

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the data collected from the research in the field. The chapter presented research finding and discussion. The important point of this chapter was to answer the problems of study (1) What are the strategies used by the teacher in teaching writing simple paragraph at the eighth grade of MTs Darul Ulum Palangka Raya.

A. Research Finding

In this point, it discussed about research finding. It was about the teacher strategies in teaching writing simple paragraph at the eighth grade of MTs Darul Ulum Palangka Raya. It was divided on the teacher strategies in teaching writing simple paragraph by theme Short Note at first observation and Introduction at second observation. This explanation below exposed them.

1. The Teacher Strategies in Teaching Writing Simple Paragraph at First Observation

At the first observation, it discussed about the teacher strategies in teaching writing simple paragraph by theme Short Note. In this point, it told the Instructional Method/Technique, and explained Instructional Procedure used by the teacher. Instructional Method/Technique is a method or a technique or even some methods or techniques used by the teacher in teaching learning process. Meanwhile, Instructional Procedure is some activities done by the students and the teacher.

In this study, the Instructional Method/Technique used by the teacher was Question and Answer and Group Working. This table below described the activities that the students and the teacher did in teaching learning processes related to Question and Answer and Group Working technique. It consisted of *Pre-Activities, Main-Activities and Post Activities.*

Table 4.1 Teaching Learning in Pre-Activity

No	Activities	
	The Teacher	The Students
1	The teacher greeted the students by saying “Assalamu’alaikum Wr. Wb., and Good morning my students.”	The students replied the teacher’s greet by saying “Wa’ailum salam Wr. Wb., and Good morning.”
2	The teacher asked the students’ condition by saying “How are you today?”	The students replied it by saying “I am fine thank you”.
3	The teacher introduced the topic while asking to the students “what is Note?” in Bahasa.	The students replied it “Catatan”

Table 4.2 Teaching Learning in Main Activities

No	Activities	
	The Teacher	The Students
1	The teacher gave the explanation about Note. The teacher mentioned Note is a message for other person.	The students listened up the teacher’s explanation about Note.
2	The teacher showed the example of Note on page 31 while asking the meaning of that Note. The	The students listened and answered the meaning of that example.

	<p>sound was;</p> <p><i>Bobby,</i></p> <p><i>Don't forget to bring my English book tomorrow. I need it.</i></p> <p style="text-align: right;"><i>Thanks</i></p> <p style="text-align: right;"><i>Adit</i></p>	
L	<p>The teacher discussed and gave the other example about Note while remaining the previous lesson. The sound was;</p> <p><i>Syarifah, (receiver)</i></p> <p><i>Don't forget to do our home work today in my house. I wait you at 2 p.m. (content/isi)</i></p> <p style="text-align: right;"><i>Thanks (close)</i></p> <p style="text-align: right;"><i>Pudin (sender)</i></p>	The students discussed about the Note with the teacher.
4	The teacher divided the students into some groups. Every group consisted of two students.	The students looked for one friend to make a group.
5	The teacher instructed the students to make a simple short note in a pair or group.	The students made a short note in pair or group.

Table 4.3 Teaching Learning in Post Activity

No	Activities	
	The Teacher	The Students
1	The teacher and the students concluded the material.	The students and the teacher concluded the material.
2	The teacher closed the lesson by saying Assalamu'alaikum Wr. Wb.	The students closed it by saying Wa'alaikum salam Wr. Wb.

Based on the table above in pre-activities before starting the lesson, the teacher began by greeting and asking the students for taking a pray. Then, the teacher brainstormed about Short Note. Next, the teacher told and discussed it to the students.

In main-activities, the teacher started the lesson by explaining about Note. The teacher mentioned Note is a message for other person. Then, the teacher showed the example of Note on page 31 while asking the meaning of that Note. The sound was;

Bobby,

Don't forget to bring my English book tomorrow. I need it.

