

## RESEARCH FINDINGS AND DISCUSSION

### A. Research Findings

Table 4.1: The Schedule of the Research

Date	Activity	Purpose
January, 9 <sup>th</sup> 2014	Giving the first questionnaire and diagnostic test to students.	To identify problems faced by students and to measure how students' ability in English.
January, 14 <sup>th</sup> 2014	Giving pre test.	To identify problem faced by the students and to know the students' writing skill.
January, 16 <sup>th</sup> 2014	1 <sup>st</sup> meeting (implementing cycle 1)	To implement color contrast text in teaching



## 1. Identifying The Problem

The researcher conducted preliminary study in December 2013 at the class VIII H of SMPN 5 Surabaya in order to know the problems faced by the students. In identifying the problem, the researcher used ended questionnaire and diagnostic test. Ended questionnaire described the students' ability of English in general while diagnostic test described the students' ability in comprehending narrative text.

The researcher gave questionnaire on 9<sup>th</sup> January 2014. There were 40 eight graders of SMPN 5 Surabaya who became the respondents. The questionnaire resulted that there were problems faced the eighth grade students of SMPN 5 Surabaya. First, there are 65 % students thought that English is difficult subject. This mind set a bit influenced to the students who learned English. They might not be motivated to learn English since they considered English as a difficult subject. However, there are 65% students liked English subject. It showed that the students wanted to learn English although that was not easy. Second, there are 42.5% students stated that English writing was difficult skill. There were many factors causing students get difficulty in English writing: there are 35% students did not know how to write in correct grammar, 30% students were lack of English vocabulary, 25% students were confused to write structurally in correct order, and 10% students got difficulty to develop the story. Therefore, there are 77.5% respondents did not like writing. Third, the students had a few chance to practice writing. The questionnaire showed that there are 55% students were seldom to write an essay and there are 57.5% students answered that their teacher didn't ask them to write an essay frequently. From the result of the questionnaire (see





test showed that students' ability in comprehending and writing narrative text cannot fulfill the expectation of the school.

## 2. Planning the Action

The researcher prepared three lesson plans for three meetings. He prepared the materials, teaching aids, and worksheets. All the materials were from internet and text books. He designed the lesson plans for 80 minutes. He also designed the color contrast text for each meeting. He prepared the texts first then colored the text. Lastly, he made the pre and post test format as well as the scoring rubric.

## 1. Implementing the Action Research

**a. Cycle 1**

## 1. Planning

Considering the facts stated earlier, the researcher planned to improve students' understanding of grammatical feature in English narrative writing through color contrast text. The researcher focused on reading and writing narrative text. It is expected that by using color contrast text, the students' understanding of grammatical feature in English narrative text would increase. In this case, the researcher made a plan to teach writing class. The writer prepared lesson plan, materials from internet, relevant books, and teaching aids.

## 2. Action

In this cycle, the researcher used color contrast text. There were three meetings in this cycle. The writer prepared lesson plan for every meetings which each meeting was 80 minutes.

a. The first meeting

The first meeting was conducted on Thursday, 16<sup>th</sup> January 2014. It began at 09.50 am and ended at 11.10, taking place in the VIII H class. The English teacher introduced the researcher to the students for the first time. The researcher opened the lesson by greeting and reintroducing himself. Only one student was absent in that day. The class situation was crowded and noisy.

The teaching and learning activity was started with pre-activities. The researcher used puppets to tell the story. The story was about the dragon. The story itself was a narrative story that leads students before learning narrative. Then the researcher distributed the worksheet. After that, the researcher

In the presentation stage, the researcher let the students matched up the explanation of narrative in the worksheet. The purpose of this step was to know the knowledge of the students about narrative. Then the researcher and students discussed together. After that, the researcher explained the genre of narrative in more detail. The explanation included the definition of narrative, the purpose of narrative, the kinds of narrative, the language feature of narrative, and the generic structure of narrative.

In the practice stage, the researcher divided students into four groups to play a game. The game was collecting 20 irregular verbs. The group who finished first would be the winner. This game gave students knowledge so that they can do the next task. The next task was changing the verbs into past tense. The instruction was changing the verbs into past verb and coloring them based on what they belong to. The green color was for irregular verb while the yellow one was for regular verb. This task checked the understanding of the color contrast text concept. After they were exposed by the past verbs, the researcher ended the class by asking them to make sentences in form of past tense.



b. The second meeting

The second meeting was on Tuesday, 21<sup>st</sup> January 2014. The researcher began with some hints of a story. He asked the students to guess what the story was about. At the first time, the students could answer the story which was Cinderella. The story seemed familiar for them. Again, the researcher distributed worksheet and asked them to do it.

Firstly, the students are asked to arrange the story of Cinderella and answer the questions, also the researcher asked them to put the generic structure. Then, the students wrote 10 sentences and color them as the concept of color contrast text. This step was the follow up activities of previous meeting to check whether the students understand what the researched explain in the previous meeting.

As the goal of the lesson that students were able to understand and write narrative text, student must understand simple past tense. So in the presentation stage, the researcher explained more about simple past tense. The previous meeting he talked about regular and irregular verbs but in the second meeting he focused on the pattern of simple past tense. The approach used was inductive approach. The presentation started by asking students to put 10 sentences from the text. After that, he asked students to color the words based on the function. This step let students to find the pattern of simple past tense. Then, he explained more about simple past tense.

