

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research finding based on the result of data analysis. In other words, it presents the discussion based on related theories to clarify the findings.

#### **A. Research Findings**

The purpose of this research is to know the implementation of Language Improvement program to uplift students' writing ability and to know whether this program uplift students writing ability or not. In this research, the researcher focused on the writing activity for seventh grade students of MTs Bilingual Pucang Sidoarjo in academic year 2014/2015.

This research was conducted in MTs Bilingual Pucang Sidoarjo on April 28<sup>th</sup> 2016 up to May 26<sup>th</sup> 2016. The researcher observed this program and also interviewed teacher and students to know their responds and comments toward this program.

#### **1. The Implementation of Language Improvement Program**

The first research question in this study is “how is the implementation of language improvement program to uplift students' writing ability?” The data were gained from the observation checklist. There are seven aspects that observed in this stage, such as preparation, materials, teaching method,



1.	Using the effective media			
	a. Raise students' interest	√		
	b. Easy to be implemented	√		
	c. Cheap	√		
	d. Simple shape	√		
2.	Using the variety media		√	Just whiteboard and marker
<b>D. Students' Responds</b>				
1.	Concerning towards teacher's presentation	√		
2.	Asking question to the teacher	√		
3.	Responding teacher's question	√		
4.	Able to follow the instruction without any hesitant	√		
5.	Able to finish their task based on instruction and on time		√	Especially for slow students
6.	Do not need teacher's help	√		
<b>E. Assessment</b>				
1.	Students' task achieve the high score	√		
2.	Assessment items reflects goals/objectives	√		
3.	Using variety of method in assessment technique	√		
<b>F. Class Management</b>				
1.	Able to manage the class well			
	a. Variety in Seating Arrangement	√		
	b. Organizing Physical Space		√	The class is in musholla
	c. Controlling students' activity		√	
2.	Able to manage the time well			
	a. Opening and closing the session on time	√		
	b. Each session achieves the meeting's goal	√		
3.	Able to give instructions well			
	a. The instruction's language is simple and understandable	√		

Based on the result of observation above, we can classify them into some aspects:

**a. Materials**

Based on the result of observation, the materials in this program were designed based on program's goal, accurate and able to support students' writing in grammar and mechanic aspects. Unfortunately the materials were not support students' writing in organization aspect, the teacher did not teach students how to make a good leads and also how to group ideas, teacher just let students write paragraph as they want.

But, the materials were not accommodating multiple learning styles. It means that the materials were not suitable for all learning styles, such as audio, visual and kinesthetic. Sometimes kinesthetic students were not able to follow the audio and visual learning style and vice versa. The researcher found that some kinesthetic students were busy with their own business rather than focus on teaching activity.

**b. Teaching method**

The teaching method in this program presents the simple method which can be understood by studentseasily. Usually, the materials connected with the interested topic, so the students are able to understand the materials easily.<sup>1</sup> In this program, teacher also drilled some vocabularies

---

<sup>1</sup> Based on interview with students on May 23<sup>th</sup> 2016

to enrich students' vocabulary and students are able to memorize vocabularies easily.<sup>2</sup>

**c. Media**

For media, the teacher does not use variety media in delivering materials. The teacher only uses the simple media like whiteboard and marker. Sometimes, LCD projector and laptop used for delivering the materials.

**d. Students' responds**

Students' responds toward teaching activity in this program were good although only some students who active in the class. They ask some question and also respond the teacher's question. They were able to finish their task but some of slow students were not able to finish it on time.

**e. Assessment**

Teacher used various assessment techniques in this program such as asking student to present their writing in front of class to assess students' reading and speaking ability. Sometimes teacher uses peer assessment by asking students to assess their partners' writing, speaking and reading ability.<sup>3</sup>

---

<sup>2</sup> Based on interview with students on May 23<sup>th</sup> 2016

<sup>3</sup> Based on interview with teacher on May 20<sup>th</sup> 2016

## **f. Class Management**

In this program, the students from three classes are joining in one class, so it is large class which consists of 95 students. It must be difficult to pay attention on all students.

Sometimes, the teacher came late to the class, it caused by the previous class which took more time than allocated time. The students who were not able to finish their task on time affected the closing time of this program. In this program, the teacher has a variety in seating arrangement based on teaching on that day. But sometimes, the teacher was not able to control the class, it caused by the students who cannot focus on teaching activity.<sup>4</sup>

## **2. Language Improvement Program Uplifts Students' Writing Ability**

The second research question in this study is “does language improvement program uplift students' writing ability?” The data were gained from the result of student's descriptive writing as pre-test and post-test which already assessed by using rubric. And the researcher got the data in document contained of students' writing mark.