Thanks

Adit

After that, the teacher discussed and gave the other example about Note while remaining the previous lesson. The sound was;

Syarifah, (receiver)

*Don't forget to do our home work today in my house. I wait you at 2 p.m.
(content/isi)*

Thanks (close)

Pudin (sender)

Next, the teacher divided the students into some groups. Every group consisted of two students. After that, the teacher instructed the students to make a simple short note in a pair or group.

Meanwhile, in post-activities the teacher the teacher and the students concluded the material. Next, the teacher and the students closed the lesson by saying *Assalamu'alaikum Wr. Wb.*

Therefore, it could be concluded that the teacher used Question and Answer and Group Working technique. The prove that the teacher used *Project writing strategy* was in which the teacher divided the students to be two students in one group or doing the assignment from the teacher in pair. It could be seen on point 4 and 5 at *main-activities*. Thus, the teacher strategies above could be classified to Project writing strategy.

2. The Teacher Strategies in Teaching Writing Simple Paragraph at Second Observation

At the second observation, it discussed about the teacher strategies in teaching writing simple paragraph by theme Introduction. In this point, it told the Instructional Method/Technique, and explained Instructional Procedure used by the teacher. Instructional Method/Technique is a method or a technique or even some methods or techniques used by the teacher in teaching learning process. Meanwhile, Instructional Procedure is the activities done by the students and the teacher.

In this study, the Instructional Method/Technique used by the teacher was Question and Answer and Mapping. This table below described the activities that the student and the teacher did in learning processes. It consisted of *Pre-Activities, Main-Activities and Post-Activities*.

Table 4.4 Teaching Learning in Pre-Activity

No	Activities	
	The Teacher	The Students
1	The teacher greeted the students by saying “Assalamu’alaikum Wr. Wb., and Good Morning my students”.	The students replied the teacher’s greet by saying “Wa’alaikum Wr. Wb., and Good Morning”.
2	The teacher asked the students’ condition by saying “How are you today?”	The students replied by saying “ I am fine thank you”
3	The teacher asked the students to take a pray before opening the lesson.	The students took a pray before opening the lesson by saying “Bismillahirrahmanirrahim”.
4	The teacher instructed the students to open their book on page 16 (in this page discuss about <i>Introduction</i>).	The students opened their book.
5	The teacher introduced the topic while asking to the students “What is <i>Perkenalan</i> in English?”	The students replied “introduce”.
6	The teacher wrote and made a circle at students’ answer while saying and <i>Introduce or Introduction</i> and making a circle at the word <i>Introduction</i> .	The students followed the teacher’s saying.

Table 4.5 Teaching Learning in Main Activities

No	Activities	
	The Teacher	The Students
1	The teacher gave the explanation the steps how to make <i>Introduction</i> while asking “What would like to introduce in <i>Introduction</i> ?”	The students replied “name”.
2	The teacher circled the word <i>name</i> . After that, the teacher asked “What sentence is used to introduce <i>name</i> ?”	The students replied “my name is”.
3	The teacher asked to the students what to do at second step while saying full name, nick name and age.	The students followed the teacher’s saying.
4	The teacher asked to the students “What sentence is usually used to mention <i>age</i> ? While made a circle on the word <i>age</i> ”.	The students replied “I am twelve years old. I am thirteen years old”.
5	At the next step, the teacher asked to the students the meaning the meaning “alamat” in English?	The students replied “I live on Jalan”
6	The teacher corrected the students’ answer by saying and making a circle at the word “ <i>Address</i> ”.	The students listen up to the teacher explanation.
7	The teacher explained the sentence used to mention <i>Address</i> like “I live at or on or street.”	The students listen up to the teacher explanation.
8	The teacher mentioned the other sentence that usually use in <i>Introduction</i> as like “I am graduated from” while made a circle at the word <i>graduated</i> .	The students listen up to the teacher’s explanation.

