CHAPTER IV

THE RESULT OF RESEARCH

A. Data Description

After conducting the research, the writer got the data of students' score in writing descriptive text. According to the data, the students' writing ability was still low. It could be seen from the average of students' score. This classroom action research could be called success if 75% of the students could achieve the target score of standard criteria minimum, but in fact, more than 30% students' score were under the standard criteria minimum.

Having known that the students' writing were still under the standard. Therefore the writer would like to improve their writing especially in writing descriptive text by conducting classroom action research which used in teaching learning process in the classroom.

After conducting the classroom action research the writer could analyze the development of students' ability in

writing descriptive text. The writer analyzed the data using written test in each cycle. Having observed in the first cycle, the writer found that the students had great enthusiasm in learning scenario that the teacher had planned. The teacher had familiarized the students about descriptive text and gave them a comic strips. Teacher asked students to think individually at the first time, and then share with their partner in the whole class what they had discussed.

In the end of cycle one, the writer conducted evaluation test. The result of test showed that there were many students got low score. The students' writing score is assessed by writer and observer. For details, we can see this following table:

Table I

The Result of Test in Cycle I

NO	NAME	CRITERIA					SCORE
		Grammar	Vocabulary	Mechanics	Fluency	Form	
		20	20	20	20	20	
1	AAM	8	10	12	12	13	55
2	AZ	10	15	10	18	12	65
3	AS	7	15	10	16	12	60

4	AAR	12	9	11	10	13	55
5	AR	14	12	13	15	16	70
6	AD	11	12	15	15	17	70
7	AF	7	8	10	14	11	50
8	AN	8	7	12	12	11	50
9	AZ	11	10	13	13	13	60
10	DM	12	12	12	15	14	65
11	DJ	12	10	13	15	15	65
12	DPM	10	10	12	15	13	60
13	FO	12	15	17	15	16	75
14	FKH	9	12	15	14	15	65
15	FK	14	9	11	13	13	60
16	FW	13	14	15	14	14	70
17	FY	12	10	13	15	15	65
18	HB	12	12	12	15	14	65
19	IK	12	16	14	16	17	75
20	LN	14	10	13	13	15	65
21	MA	12	12	9	8	14	55
22	MHM	13	15	13	14	10	65
23	MS	10	11	15	14	15	60
24	ND	14	10	12	10	14	60
25	NK	14	14	15	14	13	70
26	PF	14	12	14	14	16	70
27	RH	14	10	13	13	15	65
28	RA	13	15	16	15	16	75
29	SR	10	10	13	12	10	55
30	SI	10	14	15	14	17	70
31	WW	13	15	13	14	15	70
32	ZK	11	12	12	15	15	65
33	ZA	12	12	13	14	14	65
TOTAL							2110

$$\text{Mean}/\mu = \frac{\sum fx}{\sum f} = \frac{2110}{33} = 63{,}93 \text{ (C/Fair)}$$

In cycle one, the students' score in writing descriptive text (short story) was still low. The result of the test showed that the maximum score was 75, minimum score was 50, the average score was 63,93 and the score of description was C (Fair). (See. Chap.III)

It means that, students' score was still low in writing descriptive text. Because there were some students could not achieve the target score of KKM (Standard Criteria Minimum). For more details, we can see this following graphic:

Graphic I. The Score of Cycle I
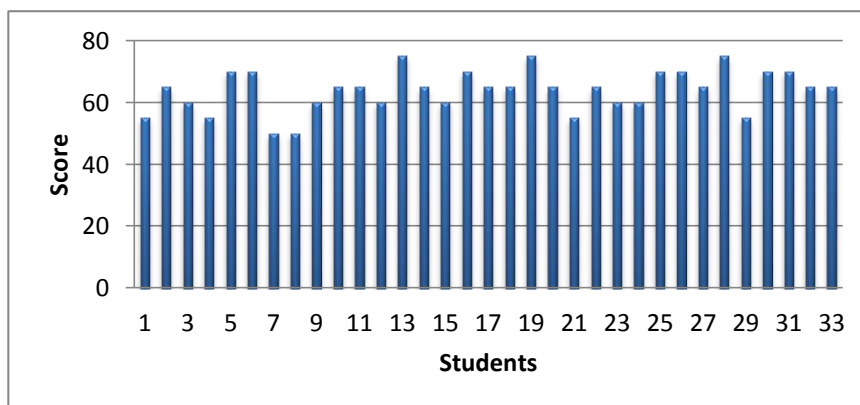
In the first cycle, there were many difficulties that faced by students in writing descriptive text. For examples, they didn't understand the use of simple present tense and they lacked of