Pre-test and post-test done by asking students to write some paragraphs based on assigned topic in descriptive text. They were permitted to use dictionary; dictionary book or e-dictionary (alfa-link). They were given

---

<sup>4</sup> Based on interview with students on May 23<sup>th</sup> 2016

around 15 to 20 minutes to write some paragraphs based on topic in descriptive text.

*a. Pre-test*

Pre-test was conducted to gain the information about students' writing ability before joining Language Improvement program.

Here is the students' score in pre-test; the score were classified into five aspects based on rubric assessment:

Table 4.2.1. Pre-test score table

No.	Name	C	O	G	V	M	Pre-test Writing Mark
1.	Student 1	-	-	-	-	-	-
2.	Student 2	1	1	1	1	1	25
3.	Student 3	2	2	1	2	1	40
4.	Student 4	1	1	1	1	1	25
5.	Student 5	1	2	2	2	2	45
6.	Student 6	2	2	1	2	1	40
7.	Student 7	2	2	1	1	1	35
8.	Student 8	1	1	1	1	1	25
9.	Student 9	2	1	1	1	1	30
10.	Student 10	2	2	1	2	1	40
11.	Student 11	2	2	2	2	2	50
12.	Student 12	2	1	1	1	1	30
13.	Student 13	2	1	2	2	1	40
14.	Student 14	2	1	1	2	1	35
15.	Student 15	-	-	-	-	-	-
16.	Student 16	2	2	1	2	1	40
17.	Student 17	2	1	1	1	1	30
18.	Student 18	3	2	2	2	2	55
19.	Student 19	2	1	1	1	1	30
20.	Student 20	2	2	3	3	3	65
21.	Student 21	2	1	1	2	1	35
22.	Student 22	1	1	1	1	1	25
23.	Student 23	3	2	1	2	2	50

24.	Student 24	2	1	1	2	1	<b>35</b>
25.	Student 25	3	2	2	3	2	<b>60</b>
26.	Student 26	1	2	1	1	1	<b>30</b>
27.	Student 27	1	1	1	1	1	<b>25</b>
28.	Student 28	2	2	2	2	2	<b>50</b>
29.	Student 29	1	1	1	1	1	<b>25</b>
30.	Student 30	2	2	2	2	2	<b>50</b>
31.	Student 31	-	-	-	-	-	-
<b>Total of score</b>		<b>51</b>	<b>42</b>	<b>37</b>	<b>46</b>	<b>37</b>	<b>1025</b>
<b>Percentage (%)</b>		<b>41%</b>	<b>34%</b>	<b>30%</b>	<b>37%</b>	<b>30%</b>	

The table above showed the students' writing mark in pre-test based on aspects in writing rubric. It showed that 65 is the highest score in pre-test which achieved by 1 student and the lowest score is 25 which achieved by 6 students.

Note:

C : Content                      V : Vocabulary

O : Organization              M : Mechanic

G : Grammar

*b. Post-test*

Post-test was conducted to gain the information about students' writing ability after joining Language Improvement program.

Here is the students' mark in post-test:

Table 4.2.2. Post-test score table

No.	Name	C	O	G	V	M	Post-test Writing Mark
1.	Student 1	-	-	-	-	-	-
2.	Student 2	2	1	1	1	1	<b>30</b>
3.	Student 3	3	2	1	2	1	<b>45</b>