9	<p>After having made the circle at the important words that said before. Then, the teacher connected them to be a Web Map. After that, the teacher explained and gave example one paragraph about <i>Introduction</i>. The example was like this;</p> <p>“Hallo my friends. I would like to introduce myself. My full name is Hairidwani. My nick name is Hairan.”</p>	<p>The students listened up the teacher’s explanation and followed when the teacher read the sentences about introduction.</p>
10	<p>The teacher instructed the students to write a short paragraph about introduction themselves and one of their friends.</p>	<p>The students wrote it down on their book.</p>

Table 4.6 Teaching Learning in Post Activity

No	Activities	
	The Teacher	The Students
1	<p>The teacher and the students closed the lesson.</p>	<p>The students and the teacher closed the lesson.</p>
2	<p>The teacher mentioned greeting by saying “Assalamu ‘alaikum Wr. Wb.</p>	<p>The students replied it by saying Wa’alaikum Wr. Wb.</p>

Based on the table above in pre-activities before starting the lesson, the teacher began by greeting and asking the students’ condition. The sentences for greeting were *Assalamu’alaikum Wr. Wb.*, and *Good morning my students*. The sentences for asking students’ condition was how are *today*. Then, the teacher asked the students to take a pray. Next, the teacher instructed the students to open

their book on page 16. In this page discussed about *Introduction*. After that, the teacher introduced to the students by asking what “*perkenalan*” meant in English. Then, the teacher made a circle at the word *Introduction*.

In main-activities, the teacher started the lesson by explaining the steps how to make *Introduction*. At the first step, the teacher made a circle at the word *name* and giving example as like *my name is*. At the second step, the teacher explained about *full name*, *nick name* and *age* while making a circle at the word *age*. Next, the teacher gave two examples about *age* as like *I am twelve years old* and *I am thirteen years old*. At the third step, the teacher explained while made a circle at the word *Address*. After that, the teacher gave example as like *I live at or on or street*. At the fourth step, the teacher explained and made a circle at the word *graduated*. At the fifth or the last step, after having made the circle at the important words, the teacher connected them to be a Web map. After that, the teacher explained and gave example one paragraph about *Introduction*. Next, the teacher instructed the students to write a short paragraph about themselves and one of their friends.

Meanwhile, in post-activities the teacher and the students closed the lesson. After that, the teacher mentioned greeting by saying *Assalamu ‘alaikum Wr. Wb.* to the students.

Thus, it could be concluded that the teacher used Question and Answer and Mapping strategy. The prove that the teacher used *Mapping strategy*, it could be seen at the first step until the fifth step in point 1 till 9 at *main-activities* in

which the teacher made a circle at the word *Introduction* as a *topic sentence* and the words as like *name, age, address, and graduated* as a *supporting details*. Therefore, the teacher strategy could be classified to mapping writing strategy.

B. Discussion

This section presents the discussion of the research findings covering (1) the teacher strategy in teaching writing simple paragraph at the first observation (2) the teacher strategy in teaching writing simple paragraph at the second observation, and (3) the result of interviewing with the English teacher and the students.

1. The Teacher Strategies in Teaching Writing Simple Paragraph at First Observation

At the first observation, the teacher used Question and Answer and Group Work technique. Thus, the teacher strategy above could be classified to Project Writing Strategy. The fact the teacher used Project Writing Strategy was in which the teacher divided the students into some groups. Every group consisted of two students. After that, the teacher instructed the students to make a simple short note in a pair or group. This statement below stated about Project Writing Strategy.

This strategy is an example of how to promote effective group work. Some important pointer related to project they are, preview the task, trough out a plan, organize the task and resources, jot down job assignments, examine obstacles and develop the strategies, commit the goal to the target timelines. In the other words, by the strategy the students learn about, for the example:

- a. To determine the potential topics and subtopics associated with the research.
- b. To provide an overview of keys ideas that might presented in front of the class or audience.
- c. To identify basic plan for investigating, experimenting and inventing something to learn more about the topic sentence.⁴⁷

Based on the statement above, it can be concluded that Project Writing Strategy is the way to promote effective group work. It is related to preview the task, trough out a plan, organize the task and resources, jot down job assignments, examine obstacles and develop the strategies, commit the goal to the target timelines.