vocabularies. Therefore the writer revised the lesson plan and set the new design of learning scenario in the class at the cycle two. Besides, the writer reselected the more attractive topic from the text book and explained clearly about the use of simple present tense in writing descriptive text (short story).

In the end of cycle two, the writer conducted evaluation test. The result of test showed that there was improvement in students' writing descriptive text (short story). For more details, see this following table:

Table II

The Result of Test in Cycle II

NO	NAME	CRITERIA					SCORE
		Grammar	Vocabulary	Mechanics	Fluency	Form	
		20	20	20	20	20	
1	AAM	10	15	13	12	15	65
2	AZ	12	15	13	18	12	70
3	AS	9	15	11	17	13	65
4	AAR	15	11	12	12	15	65
5	AR	17	15	15	15	18	80
6	AD	10	13	15	16	16	70
7	AF	16	10	12	15	12	65
8	AN	14	13	13	13	12	65
9	AZ	12	12	14	14	13	65

10	DM	16	17	15	17	15	80
11	DJ	13	11	14	16	16	70
12	DPM	12	12	15	16	15	70
13	FO	15	15	17	16	17	80
14	FKH	12	13	15	15	15	70
15	FK	15	10	12	14	14	65
16	FW	15	15	15	15	15	75
17	FY	15	12	13	15	15	70
18	HB	12	12	12	15	14	65
19	IK	14	17	15	17	17	80
20	LN	15	12	14	14	15	70
21	MA	15	15	10	10	15	65
22	MHM	17	16	15	15	12	75
23	MS	15	12	13	13	12	65
24	ND	15	12	12	12	14	65
25	NK	18	15	16	16	15	80
26	PF	16	17	15	15	17	80
27	RH	15	12	14	14	15	70
28	RA	17	16	15	15	17	80
29	SR	15	12	13	13	12	65
30	SI	14	15	16	15	15	75
31	WW	17	16	15	15	17	80
32	ZK	12	13	14	16	15	70
33	ZA	12	12	13	14	14	65
TOTAL							**2340**

$$\textbf{Mean/}\boldsymbol{\mu} \ = \ \frac{\Sigma f x}{\Sigma f} = \frac{2340}{33} = \ \textbf{70,90 (C/Fair)}$$

After giving evaluation in cycle two, the writer found that the maximum score was 80, the minimum score was 65, the average score was 70,90 and the score of description was C (Fair). It means that there was an improvement in students'

writing descriptive text. Although, there were some students who were weak in writing, but most of them were good. For details, we can see this following graphic.

