

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Data

In this chapter, the writer will describe the result of the research data description made by the writer in this research. The writer will attempt to submit the data as outcomes or research that has held at SMPN 2 Balaraja, Tangerang. This research only involves one class of second-grade students, the writer took 20 students from 40 students as samples from her research of 360 students of second-grade students of SMPN 2 Balaraja, the writer takes one class of second-grade students (VIII A). The goals of this research are the writer will try to implementing journal writing to develops the students' recount text.

The writer accompany the students' in learning English lesson for 6 meetings, first meeting the writer do observation and interview to the teacher, in the second meeting, after the students' finishing their learning activity the Writer ask them to make a journal writing, the students' will write what they

have to listen and see in the learning activities. In every learning activities is ending, the students' will collect the journal paper to reflect their activities.

In a class, there are 40 students but not all of them like English lesson especially in writing, because according to the students' of SMPN 2 Balaraja writing is a boring activity. Therefore as an English teacher at that school must have various tricks to make them want to learn and understand English lesson.

1. Finding

The data acquired from three sources that consist of observation, interview, and questionnaire. To answer the statement of the problem then the writer will explain about:

1. How is the students' writing ability in SMPN 2 Balaraja?

The writer finds out the answer from the statement above from:

- Data of the interview in question number 5:

That the teacher answer "*The students of SMPN 2 Balaraja have a standard capability in writing English,*

from 40 students only 10% from the students in the class who have a good English.”

2. What is the students' difficulty in learning writing English?

- The data from the interview in question number 2

The Teacher answer that Many students have a different problem in learning English, especially in writing but the principal problem is less of vocabularies, and they can tell that but they can't write what they mean, because they think an English lesson is very difficult.

- The data from the interview in question number 3

The Writer asks about the factor that makes the students doesn't like writing English.

The Teacher answer that the factor from that problem, because English they think very difficult, the spoken word is different from the written word, I think this is the big factor so they feel bored.

- The data from the questionnaire in question number 2

What are your difficulties in learning English, especially in writing skills?

14 students answer their difficulties is the written and oral form is very different than they feel its make English be a difficult lesson, and 1 student answer that he has difficulty to read the written English form, and 5 students answer that they have no difficulties in learning English especially in writing skills.

3. How is the implementation of writing journal in developing students' recount text?

- The data from the interview in question number 8

The Writer asks the teacher have you ever used a journal in teaching writing skill?

The Teacher answer that she ever use writing journal, the teacher ask the students to make a journal about their activity ex: their holiday, their activity in their house, etc. After that, they can read their journal in front of the class.

- The data from the interview in question number 9

The Writer asks: does writing journal can give a good motivation for the learner to pay attention to the teacher?

The Teacher answer: Yes, she thinks writing journal can give the students a good motivation, especially to add their vocabularies concept. From the journal, they find a new word perforce their self to open the dictionary.

- The data from interview in question number 10

The Writer asks: Do they have good response for this activity “improve writings’ ability using journal writing”?

The Teacher answer: Yes, the students feel compete to write a journal, they think who write many journals and they will feel best from their friend because they can write to much.

- The data from the questionnaire in question number 4

Does writing journal can reflect your daily activity?

16 students answer “yes” that writing journal can reflect their daily activity, and 4 students answer “not also” that not also the journal can help us to reflect the daily activity.

The example of students journal writing in the first meeting:

Name's of student : Christine Vitaloka Mahulae L.R

Learning Pronunciation

Hari ini saya belajar tentang simbol, cara membaca bahasa inggris dengan benar.

Hal yang saya sukai dalam pelajaran ini adalah cara membaa simbol, ternyata tulisan dengan simbolnya itu beda yah.

Hal yang sulit dimengerti adalah cara membaca simbol

Saya ingin tahu lebih tentang cara pembacaan simbolnya supaya saya bisa lebih mengerti lebih lanjut membaca dalam bahasa Inggris.

The example of students journal writing in the second meeting:

Name's of student: Christine Vitaloka Mahulae L.R

Singing Practice

Today, my class is singing in groups in front of the class, one of them is in group and I'm in group five, namely:

- Cincin Nirmala
- Angelia
- Angelaji
- Davina

We song with great enthusiasm and our song title were faded from Alan Walker and me and my group I really wanted to sing a good gasket. One group in my class was singing randomly or incorrectly and forgot the lyrics and was always wrong I was very happy singing Faded songs because the song is very interesting in essence I am happy there is a practice of singing my class.

