

CHAPTER IV

RESULT OF THE STUDY

In this chapter, the writer presented the findings of the result of research and described the implementation of used flashcard in teaching writing Recount text to improve students' ability in writing skill, the teacher assessed the students writing, and to described the students responses in implementation of flash card in teaching writing recount text. The results descriptions of all were as follows :

1. The implementation of using flash card in teaching writing Recount Text.

a. The First Observation

The observation was done on Monday, September 08th 2014. The observation began at 10.30 – 12.00 a.m. There were 20 students in the VIII B class.

b. The Second Observation

The observation was done on Thursday, September 11th 2014. The observation began at 12.00 – 13.00 a.m. The first meeting at VIII A class. There were 21 students in the VIII A class.

c. The Third Observation

The observation was done on Friday, September 12th 2014. The observation was at 08.50 – 10.30 a.m. The second meeting at VIII A class.

d. The Fourth Observation

The observation was done on Thursday, October 9th 2014. The observation began at 12.00 – 13.00 p.m. The last meeting at VIII A class.

Based on the result of observation above, the writer explained the steps of the implementation of using flash card in teaching writing recount text at VIII B and VIII A class.

1. The First Meeting

Pre – Writing activity :

The writer opened the class activities by greeting to the students, and checked the present list. The first meeting at VIII B class as try out questionnaire class.

As described below :

T : "good morning my students,! How are you today"

S : "good morning miss., we are fine miss.."

T : "before we opened the activity be saying basmallah all together.."

T : " I check your present list first, and I call you one by one.,"

Whilst – writing activity :

The writer only gave the students the questionnaire paper consisted 10 statements. The writer described the result based on the students's opinion about the statements the writer given.

Therefore, it can be said that result of try out questionnaire is valid. It can be known from the lowest score of validity test (0,101) is higher than 0,05 level of significance. It means that the statements consisted ten statements as the instrument of this study is suitable to be given.

Furthermore, the realibility of try out test was also calculated using SPSS program and the result shown that the test is reliable to be given. The score of realibility is 0,497. It is also higher than 0,05 level of significance. (Appendix).

Post – writing activity :

The writer closed the lesson by saying basmallah all together.

2. The Second Meeting

Pre – Writing activity :

Based on the observation the conditional of the class before the writer came to the class the students' made noise and some students outside the class, only a few students enter in the class. The writer began teaching at VIII A class.

The writer open the class activities by greeting to the students, and checked the present list.

As described below :

T : “ good morning ., How nice to see you today !

S : “ good morning too miss, Yes, it's been so nice”.

T :” now., open the lesson by saying basmalah all together.,”.

Whilst – writing activity :

The writer gave the brainstorming for the students, the writer asked some questions about the students'past experience, and then the writer explained the material. The material discussed about recount text. The English teacher act as observer.

As described below :

T : “ how was your holiday?”

S1 : “I was happy went to Banjarmasin city, I went to some place with my parents”.

S2 :”I went to my grandmother'home at Surabaya city, I was enjoyed”.

Then, the writer explained the definition of recount text, generic structure, and tenses in writing recount text. The writer gave example of recount text. When the writer explained the material, there are some students did not take attention especially the students were sit in the behind class.

The writer explained the steps to write a paragraph. She also explained the characteristics of a good paragraph. A paragraph should also have unity and coherence.

As described below :

T : “now we are going to the material today.” ...“Today I want to explain about Recount text., who know what is recount text definition”?

S1 : “pengalaman miss”..

S2 : “teks yang isinya menceritakan pengalaman”..

T : “good answer !!, okey.. that is told about our experience, now we learnt about recount text,” Listen carefully.,!

T : “based on my explanation, do you have any questions ? before we did the next step ?”.

S : “nothing miss..”.

Post – writing activity :

Before closing the class, the teacher made reflection on the learning process, by asking the students what they had learnt, what benefits they obtained from the class. The writer also asked them if they happy and enjoyed the lesson or not.

The writer gave the students example of recount text to the student learnt more at home. The writer closed the lesson by saying hamdallah all together.