Graphic II. The Score of Cycle II
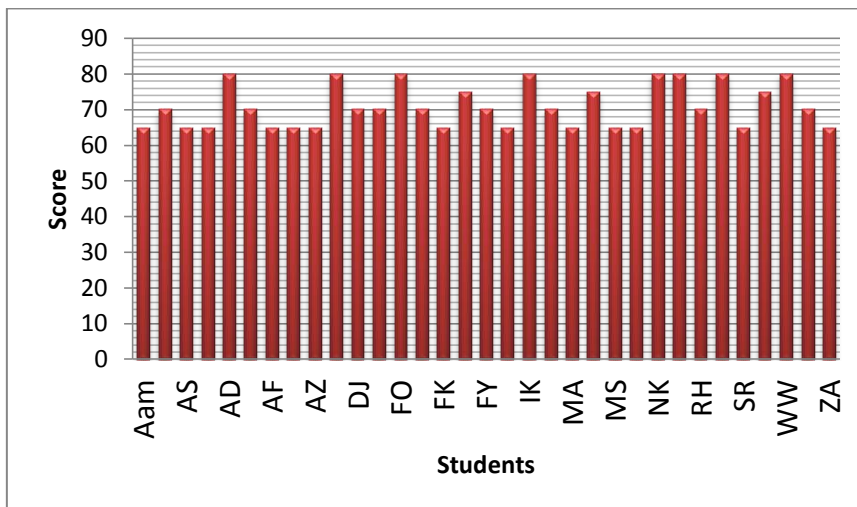
Graphic III. The Comparison of Grammar in Each Cycle
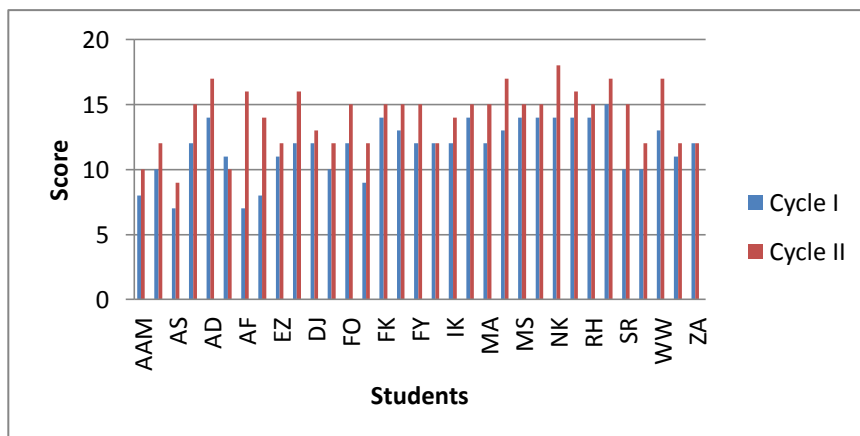
On the graphic above, the writer concluded that the grammar had used by students was still low. There were many students had not understood about the use of simple present tense, when they made descriptive text (short story).

Then, the writer improved the quality of teaching technique, especially explained clearly about grammar in cycle two. The result, students could write better in cycle two than cycle one. They understood the use of simple present tense. We could see in the graphic above that how improve students' grammar in the cycle two.

Graphic IV. The Comparison of Vocabulary in Each Cycle
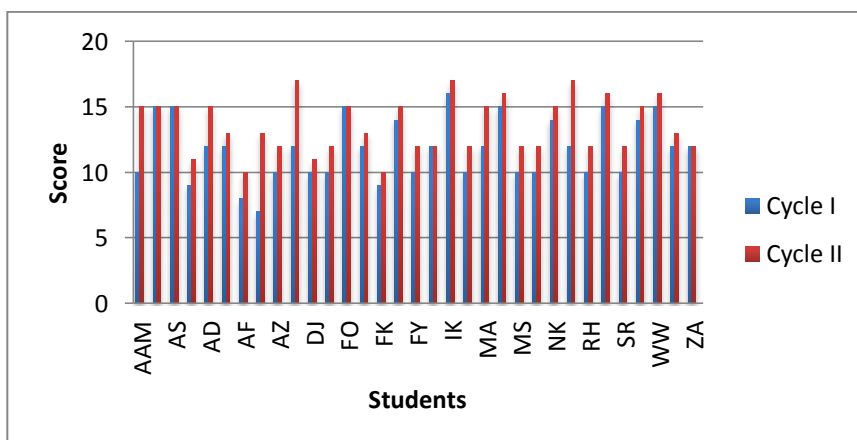
On the graphic above, the researcher concluded that the vocabulary was still low in cycle one, but improved in cycle two. In the first cycle, students were poor in vocabulary. They often used same vocabulary and they were frequent error of word form when they made a sentence. While in the second cycle, students could choose many variation and suitable vocabularies when they put in a sentence.