The example of students journal writing in the third meeting:

Name's of student : Christine Vitaloka Mahulae L.R

Today I learned about adolescence at the school, firstly I and my friends asked to read text using aloud voice, after that my teacher explained about the contents of the text from its meaning to how to read the text well, then we asked to answer 5 questions under the text that were still discussing the contents of the text. I and my friends this time can answer and do the task easily because we understand the contents of the text.

The example of students journal writing in the fourth meeting:

Name's of student : Christine Vitaloka Mahulae L.R

Today, my friends and I studied English that our teacher has given the task to read a text about Ryan's vacation to the museum, after we understood the text, we worked on the problems in the LKS book. after all the lessons are finished, because this is the last material in this chapter we are told to fill in the reflection task which contains how our understanding in the learning of one chapter yesterday, actually we have understood past tense well.

We can see from day to day the form of recount text used by students is getting better, at the first meeting students are allowed to make a journal using Indonesian, at the second meeting students are allowed to open a dictionary looking for unknown words, at the third and fourth meeting the students asked to be independent in the sense that students are not allowed to open a dictionary. They must make a journal using their language and vocab, they must be consistent in making sentences using the past tense because they are training themselves to improve their recount text.

Before the writer does research at SMPN 2 Balaraja, the writer does an observation to see the students' learning activity in the class, especially in the writing skills. The observation hold only one time that the writer present in the class to know the students in writing ordinary.

During the observation, the writer act as a passive participant in which the writer present in the classroom in order to know students behavior and attitude on their activity in the learning process. This is an important activity to do to get a deep understanding of this research, and it's will help the writer to get good data as a description of this research.

In this research before the writer ask the students to make a journal writing about their activity in the class and give occasions to the students to their dictionary, the writer explains "what is journal writing?" and "how to make a journal writing?" especially to develop their writing ability in writing recount text.

As before, the students have studied about recount text, and now the writer will apply recount text on their journal

writing after learning process ends. The students must write their activity on the paper tells about their learning process from beginning the lesson until the end, the students must write what the information that they get from the teacher about the lesson, and their activities during the lesson. Further, the writer allows the students to open their dictionary in order to make them easy when making writing journal.

(The result of the observation can be seen on appendix 1)

A. Interview

The interview was conducted after collecting the students' writing journal. The writer holds the interview with an English teacher of the chosen class, the writer will be looking for more information about the students' writing ability, especially the teacher's opinion about this research. the writer hold interview at first meeting at 10.00am until 10.30 am coincide with Monday, May 29th, 2019 at teachers room.

The conversation between the writer and the teacher during the interview :

- *The Writer*: How long have you been teaching English in SMPN 2 Balaraja?
- *The Teacher*: I teach in this school just 7 years after graduated from STKIP in Rangkas bitung, because I get PPLK here than this school asks me to be a teacher here, besides that because this is SMP Negeri and I have siblings here.
- *The Writer*: What is the students' difficulties in learning English, Especially in writing subject?
- *The Teacher*: Many students have a different problem in learning English, especially in writing but the principal problem is less of vocabularies, and they can tell that but they can't write what they mean, because they think an English lesson is very difficult.
- *The Writer*: What the factor that students doesn't like to English?
- *The Teacher*: Because English they think very difficult, the spoken word is different from the written word, I think this is the big factor so they feel bored.
- *The Writer*: How do you teach writing in the class? And by

using what method?

- *The Teacher*: Usually I teach English using listen and write method, I tell the word two until three times and I ask the students to write it on their duty paper and they must have a good written, after that we correct it together, then the students can reflect they're written individually.
- *The Writer*: How is the students' writing ability?
- *The Teacher* : They have a standard capability in writing English, from 40 students only 10% of the students in the class who have good English.
- *The Writer*: What material do you use, usually in teaching writing ability?
- *The Teacher*: I use newspaper and magazine, then the students I ask to make the conclusion and read it correctly by aloud voice in front of the class.
- *The Writer*: What do you want to do, if your students' dizzy in learning English?
- *The Teacher*: Before learning process, if I saw they feel dizzy to study, I give them the story, and intermezzo to make them feel

the spirit again to study.

