

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### 4.1 Research Finding

In this chapter the results of the implementation of learning writing descriptive text using realia and the discussion of the observation data. This researcher was implemented in tenth grade at SMK Kawung 2, Surabaya. In this researcher were collected through the previous score and twice treatment. While the twice treatment are teaching and learning activity and will be carried out in realia.

##### 4.1.1 Preliminary Study

The preliminary study was the main step of research. The researcher conducted a brief interview with the English teacher at the school. The teacher at SMK Kawung 2 Surabaya mentioned in the interview that students in class X MPLB 1 had difficulty in creating ideas. Especially when learning to write descriptive text.

Afterwards on March 19, 2024, the researcher asked the English teacher for the previous score to evaluated the students' scores before the treatment started. Based on the previous score, the researcher evaluated the score completed by the English teacher. As follows:

**TABLE 4.1 Previous Score of The 10th grade Students**

No	Initial	Score	Results
1	ANI	62	Not Passed
2	AAB	50	Not Passed
3	ASW	45	Not Passed
4	AOTR	65	Not Passed
5	AZI	<b>75</b>	<b>Passed</b>
6	BBCS	55	Not Passed
7	CPA	40	Not Passed
8	DKP	60	Not Passed
9	EHK	68	Not Passed
10	HSD	58	Not Passed
11	IIZ	62	Not Passed
12	MRD	<b>80</b>	<b>Passed</b>
13	PTY	50	Not Passed
14	PUTY	52	Not Passed
15	RAF	50	Not Passed
16	RAS	68	Not Passed
17	SDA	<b>85</b>	<b>Passed</b>
18	SRNA	55	Not Passed
19	SD	58	Not Passed
20	VDA	62	Not Passed
21	YI	65	Not Passed
22	IT	52	Not Passed
<b>The percentage of students who passed the KKM</b>			$\frac{3}{22} \times 100\% = 13,63$

The table above showed that only 3 students with a percentage of 13.63% or , converted up to 14% get scores above the KKM, while 19 other students with a percentage of 86.37% or, adjusted up to 86% still didn't get scores far below the KKM. Based on the results above, this researcher intended to use realia to help students in improving students' writing skills. The researcher hopes that 80% of the students of class X MPLB 1 SMK Kawung 2 Surabaya will be able to score higher than the KKM.

## **4.2 Implementation of Realia**

This research conducted in May 2024. The purpose of this research was to find out whether using realia in teaching English can improve students' writing skills in descriptive texts. This researcher, 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 1**

The first cycle conducted on Monday May 20, 2024. This cycle has four steps, which are explained below.

#### **a. Planning**

In the planning stage, the researcher acted as a teacher. Planning should be done by preparing the things needed in carrying out learning writing descriptive texts such as compiling the lesson plans that would be applied as a reference in the delivery of learning that would be carried out. Observation sheets designed as research instruments for teachers and students. The material and tests used to find out whether there was progress in students' writing results were also prepared.

#### **b. Acting**

In this stage, 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. Afterwards, the teacher asked students about descriptive text based on

students' knowledge. Then, the researcher explained to the students about the definition of descriptive text, generic structure and others. The researcher also explained the definition of realia and gave examples of using realia to write descriptive texts.

Then, the teacher gave students the opportunity to ask questions about the material that they did not understand. After that, the researcher gave a paper to each student and asked students to do a writing test on descriptive text using realia with the theme "Thing", all students freely thought of many ideas then made it into a paragraph. Students were given 30 minutes to complete writing one paragraph of descriptive text. After that, the teacher asked all students' writing results to be collected.

### **c. Observing**

At this stage the teacher as a collaborator. The following includes an observation sheet that has been filled in by the teacher as a collaborator. The observation results found that the teacher taught students according to the teaching module that had been made, the teacher went around the class to observe students' work when they were writing descriptive texts and occasionally asked students if they needed help. In addition, the teacher had a good interaction with teachers and students and the teacher managed the class well organized. After students were given a test to measure their ability to write descriptive text, the following results of the test were obtained:

**TABLE 4.2 Cycle I Test Result of The 10th grade Students**

No	Initial	Score	Results
1	ANI	65	Not Achieved
2	AAB	35	Not Achieved
3	ASW	<b>75</b>	<b>Achieved</b>
4	AOTR	<b>75</b>	<b>Achieved</b>
5	AZI	<b>75</b>	<b>Achieved</b>
6	BBCS	<b>75</b>	<b>Achieved</b>
7	CPA	68	Not Achieved
8	DKP	60	Not Achieved
9	EHK	<b>75</b>	<b>Achieved</b>
10	HSD	60	Not Achieved
11	IIZ	30	Not Achieved
12	MRD	65	Not Achieved
13	PTY	60	Not Achieved
14	PUTY	50	Not Achieved
15	RAF	<b>83</b>	<b>Achieved</b>
16	RAS	68	Not Achieved
17	SDA	<b>75</b>	<b>Achieved</b>
18	SRNA	40	Not Achieved
19	SD	65	Not Achieved
20	VDA	60	Not Achieved
21	YI	<b>75</b>	<b>Achieved</b>
22	IT	55	Not Achieved
<b>The percentage of students who achieved score higher than the success indicator</b>			$\frac{8}{22} \times 100\% = 36,36$

The conclusion from the table above is that 8 out of 22 students, or 36.36% or if converted to 36%, students in class X MPLB 1 get scores above the KKM. The rest, out of 16 students, can be said to be 63.64% of students who have not yet reached the score above the KKM. The number of students who reached the KKM increased by 6 students. Meanwhile, the researcher's success indicator is 80% of students in class X MPLB 1 getting scores above the KKM. Therefore, a second cycle is needed for the target success indicator.