2. The Teacher Strategies in Teaching Writing Simple Paragraph at Second Observation

At the second observation, the teacher used Question and Answer and Mapping Strategy. Therefore, the teacher used mapping writing strategy in teaching simple paragraph by theme *Introduction*. The prove that the teacher used *Mapping strategy*, it could be seen at the first step until the fifth step in which the teacher made a circle at the word *Introduction* as a *main idea* and the words as like *name, age, address, and graduated* as a *supporting details*. This statement below stated about mapping writing strategy.

The other strategy is mapping. This writing strategy designed to help the students organize essays answers on test, but it can use in various in writing

⁴⁷ <http://www.unl.edu/csi/writing.shtml> online on November 25, 2008

activities. By the strategy, students can comprehend some points of sentence, for example about topic sentences and supporting details.⁴⁸

Based on the statement above, it can be concluded that Mapping Writing Strategy is designed to help the students organize essays answers on test and also in various writing activities. In addition, this strategy can help the students to comprehend about topic sentences and supporting details.

Therefore, it could be concluded that the teacher strategies in teaching writing simple paragraph at the eighth grade of MTs Darul Ulum Palangka Raya are Project and Mapping Writing Strategy.

3. The Result of Interviewing with the English Teacher and the students

The data related to the teacher strategies in teaching writing simple paragraph gathering from interview consisted of two kinds. They were the result of interviewing the English teacher and the students. They were as follow:

a. The Result of Interviewing with the English Teacher

Based on the result of interviewing with Miss SM, it can be concluded that in brainstorming the English teacher usually asks the students' condition as what and how the condition of them. Urgently, The English teacher usually asks about the last lesson, remembering, reviewing about the last lesson and then introducing the new topic which will discuss at that time. It is usually related to daily life environment. The words that the English teacher usually use is related to questions about the condition

⁴⁸ *Ibid.*

for instance, how are you, have you breakfast or do you remember about the last topic.

In every new topic, the English teacher always introduces the new topic to the students. The duration of explanation given to the students in every meeting is about 1 hour lesson or 45 minutes. The English teacher usually gives the examples in every meeting to the students about 2 until 7 examples.

Related to the material, the English teacher gives an example about it, for instance, when they had been the lesson about descriptive text. Descriptive text is to describe about thing, person or place. So, they are usually asked for the first, they have a cat or not. If they have a cat, then they describe the description of a cat for examples its color, its body, its meal and its behavior. In every chance for asking, the students surely ask about the explanation which is not clear.

The task often done by the students are essay and multiple choices. The English teacher sometimes gives homework and group work. The source is sometimes from the Student Answer Sheet. It could be also from the other sources.

The scoring writing is based on the scoring of writing task. Commonly, the rubric scoring writing is composed of grammar, vocabulary, writing and comprehension. There are four. So, the scoring based on those. To score a composition is as follow the maximum score

for grammar is 40, the score for vocabulary is 20, writing is 20, and comprehension is 20. Thus, the maximum score is 100.

Method and strategy used by English teacher are usually Mapping, Mapping Concept, if the explanation of grammar usually uses GTM (Grammar Translation Grammar) and Group Work. In addition, the English teacher often uses Mapping in teaching learning processes.

Related to mapping, this writing strategy designed to help the students organize essays answers on test, but it can use in various in writing activities. By the strategy, students can comprehend some points of sentence, for example about topic sentences and supporting details.⁴⁹

Related to the definition and type of concept mapping, it helps people to think more effectively as group without losing their individuality. It helps groups to manage the complexity of their ideas without trivializing them or losing detail. Concept maps are a visual way to represent relationships among ideas. Concept mapping helps students integrate new ideas with their existing knowledge. Teaching concept mapping affords students a process for organizing the information they learn from reading. Concept maps aid students in summarizing texts and identifying main ideas, as well as provide a useful way to assess student understanding of a topic.⁵⁰

⁴⁹ <http://www.unl.edu/csi/writing.shtml> online on November 25, 2008

⁵⁰ Siti Masrokah, *The Effectiveness of Semantic Mapping Concept towards the Students' Reading Comprehension Score at the Eighth Grade Students of MTs Muslimat NU Palangka Raya*, (unpublished) Palangka Raya, STAIN Palangka Raya, 2011, p. 15-16

Concept mapping is a general method that can be used to help any individual or group to describe their ideas about some topic in a pictorial form. There are several different types of method that all currently go by names like “concept mapping”, or “concept webbing”. All of them are similar in that they result in a picture of someone’s ideas.

