

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter describes about the classroom action research that has been done by the researcher at the eighth grade students of SMP Ma'arif 5 Ponorogo consisting of 16 students in the academic year of 2013/2014. Data collected through classroom action research are described in detail as follows:

#### **4.1 FINDING**

After the researcher got data of the problems in learning English, especially in writing, he prepared anything for his classroom action research. The research was conducted on May 28<sup>th</sup> and 30<sup>th</sup> 2014 for cycle 1, then continued on June 12<sup>th</sup> and 13<sup>th</sup> 2014 for cycle 2. It was carried in SMP Ma'arif 5 Ponorogo. The subject was the students of the eighth grade consisting of 16 students. In doing his research, he is helped by a collaborator, namely Dewi Lestari, S.Pd, she was the English teacher of SMP Ma'arif 5 Ponorogo. The details are follows:

##### **4.1.1 Cycle 1**

###### **4.1.1.1 Plan**

The researcher made some plans to apply Synectic model in teaching writing recount text in classroom action research with steps. The first, researcher made lesson plan 1 for two meetings, then prepared example texts that contains recount text and prepared the concept "creating something new" of Synectic model, the last prepared the observation sheet and questionnaire.

#### 4.1.1.2 Action

##### 1. The First Meeting

This meeting was conducted on May 28<sup>th</sup>, 2014. The meeting started by greeting and introducing himself to students of the eighth grade. It made them become concentrating and paid attention to researcher, then the researcher explained his aim and tried to call students' name one by one. After that, the researcher distributed questionnaire 1 that consisted of 8 questions about the students' opinions about their experiences before the classroom action research and gave time to the students to fulfill it. After being finished, the researcher collected the questionnaire. The next, researcher gave the explanation of recount using his experience, in order the students know what the recount is before they get the material fully. Then the class divided into 3 groups that consisted of 4 until 5 students, after some minutes the researcher asked students to find the plants, things, or animals around the class, from the things which found, teacher took three, there are *stick*, *broom* and *termite*, then the class divided into three groups based on the things which found before. The next step teacher asked students to make a similarity of the thing and every group got some answers and took one answer which was stranger and that are “*the stick is like a bridge*”, “*the broom is like a rambutan*”, and “*the termite is like a Tsunami*”, then teacher asked to student become the analogies. These are the result of the compressed conflict :

No	Analogies	Result
1	The stick is like a bridge	<ul style="list-style-type: none"> <li>- Afraid because fall out</li> <li>- Nervous because unsteady</li> <li>- Sick because stepped</li> <li>- Hurt because hold up the weight</li> <li>- Happy because help to cross over</li> </ul>
2	The broom is like a rambutan	<ul style="list-style-type: none"> <li>- Shy because fury</li> <li>- Amused because fury</li> <li>- Afraid the trash flew by the wind</li> <li>- Benefit because could be sold</li> <li>- Delicious because edible</li> </ul>
3	The termite is like a tsunami	<ul style="list-style-type: none"> <li>- Unhappy because destroying</li> <li>- Happy because can eat the wood</li> <li>- Hurt and sad because damages</li> <li>- Sad because brokes the property</li> </ul>

The last, researcher gave some review about the connection between recount and analogies which found then he gave opportunity to student for asking question about the learning, in here researcher was asked by the student about recount text then researcher gave explanation to the students included the generic structures then closed the first meeting.

## **2. The Second Meeting**

This meeting was conducted on May 30<sup>th</sup>, 2014. The researcher came into the classroom then greeted to the students and gave motivations to the students. The next researcher reviewed the last material and gave some examples of recount text and analyzed together. After students understood about recount text teacher asked students to make a simple recount text which based on their experiences in the past. When they made a recount text, there were some problems that appear, such as vocabulary and the structure of sentences, but they knew how to make an analogy connecting with their stories. It means that the analogies are easy to stimulate the creativity.

After 20 minutes they finished the task and submitted to the teacher. Then the researcher analyzed student's worksheet and calculated it. In researcher's analysis of student's work of first cycle, he found that many students still made some mistakes in their writing of recount text especially in lexicogrammatical feature. They also still had difficulties in composing generic structure accurately, although they have got explanation from the teacher before doing the test.