#### **d. Reflecting**

The researcher evaluated and identified the problems that prevented the students from improving their descriptive text writing skills in the first cycle. For example, students still find it difficult to come up with ideas and are still confused by using realia because each student has limited ideas for writing, and also because of the limited time to write descriptive text. Based on the reflection above, the researcher decided to carry out the second cycle. It is necessary to solve the problems that exist in the first cycle. The test results showed that there were still students who had not achieved the kkm. So, the researcher decided to do a second cycle in order to get scores that matched the success indicator.

#### **4.2.2 Cycle II**

The second cycle conducted on Monday May 27, 2024. The second cycle is based on the reflection of the first cycle. The teacher will maximize for her teaching and application on the use of realia to write descriptive text during this cycle. Through this cycle, it is expected that students' writing ability can improve and get the best results.

#### **a. Planning**

At this planning stage, lesson plans and learning media that have been prepared by the teacher as well as new and younger themes using their ideas from yesterday. So that all students do not feel difficult in organizing students' ideas. In this second cycle there was also a test that had been prepared by the teacher to determine students' writing skills.

## **b. Acting**

This stage was done on May 27, 2024. In the first cycle, all students were greeted and the teacher checked the students' attendance. All students in the class were encouraged to be more motivated to increase their enthusiasm during the lesson.

Then, the teacher will start the lesson and inform the students about the previous material. After that the teacher asked the students about descriptive text and the students responded very well. The teacher also gave an explanation about the definition of descriptive text, generic structure and others. In addition, the teacher also gave an explanation about realia as explained earlier.

After that, the teacher gave students the opportunity to ask questions about the material they did not understand and all students seemed to be more active in asking questions without any embarrassment. In the previous cycle, the researcher gave paper to all students and asked all students to do a writing test on descriptive text using realia but with a new theme based on what they had written before.

Students were given 30 minutes to finish writing descriptive text paragraphs using realia. Then, the teacher asks for all students' writing results to be collected. The teacher and students will have a discussion session regarding the difficulties and ease in writing descriptive text by using realia after the test is collected.

## **c. Observing**

The results of the observation sheet in the second cycle that had been filled in by the collaborator had improved. The students responded well to the explanation by the teacher and the students were more eager to ask questions when the teacher gave the opportunity to ask the students. Then, students were seen doing the writing

test seriously. However, time can be managed well because the teacher will evaluate and conclude the lesson more clearly. The following are the test results from the second cycle.

**TABLE 4.3 Cycle II Test Result of The 10th grade Students**

<b>No</b>	<b>Initial</b>	<b>Score</b>	<b>Results</b>
1	ANI	<b>90</b>	<b>Achieved</b>
2	AAB	<b>80</b>	<b>Achieved</b>
3	ASW	<b>85</b>	<b>Achieved</b>
4	AOTR	<b>75</b>	<b>Achieved</b>
5	AZI	<b>85</b>	<b>Achieved</b>
6	BBCS	60	Not Achieved
7	CPA	<b>85</b>	<b>Achieved</b>
8	DKP	65	Not Achieved
9	EHK	<b>75</b>	<b>Achieved</b>
10	HSD	<b>80</b>	<b>Achieved</b>
11	IIZ	<b>70</b>	Not Achieved
12	MRD	<b>90</b>	<b>Achieved</b>
13	PTY	<b>90</b>	<b>Achieved</b>
14	PUTY	<b>80</b>	<b>Achieved</b>
15	RAF	<b>75</b>	<b>Achieved</b>
16	RAS	<b>85</b>	<b>Achieved</b>
17	SDA	<b>75</b>	<b>Achieved</b>
18	SRNA	<b>80</b>	<b>Achieved</b>
19	SD	<b>75</b>	<b>Achieved</b>
20	VDA	<b>90</b>	<b>Achieved</b>
21	YI	65	Not Achieved
22	IT	<b>75</b>	<b>Achieved</b>
<b>The percentage of students who achieved score higher than the success indicator</b>			$\frac{18}{22} \times 100\% = 81,81$

Based on the table above, 18 students from class X MPLB 1 who have successfully achieved scores above the KKM. Students in class X MPLB 1 have successfully reached the KKM score if it is percented to 81.81% or if converted to 82%. This second cycle can be said to be successful based on the results of



tests that have been carried out on students, because the success indicator determined by the researcher is 80% of students in class X MPLB 1 who score above the KKM. Based on the test results, it is clear that the ability to write descriptive text has improved. Researchers have concluded that using realia can help all students in class X MPLB 1 to improve students' writing skills.