Graphic V. The Comparison of Mechanics in Each Cycle
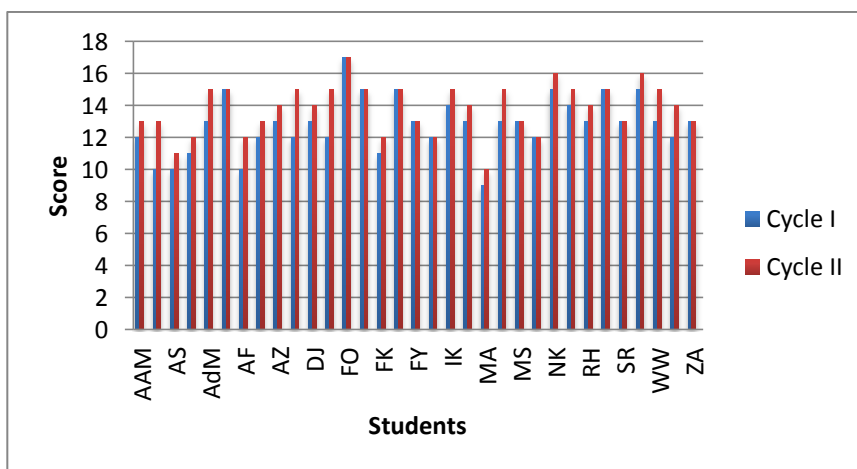
On the graphic above, we can see that the skill mechanics was good to average and improved in cycle two. In the cycle one, there were occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning could be
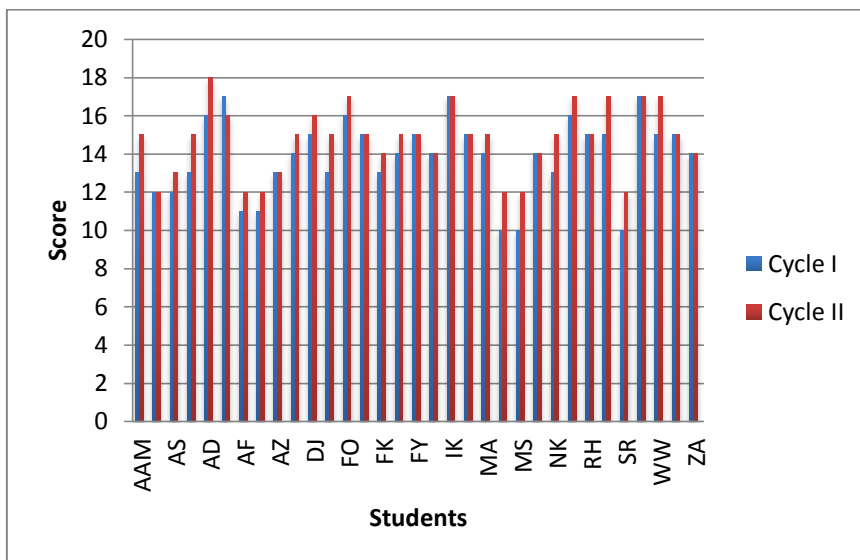
understood when they made a descriptive text. In the second cycle, there was great improvement, the students could write well. There were only few errors of spelling, punctuation, capitalization and paragraphing when they made a descriptive text (short story).