3. The Third Meeting

Pre – Writing activity :

When the writer came to the class, the situation changed calm down. The writer opened the class activities by greeting to the students, and checked the present list.

As described below :

T : "good morning,. How are you today"

S : "good morning miss., Not bad..."

T : " I check your present list first, who is absent today ?.,"

Whilst – writing activity :

Furthermore the writer introduced the material about Recount Text to the students, and reminded the lesson before. The writer explained the material step by step.

The students listened to the explanation's writer enthusiastically. First step, the writer explained about simple past tense briefly and gave the examples of simple past tense. After the writer explained briefly, then she asked one of the students to put one sentence of simple past tense on the whiteboard.

The writer explained the material of teachings was 70% in English and 30 % in Indonesia language. After getting more explanation about simple past tense, the students would understand about it. Then, the writer gave another example of simple past tense from the flash card. The writer asked the students again whether the lesson has been understood or not yet.

Second step, the writer explained the definition of flash card, the meant of each word flash card to make the students are able to understand.

The English teacher used the check list to described what the writer did in teaching learning process. After the writer explained the material the writer asked the students to wrote about their experience based on the word flash card the writer gave in their writing. The writer gave twelve word flash card on the whiteboard. The writer gave 90 minutes to wrote a text. The writer helped and guide the students in writing. The first writing all of students wrote entitled “ My Holiday”. During the process, the writer walked around the class and saw the students’ writing.

As described below :

T :”who still remember our material yesterday ?”

S :”tentang teks Recount miss.,”.

T :”oke good., now we are going to the lesson today about write a paragraph recount text used flash card as media. Have you ever seen the example of flash card ? if not, please.,look at on the white board.

(the writer explained the material..). after explaining in detail about how to write a paragraph about Recount text the writer opened question-answer sessions.

As described below :

T : “any question so far ?”

S :”No..”

T :”okeyy,. If there is not question, Now..all of you wrote you experience based on the flash card, you should wrote used word flash card in your writing. And the topis is “My holiday”. Told the experience briefly consisted 40-60 words, you my opened your dictionary”.

S :”oke miss.,”

T :”you may ask me if still not clear”.

S :”yes,miss.,”.

They were instructed to write the paragraph covering to the topic sentence and details.

Post – writing activity :

At the end of the class, all students had to submit their final product of writing. The writer revising and correcting the students' writing at home.

Before closing the class, the teacher made reflection on the learning process, by asking the students what they had learnt, what benefits they obtained from the class. The writer also asked them if they happy and enjoyed the lesson or not.

When the bell rang, the writer ended the class by saying good bye and assalamu'alaikum. However, before closing it, the writer reminded the students to study hard and to memorize what has been taught today.

The writer told it in Indonesian. "*Anak-anak jangan lupa untuk belajar dirumah. Apa yang sudah kita pelajari hari ini harus diingat-ingat karena pada pertemuan selanjutnya saya akan menanyakan tentang simple past tense itu lagi, paham?*" then the students answered, "*Iya miss*". Then the writer closed the class. "*Thank you for your attention. Good bye, see you later, Assalamu'alaikum*" The students replied, "*Wa'alaikumusalam*".

4. The Fourth Meeting

Pre – Writing activity :

The fourth meeting is the last meeting. The greeted the students “*Good morning, students!*” and they replied enthusiastically. After greeting, then asked their condition and checked the students’ attendance by saying “*How are you today? Who is absent today?*” Fortunately, all of the students were complete.

As described below :

T :”good morning my students,! Are you okay ? who is absent today ?

S :”good morning miss., we are fine miss.. no one miss”

T :” I check your present list first, and I call you one by one.,”

Whilst – writing activity :

The writer reminded the lesson before. In the last meeting the writer only asked to the students to wrote again about their experiences.