#### **d. Reflecting**

By comparing the second cycle with the first cycle, the researcher identified some developments. Such as, students who have understood the use of realia and descriptive text writing skills among students have improved and students can organize students' ideas easily so that students have longer time to write. In this cycle 2 has achieved the success indicator, so the researcher was stop.

### **4.3 Discussion**

In this chapter, The researcher discusses and discusses the results of the research. The researcher used classroom action research (CAR) method for this research. In order to improve the ability to write descriptive text in class X MPLB 1 SMK Kawung Surabaya, researchers also used realia as media in this study.

This researcher can conclude that realia is an easy and useful way to be used in writing class as it can make the class more interesting and fun. This is due to the fact that realia allow students to think freely and write as many ideas as they can. After that, the researcher decided to conduct the first cycle after finding that most students scored poorly on the pre-cycle test. In the first cycle,

the researcher acted as the teacher and instructed the students to do a writing bag by writing a short paragraph on descriptive text using realia.

There were some problems in using realia to write descriptive text, such as students were irresponsible or passive, students did not take the test seriously, and students still had difficulty organizing their ideas especially in the first cycle. Those problems were found by the collaborator when doing observation. However, the researcher had a solution by changing to different theme, so that in the second cycle the same problem does not occur.

The second cycle was conducted by reflecting on the problems that arose in the first cycle. In this second cycle, improvements were made to avoid problems that reappeared. The teacher did not ask the students to express their ideas that had been written in the previous cycle and this made students more confident with their previous ideas and also easier for students to develop their stories.

In the second cycle, students gave positive feedback to the teacher's explanation. When the teacher gave students the opportunity to ask questions, the students looked more enthusiastic and excited. The students were also seen doing the writing test seriously and well.

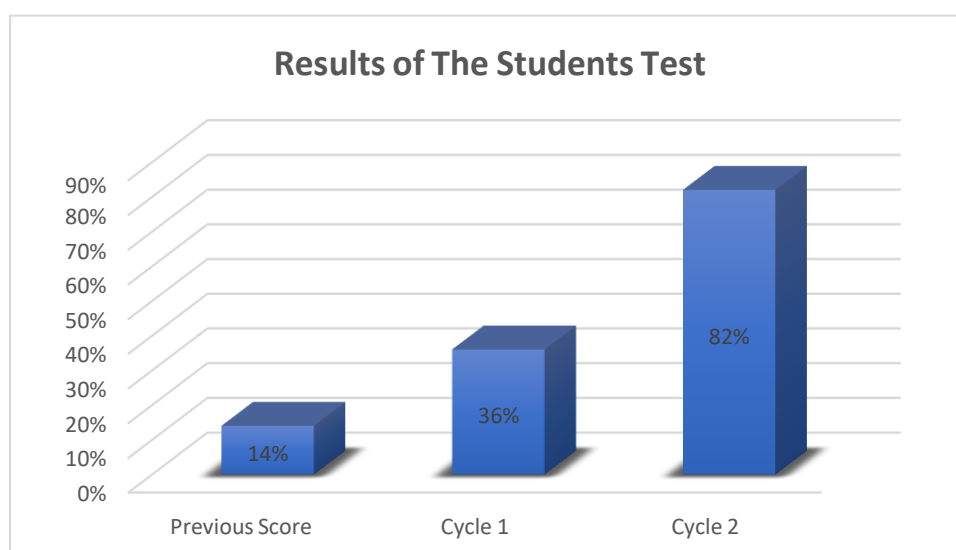
The second cycle, there was an increase of 10 students. As a side effect, the percentage from the first cycle to the second cycle also increased. In the first cycle, 36% of students in class X MPLB 1 achieved scores above the KKM. The table below shows that the percentage of students who reached or passed the KKM score:

**TABLE 4.4 Result of Pre-cycle Test, Cycle 1 test, and Cycle 2 Test**

<b>Cycle</b>	<b>Pre-cycle</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
<b>Result</b>	14%	36%	82%
<b>Difference percentage among cycles</b>	0	22%	46%

The diagram below showed how the writing skill of descriptive text in tenth MPLB 1 have improved.

**Diagram 4.1**



The data and diagram above make it clear that teaching writing in descriptive text using realia can improve the students' writing abilities. There was an increase of 22% from Pre-cycle to Cycle 1. The difference between Cycle 1 and 2 is 46%. From the table above, it can be seen that from pre-cycle to cycle 1 there is an increase but it has not achieved the success indicator, so cycle 2 is needed. From cycle 1 to cycle 2 has achieved success indicators so it is stopped.

It can be concluded that the students using simple ideas to write a paragraph would make the students think that writing a descriptive text is easy. Using realia, students could develop ideas without worried or difficulties and the students will became more creative and innovative when writing a descriptive text.