- *The Writer*: Have you ever used a journal in teaching writing skill?
- *The Teacher*: I ever use writing journal, I ask them to make a journal about their activity ex: their holiday, their activity in their house etc. After that, they can read their journal in front of the class.
- *The Writer*: What do you think? Is writing journal can give a good motivation for the learner to pay attention to the teacher?
- *The Teacher*: Yes, I think writing journal can give they're a good motivation, especially to add their vocabularies concept. From the journal, they find a new word perforce their self to open the dictionary.
- *The Writer*: Do they have good response for this activity "improve writings' ability using journal writing"?
- *The Teacher*: Yes, they feel compete to write a journal, they think who write many journals and they will feel best from their friend because they can write to much.

From the result of the teacher's interview when the writer does an interview with the English teacher about her opinion to receive journal writing as one method to develop the students' writing skill especially in recount text. Because the students must write what they have done in the learning activities, the teacher said that the journal writing help the students' to improve their writing especially to improve their vocabulary.

The students' will find the new words in different activities that make the students must look for the vocabulary on the dictionary and it's can force them to open the dictionary to find that word.

(The result of the interview can be seen on appendix 2)

B. Questionnaire

Based on the questionnaire of the students' about the implementation of writing a journal in developing students' recount text, the writer an identified and concluded that in a percentage only 10% from 40 students who like English lesson but the writer only took 20 students as samples. According to

the students of SMPN 2, Balaraja English is a difficult language to pronounce and also in written.

This is only result of the questionnaire

No.	Questions	Students' Responds
1.	Do you like writing English?	Almost all of students of SMPN 2 Balaraja at second-grade students from 20 students answer "yes" they like writing English, only one student answer "No" he didn't like writing English.
2.	What are your difficulties in learning English, especially in writing skills?	14 students answer their difficulties is the written and oral form is very different than they feel its make English be a difficult lesson, and 1 student answer that he has difficult to read the written English form, and 5 students answer that they have no difficulties in learning English especially in writing skills.

3.	Do you like writing a journal to write your daily activity?	17 students answer that they like to write journal activity because it's can helps them to understand something, 3 students answer they didn't like to write journal activity because they do not understand English well.
4.	Does writing journal can reflect your daily activity?	16 students answer "yes" that writing journal can reflect their daily activity, and 4 students answer "not also" that not also the journal can help us to reflect the daily activity.
5.	Can journal writing improve your personality especially in your daily activity?	17 students answer "yes" because they like English language and by using journal writing that can motivate them to improve their personality, and 3 students answer "No" that journal writing can't improve their daily personality.

(The completed result of the questionnaire can be seen on appendix 3)

The data from the Questionnaire showed that student's obstacles in writing recount text because they have lack of vocabularies and knowledge. Therefore, they could not find the appropriate word to express their idea. Besides, lack of knowledge because the students confused in using language use aspect on recount text.

Many of students they are don't like to write English because the written text with the pronouncing is different. And several students like to write a daily journal because it's can reflect their daily activities, especially in learning activities.

B. Interpretation of the Data

From the explanation about the implementation of writing a journal in developing students' recount text that the students of SMPN 2 Balaraja that the students' like to writing English but they have difficulties to write the word well because of their opinion if the written form is very different with the oral form in learning English.

In this research the writer found that the biggest problem from students' writing ability comes from their knowledge about the vocabularies of their daily activities, as a result they feel lazy to write especially in the English language, because they think writing English is quite difficult because English has written and reading methods that very different and has a different meaning.

Based on the data that the writer received that the students write a journal writing usually from their experience and the story in students' life. And writing journal can help students' to improve their vocabulary, spelling words and to make a good sentence. Most of all students' of second-grade at SMPN 2 Balaraja has some problems to write some sentence especially to write a journal because they have a lacking vocabulary.

Writing is a process of transferring ideas into a written form that is understandable. According to Christina and Robert that writing is usefully described as a process¹. And writing is

¹ Christina R. McDonald and Robert L, p.7

an activity of putting down the graphic symbols which have a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey.