4.	Student 4	2	2	1	1	1	<b>35</b>
5.	Student 5	2	2	2	2	2	<b>50</b>
6.	Student 6	3	3	2	3	1	<b>60</b>
7.	Student 7	3	3	2	2	2	<b>60</b>
8.	Student 8	-	-	-	-	-	<b>-</b>
9.	Student 9	2	2	1	1	1	<b>35</b>
10.	Student 10	3	3	2	3	1	<b>60</b>
11.	Student 11	3	2	2	3	1	<b>55</b>
12.	Student 12	3	3	1	2	1	<b>50</b>
13.	Student 13	3	2	2	2	1	<b>50</b>
14.	Student 14	3	2	2	2	1	<b>50</b>
15.	Student 15	3	2	2	3	1	<b>55</b>
16.	Student 16	3	3	2	3	2	<b>65</b>
17.	Student 17	3	3	2	3	2	<b>65</b>
18.	Student 18	3	3	3	3	3	<b>75</b>
19.	Student 19	2	2	1	2	2	<b>45</b>
20.	Student 20	3	3	2	3	3	<b>70</b>
21.	Student 21	3	2	1	2	1	<b>45</b>
22.	Student 22	2	1	1	1	1	<b>30</b>
23.	Student 23	3	3	2	3	2	<b>65</b>
24.	Student 24	2	1	1	2	1	<b>35</b>
25.	Student 25	3	3	2	3	3	<b>70</b>
26.	Student 26	3	3	2	2	2	<b>60</b>
27.	Student 27	2	2	1	2	2	<b>45</b>
28.	Student 28	2	2	2	2	2	<b>50</b>
29.	Student 29	2	2	1	1	1	<b>35</b>
30.	Student 30	3	3	2	3	2	<b>65</b>
31.	Student 31	-	-	-	-	-	<b>-</b>
<b>Total of Score</b>		<b>74</b>	<b>65</b>	<b>46</b>	<b>62</b>	<b>44</b>	<b>1455</b>
<b>Percentage (%)</b>		<b>60%</b>	<b>52%</b>	<b>37%</b>	<b>50%</b>	<b>35%</b>	

From the table above, it can be seen that the highest score is 75 which achieved by 1 student and for the lowest score is 30 which achieved by 3 students.

To know whether the Language Improvement program uplift students' ability or not, the writer provided the table contained of the writing marks before

and after joining the program. The writer analyzed and compared them until find the deviation between them.

Table 4.2.3. The comparison score

No.	Name	Pre-test Writing Mark	Post-test Writing Mark	D	Note
1.	Student 1	-	-	-	-
2.	Student 2	25	30	+5	Increase
3.	Student 3	40	45	+5	Increase
4.	Student 4	25	35	+10	Increase
5.	Student 5	45	50	+5	Increase
6.	Student 6	40	60	+20	Increase
7.	Student 7	35	60	+25	Increase
8.	Student 8	25	-	0	Stagnant
9.	Student 9	30	35	+5	Increase
10.	Student 10	40	60	+20	Increase
11.	Student 11	50	55	+5	Increase
12.	Student 12	30	50	+20	Increase
13.	Student 13	40	50	+10	Increase
14.	Student 14	35	50	+15	Increase
15.	Student 15	-	55	+55	Increase
16.	Student 16	40	65	+25	Increase
17.	Student 17	30	65	+35	Increase
18.	Student 18	55	75	+20	Increase
19.	Student 19	30	45	+15	Increase
20.	Student 20	65	70	+5	Increase
21.	Student 21	35	45	+10	Increase
22.	Student 22	25	30	+5	Increase
23.	Student 23	50	65	+15	Increase
24.	Student 24	35	35	0	Stagnant
25.	Student 25	60	70	+10	Increase
26.	Student 26	30	60	+30	Increase
27.	Student 27	25	45	+20	Increase
28.	Student 28	50	50	0	Stagnant
29.	Student 29	25	35	+10	Increase
30.	Student 30	50	65	+15	Increase
31.	Student 31	-	-	-	-

D: Deviation between pre-test score and post-test score

From the table above, we can see that most of students' increased their score in post-test. And three students of them have stagnant score for their pre-test and post-test. To find which aspect has the highest difference between pre-test and post-test, the writer make a table based on five aspects in rubric assessment.

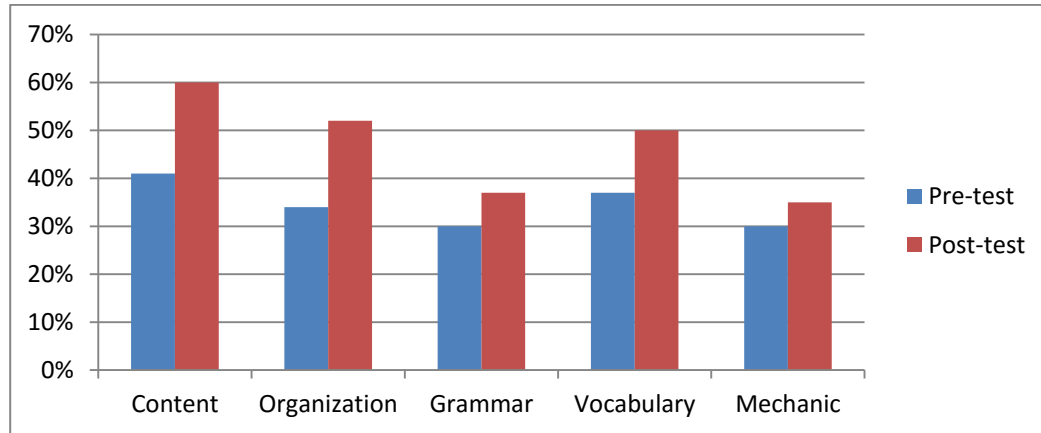
Table 4.2.4. Pre-test and Post-test Score Based on Aspects