Concept maps are used to help students organize ideas and to accommodate to different learning styles. They are a brief way to categorize and compare thoughts. Concept maps come in different shapes and sizes that best suit different types of writing.⁵¹

Concept mapping is a method of organizing thoughts in a manner which allows them to flow clearly and logically. Occasionally referred to as clusters or concept webs, concept maps include a central theme or topic and related branches showing how the ideas are connected. Writers often find concept mapping to be a powerful tool in generating and categorizing ideas in a logical, hierarchical fashion. Often the use of concept maps allows writers to work more quickly and efficiently.⁵²

Based on the statement above, it could be concluded that concept mapping is the strategy used to organize, to accommodate, to categorize, and to compare ideas or thoughts about some topic in a pictorial form.

⁵¹*Ibid, p.16*

⁵²Lisa Miller, *How to Use Concept Mapping for Writing*,
<http://classroom.synonym.com/use-concept-mapping-writing-4550.html> online on September 19, 2014

There are four main types of concept maps. Types of concept maps are related to the concept maps' general form. It is visual organize of concept not based on the types of any kinds or genre of text. The most common is Spider (or web) concept map. Hierarchy, Flowchart, and Systems are other types of concept maps. Spider concept maps are best used in the pre-writing stage when a person wants to brainstorm details about a specific topic. Hierarchy concept maps can help students to point out the main idea and details of text or a concept. Flowchart and Systems concept maps are great visuals for ordering sequence of events and presenting information.⁵³

Related to Project writing strategy or group work, this strategy is an example of how to promote effective group work. Some important pointer related to project they are, preview the task, trough out a plan, organize the task and resources, jot down job assignments, examine obstacles and develop the strategies, commit the goal to the target timelines.⁵⁴

Therefore, this strategy is the strategy related to preview the task, trough out a plan, organize the task and resources, jot down job assignments, examine obstacles and develop the strategies, commit the goal to the target timelines.

⁵³, Siti Masrokah, *The Effectiveness of Semantic Mapping Concept towards the Students' Reading Comprehension Score at the Eighth Grade Students of MTs Muslimat NU Palangka Raya,* p. 18-19

⁵⁴ <http://www.unl.edu/csi/writing.shtml> online on November 25, 2008

From the media side, Mapping is simple, no need much cost, it only needs board marker, white board. Sometimes, if using laptop, it only uses LCD. In addition from the material side using mapping does not need many times anymore for explaining because mapping makes simple the explanation. Moreover, from the evaluation side, as if the strategy success, it is surely able to rise the students score.

Related to benefits of Concept Mapping, Concept Mapping offers many benefits for both presenters and those learning new information. It can be used to illustrate any type of system, from a plan for a city neighborhood to how an ecosystem functions. Often, it's used for proposing a new program or plan, but it's also useful for understanding a problem within a current system and creating a solution.

There are five advantages of concept mapping as follows:⁵⁵

1. Aids in Creating a Presentation

Concept mapping can help someone creating a presentation to organize it in a logical format. By the nature, concept maps are logical and stress brevity as well as organization. By imposing this structure on presenters, they serve as a guide for creating concise, logical presentations. In some case, a presenter may even create a concept map as a means of structuring his presentation notes, even if he isn't displaying the concept map during the presentation.