As Patel explains that “writing is essential features of learning because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.”² From those states, the writer assumes the writing process can help the students to improve their language from their vocabularies, spelling and improve their grammatical sentences. Writing is language skill to communicate somebody with the other person indirectly, the writer can deliver a message to the reader using the written form.

Ken Hyland has defined that Writing is a way of sharing personal meanings and writing sources emphasize the power of the individual to construct his or her own views on a topic³. From the states above and as the information that the writer gets from her research that writing is very important for us

² M.F. Patel, p.25

³ Ken Hyland, p.27

because someone can deliver some information without meeting.

The writer advice to English teacher to teach writing skills using interesting methods and techniques, to make the students interested to learn the English language especially to develop their writing skills. Because writing is saturated lesson that easily makes the students feel bored in learning activities.

Thus, the students' difficulties in writing are not only in producing ideas but the students also have to think how to put the ideas into sentences by using correct structure, vocabulary is a core students difficulties to make good sentences because it provides much of the basis for making learner speak, listen, read, and write well. Without mastering vocabulary, the students will have fewer opportunities to use their language learning around them such as listening to the radio, reading, watching television and especially in writing, the students will feel hard to present what in their mind.

Based on findings, it can be concluded that improving students' writing ability in developing students' recount text at

SMPN 2 Balaraja is still low. It is based on the research of all indicators in this research, concerning with generic structure and language features of recount text.

Then, the low of students' writing ability in recount text because of some difficulties faced by the students. The difficulties are dealing with the language features of recount text. It is proven by the data of students' writing recount texts. It was found that students did many mistakes in using the simple past tense, action verb, linking verb, and pronoun.

In addition, based on this research of students' writing, it was found some causes that made students did some mistakes in writing recount texts. The first cause is interlingual transfer. The students' mother tongue was still influenced the way of students' writing. The next cause of students difficulties is intralingual transfer. It related to the students' knowledge in using correct grammar knowledge that made them did many errors in their writing. The last cause of students' difficulties in writing recount text is a lack of vocabulary.

One example of writing is writing a journal, where the writer will try to develop students' writing ability by using journal writing at the end of their study.

Journal is a book in which people write about their activities or their experience in doing something. According to Tarigan in Wafa et al he stated that Journal is one of the personal note that actually almost the same with the diary, on the diary we are the talking points and so do on the diary, but the differences are that on the journal we give other people to read our journal, while on the diary we usually keep our privacy⁴.

The writer asks the students about their activities in the class, and the students must making a journal at the end of the lesson, and collect it to the teacher. From that journal the teacher will know, who is pay attention to the teacher during the learning process, and who not have good attention to the teacher. And it's can reflect the student's daily activity in the class.

⁴ Asma Wafa, p.3

Writing journal can help the students to have a habit to think about their vocabularies in activities. And from the journal the students can show their idea, and it is can be a good process to make good writing. John Langan states that writing is a familiar part of the student's life and can serve as a continuing source of ideas paper⁵.

Writing a journal allows the student's to see the patterns of their own thinking, emotions, and actions (the patterns include habits and routine). The journal is an ideal place to 'educate' the students selves by recording and reflecting on their experiences. It is also an ideal place to write out passages from books or include articles that are espeially meaningful for the students.

Writing journal is the value of reflection because this is the student's opportunity to think about how their opinion in the learning process. And writing journal is freedom expression, the students' must write freely using their thinking

⁵ John Langan, p. 4

and their mind. The teacher must give the freedom in making journal writing. And it can be a teacher and students dialogue.

Especially for the silent student's writing journal can beomes the student's dialogue with their teacher, and for active student's it can be one place to express their idea.

Making journal writing is very important that the student's can reflect their selves and their activity in a journal. The student's only do a simply sentences by writing down what is in their mind as freely as the student's can after the learning activity is end.

At the same time, the process of writing journal gives the student's an invaluable measure of distane between the student's selves and the student's thoughts. That makes journal writing easier to see what's really going on and how best to act – or not. Or what really matters – or doesn't. The writer can't emphasise too strongly how helpful the journal writing to improve the student's activity.

The examples of writing journal could be found in Appendix 4