### **4.1.1.3 Observation**

Observation was done while acting was running. From the observation check list data, the researcher knew the problems of the implementation of Synectic model in teaching writing recount text. In the cycle I, the researcher used observation check list I to know student's activity in learning writing recount text.

Based on the observation check list data in the first cycle showed that the process of teaching and learning got 66,66%, it could be said the process was

good or active. The data result of observation check list could be seen on appendix 7 (table 7.1).

### **1. Data from the result of Questionnaire I**

The questionnaire in this research consisted of 8 questions and each questionnaire used to find the students' interest, difficulty, understanding, and motivation in learning English. If the students choose SS (score 4), choose S (score 3), choose TS (score 2), and choose STS (score 1). When SS was very agree, S was agree, TS was disagree, and STS was very disagree. (Maximal score has been taken from the sum of the students, they are 16 students. The maximal score was 4, so  $16 \times 4 = 64$ ). The result of questionnaire in the first cycle got 70,90%, it could be said that students enjoyed although it was the first meeting. The result of questionnaire 1 could be seen on appendix 6.

### **2. Data From Test 1**

The calculation result shows that the average of students' test result of first cycle was 55,9. The highest and the lowest score of 70 and 41. Test 1 was not good it caused by the students were less of practice of writing. And they were still confused about the concepts of synectic. The result of test cycle 1 could be seen on appendix 8 (table 8.1).

#### **4.1.1.4 Reflection**

After the researcher applied action and observation in Cycle 1, the researcher made reflection as follows:

- 1) The students were still confused and they felt difficult what they must write.
- 2) The students were still confused and difficult to develop the synectic concepts.
- 3) The average of students' score reached 55.9. The criteria of success is 80% of all the students got the score  $>74$ . It shows that the teaching and learning process ineffective. It means that the classroom action research was not successful because the mean of students' score was under the criteria of success. So, that, the classroom action research must be continued to the next cycle.

#### **4.1.2 Cycle 2**

##### **4.1.2.1 Plan**

In this cycle, there were revisions in previous plan and tried the next strategy in the classroom. These steps were:

1. The researcher explained the reflection of cycle I to the students. It aimed to motivate the students in this cycle.
2. The researcher used the Second Strategy "making the strange familiar"
3. The researcher made lesson plan 2 for two meetings.
4. The researcher prepared recount texts.
5. The researcher prepared observation checklist and the last questionnaire

#### **4.1.2.2 Action**

##### **1. First Meeting**

This meeting was conducted on June 12<sup>th</sup>, 2014. The meeting started by greeting students then gave motivation to the students and reviewing the last material, next researcher asked student to make a group. After making group researcher explained the reflection to the student it aimed to motivate the students' learning. Then, he started the lesson by explaining how to arrange and compose recount text appropriately, effectively, and accurately. Students were expected to be active in the lesson by asking and discussing about their latest test that they have done. While the lesson, some of students were also asked to make a recount text in their note book by teacher's guidance. By doing this strategy, students were expected to be more understand and confidence about the social function, generic structure and lexicogrammatical feature of recount text. By this way, he found that most of students understood enough with the material, even some of them got unsatisfy score on the previous cycle. Teacher also gave motivation to them to be more confident in writing English text, especially in recount text. Then teacher gave an example of simple recount text. And students paid attention how teacher made an example. After finish, teacher gave the task to find some materials that used in the next meeting, including the analogies.

## 2. Second meeting

This meeting was conducted on June 13<sup>th</sup>, 2014. The meeting started by greeting students then gave motivation to the students and reviewing the last material, next researcher asked student to make a group. After that, the researcher distributed questionnaire 2 that consisted of 8 questions about the students' opinions about their experiences before the classroom action research and gave time to the students to fulfill it. After finished, the researcher collected the questionnaire.

The next the researcher asked student to imagine that they were the parts of new pencils which would be used to write, then researcher asked an answer about what did they felt. These are some results of personal analogy.

