students gave good feedback about the teacher's explanation. Students more excited to ask a question when the teacher gave them the opportunity to ask. The students appeared to do the writing test seriously. However, The time was managed well because the teacher evaluates and summarizes the lesson more clearly. Here are the result of the second cycle test.

Table 4.3 Cycle II Test Result of The 8th-grade A Students

NO	INITIAL	SCORE	RESULT
1	AGHT	72	Not Achieved
2	AS	70	Not Achieved
3	APA	90	Achieved
4	AZI	75	Achieved
5	AEK	80	Achieved
6	ABS	72	Not Achieved
7	AMA	75	Achieved
8	AAP	90	Achieved
9	AA	75	Achieved
10	BAS	70	Not Achieved
11	BFW	80	Achieved
12	DMPF	65	Not Achieved
13	DRN	85	Achieved
14	FYRF	80	Achieved
15	FAZ	80	Achieved
16	FEDK	70	Not Achieved
17	FCPS	85	Achieved
18	FT	80	Achieved
19	IS	75	Achieved
20	IBW	78	Achieved
21	KNP	78	Achieved
22	KNA	80	Achieved
23	KFAM	90	Achieved
24	KPH	75	Achieved
25	MRAP	70	Not Achieved
26	MR	72	Not Achieved
27	MADR	80	Achieved
28	MA	70	Not Achieved
29	NPJ	90	Achieved
30	NRA	80	Achieved
31	RAP	75	Achieved
32	SHK	75	Achieved
33	TNF	80	Achieved
34	ZSR	80	Achieved
<p>The percentage of students who achieved score higher than the success indicator</p>			$\frac{25}{34} \times 100\% = 73,52\%$

Based on the table above, 25 of the eighth-grade A students achieved grades that are higher than the KKM. Students in eighth-grade A have been successful in achieving the KKM score if the score the percentage is 73,52% or converted up to 74%. The second cycle can be considered successful according to the results of the test that students took, as the success indicator determined by the researcher is 70% in eighth-grade A student achieving scores above the KKM. According to the test above, it is clear that students' writing skills of recount text have improved. The researcher concluded that using the listing technique was able to assist eighth-grade A-students improving their writing skills.

d. Reflecting

Comparing the second cycle to the first cycle, the researcher identified several developments. Such as, students were understand the use of listing technique and the writing skills of recount text among students has improved, where they can organizing their ideas easily so they have a longer time to write or finished the writing test.

4.3 Discussion

In this chapter, the researcher discussed and described the results of the research. Researchers used Classroom Action Research methods for this research. In order to improved writing skills of recount text in eighth-grade A-students of SMP Negeri 21 Surabaya, the researcher employed the listing technique as the technique in this research.

The research concluded that the listing technique is a useful way to use in writing classes since it makes the class more engaging and interesting. This is due to the fact that the listing technique allowed students to think freely and write as many ideas as they can. This is supported by the statement from Baroudy (2008) says, using the listing technique students are free to think of as many ideas as they like and write them down without being worried about proper grammar, spelling, or organization.

The researcher decided to carry out the first cycle after discovering that the majority of students did poorly on the pre-cycle test. In the first cycle, the researcher behaves as a teacher and instructed students to did the writing test by writing a short paragraph of recount text using the listing technique.

There were several problems with using the listing technique to wrote a recount text, such as students were not responsible or being passive, the students did not take the test seriously even joking around, and the students still have a difficulty organizing their ideas especially in the first cycle. The problems was discovered by the collaborator while observing.

Following the teacher's evaluation of the student's tests, the number of students who achieved KKM or above increased to 18. This indicates that as many as 6 persons improved their writing abilities since only 12 people in the pre-cycle had scored over the KKM. This 6-person gain increased the percentage from 35% to 53%. This result, however, has not yet achieved the success indicator. As a result, the researcher decided to carry out the second cycle because students were still have a difficulty organizing their ideas. This most common problem was

reinforced by Tharirah (2023), because she also experienced the same problem in her research.

The second cycle was done by reflected on the problems that appeared in the first cycle. In the second cycle, steps were made to avoid problems from happening again. The teacher did not ask the students to put their ideas more but the teacher used the ideas that already they wrote in the previous cycle and that makes the students more confident about their previous ideas, also it was easier for students to develop their stories.

In the second cycle, students provided positive feedback on the teacher's explanation. When the teacher gave the class the chance to ask questions, the students were more enthusiastic to do it. The students appeared to do the writing test seriously.

In the second cycle, there was an increase of seven students. As a side effect, the percentage rose as well. In the first, 53% of students in eighth-grade A students achieved a score higher than the KKM. The table below showed the percentage of students who achieved or passed the KKM score:

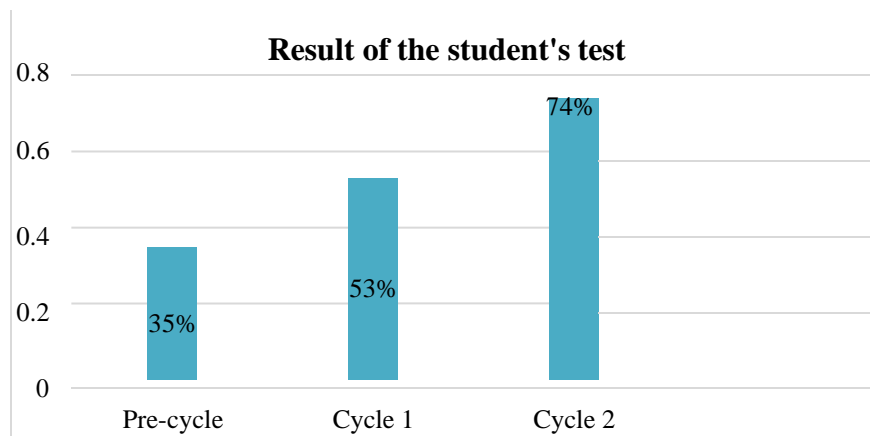
Table 4.4
Result of Pre-cycle Test, Cycle 1 Test, and Cycle 2 Test

Cycle	Pre-cycle	Cycle 1	Cycle 2
Result	35%	53%	74%
Difference percentage among cycles	0	18%	21%

The diagram below showed how the writing skill of recount text in eight-grade A-students have improved.

Diagram 4.1

The Result of Student's Test



The data and diagrams above make it clear that teaching writing using the listing approach will enhance students' writing abilities. There was an 18% increase between Pre-cycle and Cycle 1. In contrast, the difference between cycles 1 and 2 is 21%. Despite the fact that the increase was less than 25%. It was still quite important.

It can be concluded from the student scores that using their simple ideas to write a paragraph would make them think that writing a paragraph of recount text is easy. Using the Listing technique, students could develop their ideas without worried and they are became more creative when they wrote a recount text.