2. Allows for Quick Interpretation

⁵⁵Siti Masrokah, *The Effectiveness of Semantic Mapping Concept towards the Students' Reading Comprehension Score at the Eighth Grade Students of MTs Muslimat NU Palangka Raya,* P. 23-25

With a concept map, people can often grasp ideas much more quickly than by reading them in an article or book. This visual mode of presenting information makes it easily comprehensible in a short time. People can easily skim through a concept map for a quick understanding of the entire system, because of its brevity and highlighting of key points.

3. Illustrates the Hierarchy

A concept map helps people to understand the hierarchy of ideas, understanding how each component relates to the others. Concept maps are usually read from the top down, beginning with the most general information and progressing to smaller details. They also display cross-links between different components.

4. Aid in Visualizing Outcomes

It can also help people to understand the possible indirect results of an action or program. Since cross-links show concepts are related, they clarify how one may affect another. This aids in making judgments about overall benefits of a plan, or better understanding what needs to be done to remedy a situation such as environmental pollution.

5. Evaluation

Concept maps can be used as an assessment tool in school settings. After studying a unit, students could be asked to create a concept map as homework or in lieu of a standard test. It can help to illustrate their knowledge of subject more thoroughly than multiple choice tests may,

while also reinforcing what they know, making the test itself a learning experience.

In planning or evaluation project, it is often very difficult for people involved to make the situation clear and recognizable and to have a common idea of the project among them. This is because things are usually tangible and complex with lots of different environmental and human factors involved in a project. Concept mapping encourages the participant group to say on task, and the conceptual framework is expressed in the language of participant rather than in that of the planner or evaluator. With its pictorial representation and its participant-oriented features concept mapping can be a powerful method to organize complex problems. The main advantages of concept mapping are the use of visual symbols because they are easily recognized, easy to scan for a specific word or general idea and it allows for a more holistic understanding of a concept.

b. The Result of Interviewing with the Students

Related to the material they like in English, they had a different interesting material toward English. There was Procedural text as said by NLM, expression of like as said by NLS, quantifiers some and any as said by SM and so on. Yet, there also liked one of the English Skill like reading as stated by FF. Therefore, it can be concluded that they like studying English even though they had a different interesting in English.

Related to the assignments often given by the English teacher the assignments often given were memorizing vocabularies, translating the text into Indonesian language or English, exercise and multiple choices. So, there were four instruments used by the English teacher to test the students' skill in English.

Based on the students' statement about the students' score, there were four students getting 80 or classified as very good mark as stated by NLM, NLS, M1 and SM. There were two students getting a good mark as like SN 75 and NM 70. There was one student getting a quite good mark 65 as stated by FF. So, it can be concluded that the students are able to comprehend the teacher's explanations even though there is a few of the student not able to catch the teacher's explanations well.

Based on the students' statement, there almost all students stated writing was quite difficult. They were NLM, NLS, M1, NM and FF. Yet, SM stated writing made confuse but made pleasure. Moreover, SN stated writing made happy because she loved English lesson. Thus, it can be concluded that writing is a quite difficult lesson for the students.

Based on the students' statement, almost all of the students stated, they had ever written a text to their friends for exception FF. He stated that he had never written a text to his friends. The examples of text which they had made were good morning, how are you, why, good night and up to you.

Related to main activities, they stated that the English teacher started the lesson by explaining and then giving the task to the students. Thus, it can be concluded that the English teacher always begin the teaching by explaining.

Based on the students' statement, they stated that the assignments often given by the English teacher were memorizing vocabularies, translating the text into Indonesian language or English, exercise, multiple choice, and essay and group assignment. So, it can be concluded that there are five kinds of assignment given by the English teacher.

Related to what the teacher do toward their assignment, they stated that their assignments were scored. Therefore, it can be concluded that the students' assignment is always scored by English teacher.

Based on the students' statement, NLM and FF did their assignments alone. Yet, NLS and M1 did their assignments alone and group. In addition, SM and NM did their assignment alone or group. Moreover, SN did her assignments alone and sometimes group. So, it can be concluded that the students often did their assignment alone and sometimes group.