The second writing the students wrote entitled “ My Unforgettable Experiences”. The writer gave six word flash card to helped the students wrote their text. The students were allowed to use dictionary to find some words that the students did not know. The students still focused on the arrangement of sentences and further organize into paragraph. Here, the students didn’t feel so difficult because this activity was ever done in the previous meeting too. They could do the task correctly and accurately. After the students finished their writing, they were given questionnaire that consisted of 10 statements, each statement is filled 1 answer by the students. The writer want to described the students’responses in the implemented flash card media in teaching writing recount text.

As described below :

T : "Now., told again your experience based on the word flash card, the title is "my unforgettable experience", you may open you dictionary.

S : "yes miss,."

T : "if still not clear you may ask".

T : "did you have any problems?"

S : "yeah ., miss I had a problem to get an idea.."

T : "you could remember your experience or your friends' experience. It would help you to find an idea, please remember more your experience"

S : "yes miss.,

The writer had to enable the students to get their ideas. The writer guided writing in the English as best they can do. The students may opened the dictionary. They could asked the writer if they have difficulties in writing.

Post – writing activity :

At the end of the class, all students had to submit their final product of writing. The writer revising and correcting the students' writing at home.

Before closing the class, the teacher made reflection on the learning process, by asking the students what they had learnt, what benefits they obtained from the class. The writer also asked them if they happy and enjoyed the lesson or not.

The teacher gave motivate to the students to learnt more, and practice everyday. Then the teacher closed the lesson.

2. The teacher's way to assess the students.

In these findings, the writer described how the teacher assessed the students based on the result of the students' writing. The writer assessed the students used two steps, the first step is the students' process in writing and the second step is the score of product student's writing after the implement of flash card media.

The first step :

The first of writing process the writer give the students twelve word flash card, the students had 90 minutes to write the simple paragraph about their experience, then develop the topic sentences into a good paragraph about 40 -60 words, the students should used the word flash card in their writing. The paragraph covered a topic sentences, content, and conclusion. The first title of studens' writing is "My Holiday", and the students may open the dictionary in writing process.

The second of writing process the writer gave the students six word flash card. The second title of studens' writing is "My Unforgettable experiences", and the students may open the dictionary in writing process.

The second step :

The writer corrected and revise the result of students' writing and described the result. The writer assessed the students by using analytic scoring method in evaluating the students' final product composition.

The analytic scoring method applied in this study covers four components (content, organization sentence structure, grammar, usage and mechanic).¹ To described the result of students' writing the writer used the scoring guide below.

Table 4.1

The Scoring Guide for The Writing assessment of Writing Test.

Components	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable*substantive
	26-22	Good to average: some knowledge of subject*adequate range*limited development of writing*mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject*little substance*inadequate limited of topic
	16-13	Very poor: does not show knowledge of subject*nonsubstantive* not pertinent*OR not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression*ideas clearly stated/supported*succinct*well organized*logical sequencing*cohesive
	17-14	Good to average: somewhat choppy*loosely organized but main ideas stand out*limited support*logical but incomplete sequencing
	13-10	Fair to poor: non-fluent*ideas confused or disconnected*lacks logical sequencing and development
	9-7	Very poor: does not communicate*no organization*OR not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range*effective word/idiom choice and usage*word from mastery*appropriate register
	17-14	Good to average: adequate range*occasional error of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range*frequent error of word/idiom form, choice, usage*meaning confused or obscured

¹Djiwandono, *Tes Bahasa pegangan Bagi Pengajar Bahasa* (Malang: PT. Indeks, 2008), p.62.

	9-7	Very poor: essentially translation*little knowledge of English vocabulary, idioms, word form*OR not enough to evaluate
Grammar	25-22	Excellent to very good: effective complex construction*few error of tense, pronouns, prepositions
	21-18	Good to average: effective but simple constructions*minor problems in complex constructions*several errors of tense, pronoun, preposition but meaning seldom obscured
	17-11	Fair to poor: major problem in simple/complex constructions*frequent errors of tense, pronoun, preposition*meaning confused or obscured
	10-6	Very poor: virtually no mastery of sentence constructions dominated by errors*does not communicate*OR not enough to evaluate
Punctuation	5	Excellent to very good: demonstrate mastery of conventions*few error of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing*poor hand writing*meaning confused or obscured
	2	Very poor: no mastery of conventions*dominated by errors of spelling, punctuation, capitalization, paragraphing*hand writing illegible*OR not enough to evaluate

The writer chose and described the result of 21 students' writing consisted of four components (content, organization, grammar, vocabulary, and mechanic).