No.	Aspect	Pre-test	%	Post-test	%	Deviation (%)
1.	Content	51	41%	74	60%	19%
2.	Organization	42	34%	65	52%	18%
3.	Grammar	37	30%	46	37%	7%
4.	Vocabulary	46	37%	62	50%	13%
5.	Mechanic	37	30%	44	35%	5%

From the table above, we can see that the content aspect increases from 41% up to 60%; it increased about 19% and also has the highest difference between pre-test and post-test. And the next is organization aspect increases about 18%, from 34% up to 52%. The following is vocabulary aspect; it has increased about 13% which has 37% in pre-test and 50% for post-test. The grammar aspect increases for about 7%, from 30% up to 37%. And the lowest is mechanic which increases about 5%, from 30% up to 35%.

From the description above, it can be concluded that by joining Language Improvement program, students are able to improve their writing ability even though not all of aspects increase much higher in post test than in pre-test.

Chart 4.2.1. The Aspect Percentage Score



From the chart above, we can see there are high differences between pre-test score and post-test score from content and organization aspects. And the grammar and mechanic aspects have the low differences.

## B. Discussion

In this chapter, there are two things that discussed by the researcher, the first is the implementation of Language Improvement program and the language improvement program uplift students' writing ability. Those two things discussed as follow:

### 1. The Implementation of Language Improvement Program

Based on research findings above, it can be concluded that the implementation of language improvement, especially in daily writing activity

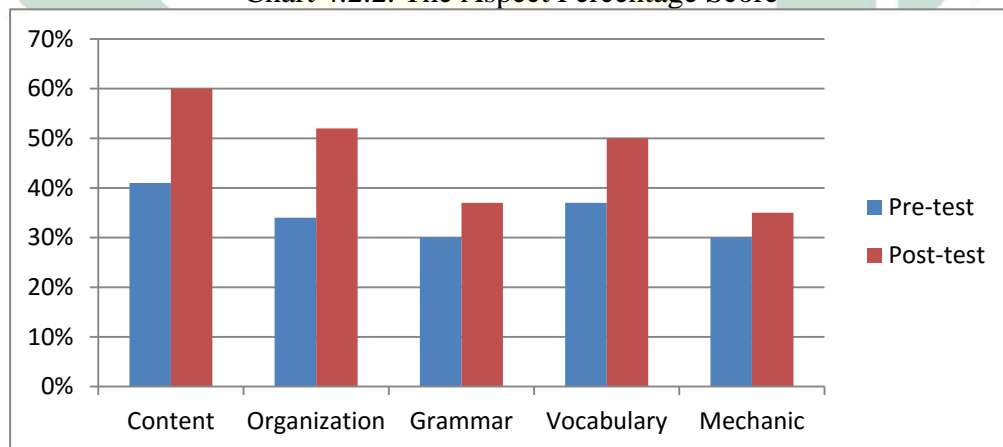
followed the theory stated by Bloomsbury International School<sup>5</sup>, that writing can be improved by writing every day, using the dictionary while writing and writing in different topic.

And for teaching activity, Jacob et al<sup>6</sup> stated that there are five components in writing, they are content, organization, vocabulary, grammar and mechanic. In this program, teacher just asks students to write everything they know about the topic. This program just presenting the materials related to the vocabulary and grammar rather than organization, content and mechanic.

## 2. Language Improvement Program Uplifts Students' Writing Ability

In this study, the researcher found that this program uplifts students' writing ability. It can be seen from the chart below.

Chart 4.2.2. The Aspect Percentage Score



<sup>5</sup>The Baltimore Country Public Schools, *Writing Text Types*, (<http://www.bcps.org/offices/lis/writing/secondary/writingtypes.html>, Accessed on August 9<sup>th</sup> 2016)

<sup>6</sup> Jacobs et al, *Testing ESL Composition: A practical Approach*. (Rowley, MA: Newbury House, 1981)

Based on previous point, it explained that content and organization were not taught in this program. But it can be seen from chart above, organization component has the higher deviation between the pre-test and post-test. The writing behavior may help students in generalizing ideas.