Graphic VI. The Comparison of Fluency in Each Cycle
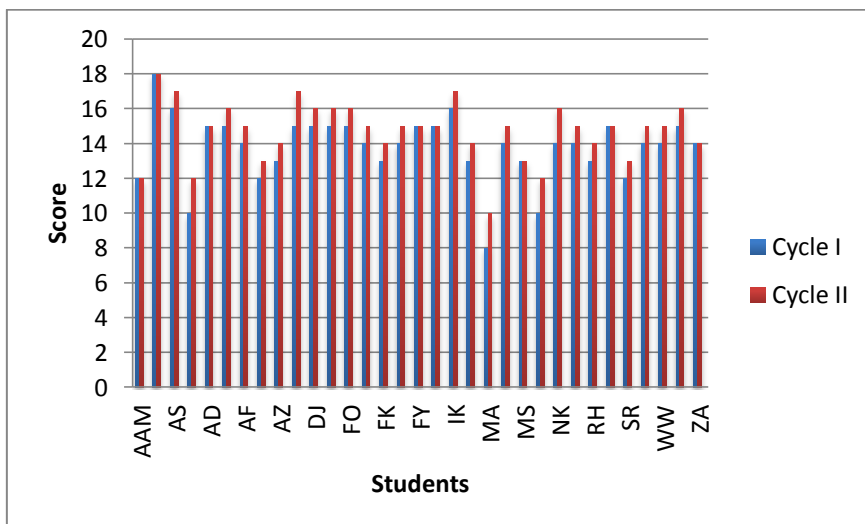
From the graphic above, we can see that the skill of fluency in writing descriptive text was good to average both in cycle one and cycle two. Although there were no improvement for some students, but basically they still had good fluency. They could choose structures and vocabulary consistently appropriate when making descriptive text (short story)

Graphic VII. The Comparison of Form in Each Cycle

The graphic has showed that there were some students could improve their skill in form (organization) when they wrote descriptive text (short story) in cycle two. Both in cycle one and cycle two, they have understood about the form (organization) segment of writing. Students could made paragraph within orientation, complication, and resolution appropriately in the story.

B. Data Interpretation

In this study, the writer intended to describe the result of students' writing after maximizing the method using of comic strips in the classroom. Having analyzed the improvement in each cycle, the researcher knows that there are great improvements. It could be seen from the comparison of the result of evaluation test in each cycle. For details, we can refer to following table:

Table III

The Result of Evaluation Test in Each Cycle

Category	First Cycle Test	Second Cycle Test
SUM	2110	2340
MIN	50	65
MAX	75	80
AVERAGE	63,93	70,90

In the table above, we could compare that the result test in cycle one and cycle two. There was improvement of students' skill in grammar, vocabulary, mechanics, fluency, and

form. It could be seen from the average of category in first cycle test and second cycle test. For detail, we could see to the graphic below:

Graphic VIII.The Comparison of the Result in Each Cycle
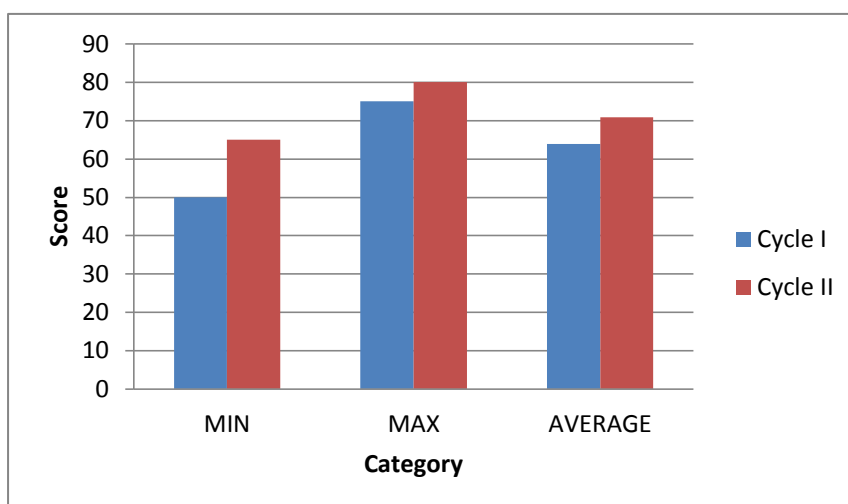
From the graphic above, of course it has showed that the improvement of students' skill in writing descriptive text (short story) in the second cycle was very clear. According to this research, the writer concluded that the students' writing descriptive text could improve through comic strips in teaching learning process in the classroom.