Table 4.2
The score of students writing Recount text paragraph (The first writing).

No	Name	content	Organizati on	Grammar	Vocabular y	Punctuati on	Total score
1	Rahmat	17	13	17	17	4	68
2	Winda	22	17	17	14	4	74
3	Rika	22	20	18	17	4	81
4	Astri	21	18	17	14	4	74
5	M.rizal	17	14	17	10	3	61
6	Nycolas	21	14	13	11	2	61
7	Nor ,F	17	17	17	17	2	70
8	Surya	17	14	17	11	2	61
9	Saudah	17	14	17	11	2	61
10	Yusril	17	14	14	11	2	58
11	Isna	17	17	14	11	2	61
12	Rezal	13	10	10	10	2	45
13	Vikri	13	10	13	11	2	49
14	Heny	13	10	10	6	2	41
15	Rusmalina	13	10	10	11	2	46
16	Doni	22	17	17	18	2	76
17	Nanda	21	18	10	11	2	62
18	Yudi	26	17	17	17	3	80
19	Nana	26	17	14	17	2	76
20	Siti	26	15	14	14	2	71
21	Figo	21	17	15	17	2	72
Total		High score					81
		Lowest score					41

	Average score	61
	Standar deviation	11.66

Based on the result of student's writing the Highest score is Rika (81), the Lowest score is Heny (41), average score is (61), and standar deviation is (11.66).

Table 4.3
The score of students writing Recount text paragraph (The second writing).

No	Name	content	Organizati on	Grammar	Vocabular y	Punctuati on	Total score
1	Rahmat	17	17	13	17	2	66
2	Winda	22	14	17	17	2	72
3	Rika	22	17	14	18	2	73
4	Astri	21	17	14	21	2	75
5	M.rizal	17	13	14	11	2	57
6	Nycolas	22	14	13	11	2	62
7	Nor ,F	22	14	17	11	2	66
8	Surya	26	17	17	11	2	73
9	Saudah	22	17	14	11	2	66
10	Yusril	17	10	10	17	2	56
11	Isna	17	13	13	11	2	56
12	Rezal	22	17	14	17	2	72
13	Vikri	22	17	14	17	2	72
14	Heny	17	14	14	11	2	58
15	Rusmalina	21	17	17	11	2	68
16	Doni	22	17	14	17	2	72
17	Nanda	22	17	14	17	2	72
18	Yudi	26	13	18	18	2	77

19	Nana	27	17	18	17	3	82
20	Siti	26	17	17	11	2	73
21	Figo	21	17	14	18	2	72
Total		High score					82
		Lowest score					56
		Average score					72
		Standar deviation					7.236

Based on the result of second student's writing the Highest score is Nana (82), the Lowest score are yusril (56) and Isna (56) , average score is (72) and standar deviation is (7.236).

3. The students' responses in the implementation of using flash card in teaching writing recount text.

In these findings, the writer presented the result of questionnaire based on the students' responses in the implementation of used flash card in teaching writing recount text. The result was consisted of twenty one respondents of VIII A students.