1. I am an eraser, I will feel hurt if used for erasing.
2. I am a body, I have long and thin body.
3. I am a tip of pencil, I have sharp point

From the process and the analogies found, the researcher expected to be able to help students develop the creativity and could pour to writing. After that teacher asked student to make a recount text by the material that found. Actually they were seriously in their own work. while students practiced, teacher turned around to check their task that written one by one. Teacher asked students to do the task individually. The procedure of doing the test was the same as previous one. The test ran smoothly, while students were doing the test, they looked seriously



#### **4.1.2.3 Observation**

In the observation check list II, the researcher knew the real situation in his classroom action research during synectic was applied. The result of observation checklist II showed that most of students were active and serious in doing their task. The result showed that some students got improvements in their scores. In the second cycle the observation check list was more increase than before, in the first cycle the process got 66,66%, then in the second cycle got 84,44%, it could be said that the process was very good or very active. The data result of observation students' respondent could be seen on appendix 7 (table 7.2).

##### **1) Data from the Questionnaire II**

From the data of questionnaire II in cycle II there was increasing of result, the last meeting got 81,88%, it could be said that the learning was more enjoyable and easy to comprehend about recount text by using synectic. The data result could be seen on appendix 6 (table 6.1 and 6.2).

##### **2) Data from Test II**

Based on the score of the tests and the percentage of the students' scores in learning writing in the cycle 2, the average of the students score was 76,8, with the highest and the lowest score of 83 and 69. There were improvements from one cycle to the other cycle. The result of this cycle was also considered as implementation. It was better than the previous one. The researcher concluded that the students' difficulties in writing recount text were solved enough through the use of synectic. The table of test result could be seen on appendix 8 ( table 8.2 ).

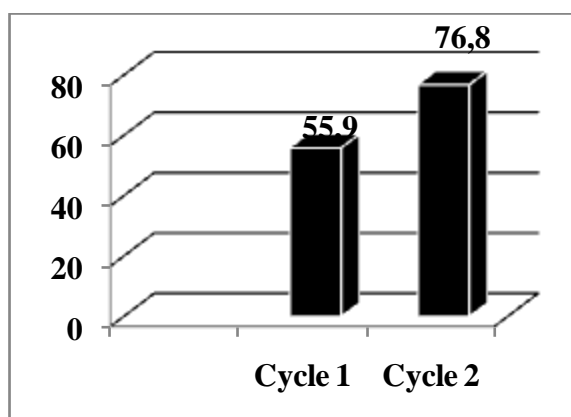
#### **4.1.2.4 Reflection**

In the second cycle, researcher could see some improvements in teaching and learning process through the implementation of synectic in teaching writing recount text, such as:

1. Most of students were more interested, enjoyed and felt easy to comprehend about recount text by using synectic model.
2. The average of students' score was 76,8 and 93.33% of the students have reached the score  $>74$ . It means that the synectic was effective because the average of students' score percentage was higher than before.

## 4.2 Discussion

After the researcher implemented the use of synectic in teaching writing recount text, he got the data. It showed there were several improvements from the students and teacher's performance. Students were being enthusiastic in learning English, especially writing recount text. Most of students paid attention to the teacher's explanation and could accomplish the task well. It was analyzed of each cycle, the mean of the students' score from the first cycle until the second cycle briefly can be seen in the diagram below.



The use of synectic could improve the students' ability in teaching writing recount text. It can be seen from the diagram above. So, this classroom action research of the use of synectic in teaching writing recount text at SMP Ma'arif 5 Ponorogo was success. The improvements of mean of students' ability were 55,9 in the first cycle, and 76.8 in the second cycle.

There were many factors that influenced the result of study. One of factors was teaching aid or media used in teaching. If a teacher applies an appropriate teaching aid or media that is suitable with the method, the students will enjoy the

lesson. Actually, learning with the use of synectic is only limited on students' imagination. It is possible to use synectic in teaching writing recount text for other subjects such as the art and history. Synectic stimulates students' mind and is one way of encouraging creativity by involving the sense. In addition, learning using synectic also provides multi sensory impressions such as: seeing, hearing, touching, and manipulating. The other side synectic model can help students to solve a problem and find new and fresh ideas. So, students can improve their ability in writing recount text.

Writing process is more complicated intellectual undertaking than other. So, writing is difficult. Students need to be creative enough to generate ideas and goal directed enough to organize those ideas into meaningful text in writing. But, the use of synectic as teaching aid in writing recount text made students easy to understand recount text material that is delivered by the teacher. A fun learning can stimulate students' spirit to be active connecting material with the practice of recount text such as about Holiday, unforgettable moment and middle test, using synectic which is provided by the teacher from surrounding environment. Students can understand the process or steps in writing recount text clearly and systematically.