NO	STATEMENT	PERCENTAGE VIII A CLASS					Total of the students
		SS	S	N	TS	STS	
1	Saya senang melakukan kegiatan menulis Teks Recount dengan media Flash card yang di ajarkan Guru.	9 (43%)	9 (43%)	3 (14%)	-	-	21
2	Di terapkannya media Flash card memudahkan saya dalam mengarang Teks Recount.	7 (33%)	14 (67%)	-	-	-	21
3	Flash card merupakan metode yang unik buat saya menghapal kosakata untuk menulis.	10 (48%)	9 (43%)	2 (9%)	-	-	21
4	Media flash card membantu saya lebih berimajinasi dalam merangkai kalimat.	8 (38%)	8 (38%)	5 (24%)	-	-	21

5	Saya lebih termotivasi belajar dengan adanya media Flash card di kelas.	5 (24%)	10 (48%)	6 (28%)	-	-	21
6	Dalam menulis Teks Recount menggunakan media Flash card menyusun kalimat yang tersusun lebih menarik.	6 (28%)	9 (44%)	6 (28%)	-	-	21
7	Dengan adanya media Flash card menjadikan kelas lebih kreatif dan mudah di pelajari.	8 (39%)	12 (57%)	1 (4%)	-	-	21
8	Media Flash card dalam menulis membuat saya lebih bersemangat dalam menulis.	5 (24%)	15 (72%)	1 (4%)	-	-	21
9	Mengikuti pelajaran dengan menggunakan sebuah media membuat suasana kelas lebih menarik.	8 (39%)	7 (33%)	5 (24%)	1 (4%)	-	21
10	Dengan menggunakan media ini saya lebih menyukai menulis.	9 (42%)	9 (42%)	3 (16%)	-	-	21
Total		75 (35%)	102 (49%)	32 (15%)	1 (1%)	100%	

Based on the result of questionnaire data above, the writer described the percentage of result one by one statement based on the students' questionnaire VIII A class answer.

On the first statement "Saya senang melakukan kegiatan menulis teks recount dengan media flash card", the students gave positive responses about 9 of 21 students or 43 % stated strongly agree to the statement, 9 (43 %) students agree and 3 (15 %) students netral.

On the second statement " Diterapkan nya media flash card memudahkan saya dalam mengarang teks recount ", 7 (34%) students stated strongly agree to the statement , and 14 (67%) students agree to the statement.

On the third statement " flash card merupakan metode yang unik buat saya menghafal kosakata untuk menulis ", 10 (48%) students stated strongly agree to the statement, 9 (43%) students agree to the statement and several students chose 2 (9%) netral.

On the fourth statement " media flash card membantu saya lebih berimajinasi dalam merangkai kalimat ", 8 (39%) students stated strongly agree to the statement, 8 (39%) students agree to the statement and some students chose 5 (2%) netral.

On the fifth statement " saya menjadi termotivasi dengan adanya media flash card di kelas ", 5 (24 %) students stated strongly agree to the statement, 10 (48%) students agree to the statement and 6 (9%) chose netral.

On the sixth statement "dalam menulis teks recount menggunakan flash card menyusun kalimat yang tersusun lebih menarik ", 6 (29%) students stated strongly

agree to the statement, 9 (43%) students agree to the statement and 6 (9%) chose netral.

On the seventh statement “dengan adanya media flash card menjadikan kelas lebih kreatif dan mudah di pelajari “ 8 (39%) students stated strongly agree to the statement , 12 (58%) students agree to the statement , and 1(4 %) netral.

On the eighth statement “ media flash card dalam menulis membuat saya lebih bersemangat dalam menulis“, 5 (24%) students stated strongly agree to the statement, 15 (71%) students agree to the statement , and 1 (4%) netral.

On the ninth statement “ mengikuti pelajaran dengan menggunakan sebuah media membuat suasana kelas lebih menarik “, 8 (38%) students stated strongly agree to the statement, 7 (33%) students agree to the statement, 5 (2%) netral and some students chose 1 (4%) to strongly disagree.

On the tenth statement “ dengan menggunakan media ini saya lebih menyukai menulis “, 9 (42%) students stated strongly agree to the statement , 9 (42%) students agree to the statement, and 3 (14%) chose netral.

Based on the result of questionnaire it was said that there was about 35% strongly agree the students felt happy to learn using flash card media in teaching writing. There was about 49% agree that flash cards media can help improving their writing ability. There was about 15% it was said netral toward impelented flash cards media in teaching learning process, and there was about 1% students said disagree toward implemented flash card media in teaching learning.