After explaining simple past tense, the researcher asked student to do the exercise of simple past tense. The exercises were about declarative sentences in simple past tense. The students must change the word in the bracket into correct form. This activity could check whether the students

understand the form of simple past tense or not. The production stage was developing story. The teacher gave some hints about the story then the students developed the story by using their own sentences. In this activity, the researcher wanted to know about students' ability in writing story before they wrote the whole story.

The third meeting was on Thursday, 23<sup>rd</sup> January 2014. The lesson started with the picture of zoo. The picture was Surabaya zoo. The pictures brought to real situation because most students have visited Surabaya zoo. The researcher asked some questions about the picture. He let the students to mention animals that they could see in the zoo.

The text was about Mr. and Mrs. Smith who had some animals. As usual, the researcher asked students to read and answer the questions. Again, the text was written in different colors based on the function. The next activity was to build up students' knowledge about the simple past tense. In the third meeting, the researcher focused on negative and interrogative form in simple past tense. He asked students to do the exercises. There were two exercises; the first one was predicting whether the sentences should be in negative or

By the end of cycle 1, the researcher conducted a post test to evaluate the students on what they already learnt during the cycle. It was conducted on January, 28<sup>th</sup> 2014. The researcher used writing scoring rubric to examine the pre test and post test (see appendix 4). The scoring rubric consisted of two assessments that included of generic structure and grammatical feature. There were four criteria of each assessment. The criteria were poor, average, very good, and excellent. There were also explanation and score of each criterion. The total of those assessments became the final score.

### 3. Observation

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criteria are minimal, needs improvement, meet improvement, exceed expectation. The observer also gave comment in order to give evaluation during the lesson

a. The first meeting

In the first meeting, the students seemed glad to meet the researcher. Moreover, they made noise when they knew that the researcher will teach them for a month. It showed that students were enthusiast to be taught by a new teacher. It made a good start for him to teach for the first time.

When the researcher showed the puppet and told the story, the students seemed interested in knowing the story. So, it helped student to understand the text. Mostly, they could answer all the questions. It showed that the researcher could set up the class very well.

The researcher used the target language. When the students did not understand and asked to him about the meaning, he explained by using English as much as possible. This strategy sometime made students missed and did not understand what the researcher said.

In a case of explanation, the researcher called up students' knowledge first by using the cards. The cards were about narrative text. He asked students to match up the cards. After that, he explained more about it.

b. The second meeting

The researcher chose Cinderella as the story in the text. Firstly, he asked students to guess what story that would be read. The Cinderella story itself helped students for the next activity because most students knew about the story.

The thing that made different from the last meeting was the atmosphere. The students seemed getting bored to hear the explanation about simple past tense. Moreover, the researcher did not put the game within the lesson. In the end of class, the observer suggested to give homework for the students.

2) Students were more interested and more motivated in the teaching learning process

## 4. Reflection

In cycle one, the mean score of students were increasing. It could be seen by comparing the result of the pre test and post test 1 during the implementation of the action. The mean score of the post test 1 result done at the end of the cycle 1 one was 75. It was better than the mean score of the pre test which was done before the action, 66. Although that score was still below of the school's standard.

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Based on the problems mentioned earlier, the researcher planned to take a revised action to get target he had set. The revised action was conducted in the second cycle. The researcher planned to build vocabulary by drilling. He also asked student to read a lot of narrative text. He should give more time for vocabulary activity. In the second cycle, the researcher should pay more attention on the process of writing itself. He should make students to write a lot of narrative text and let them to learn the grammatical features by identifying the color contrast text.







## 2. Action

The cycle two had three meetings that consisted of two topics. The topics for cycle 2 were Indonesian folklore and Kung Fu Panda. Basically, the cycle 2 was same to cycle 1. However, the cycle 2 had different topic and integrated with another English skill like listening.

a. The fourth meeting

The fourth meeting was conducted on January, 30<sup>th</sup> 2014. The lesson began with guessing game. There were five groups with five stories. Each group must send one representative to stand in front of class and give some clues about the story. While the other members guessed what the story is. There were five stories that are *Timun Mas*, *Keong mas*, *Jaka Tarub*, *Malin Kundang*, and *Sangkuriang*.

After predicting the stories, the groups gave colors to the text as they learned in color contrast text concept. Then the members of the group chose one person to retell the story in front of the class. While another groups checked the color.

In the fourth meeting, the text was about *Roro Anteng* and *Jaka Seger*. The text was followed by some questions. The text was about the story of *Roro Anteng* and *Jaka Seger* itself and also the pronoun. In the end of the class, the researcher asked students to sum up the story by using their own words. The researcher gave this activity because he wanted to know how their vocabulary was.

b. The fifth meeting

The researcher made a bit difference in the fifth meeting. He used Kung Fu Panda trailer as one of the media. He started by playing the trailer

The researcher also provided flash cards for group activity. The flash cards were about the pictures of Kung Fu Panda characters. The characters consisted of Tigress, Viper, Crane, Mantis, Shifu, Tai Lung, and monkey. While the adjectives in word cards were lazy, aggressive, charming, patient, brave, strong, smart, funny, greedy, and careless. The activity was to predict what the character in the picture was and to match up the adjectives with the definition.

c. The sixth meeting

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The next activity was making the questions as well as the answer based on the text. It was different with the previous meetings that students always answer the questions. In this activity, students can ask the vocabularies on the text that they did not know. They can write the vocabularies on the board then the researcher pronounced the words. In the end of the class, the researcher asked the students to write an Indonesian folklore. He gave 30 minutes to finish this activity. He also asked students to put the generic structure of narrative. It was the final exercise before doing the post test 2 next meeting.

a. The fourth meeting

The next activity was coloring the text in a group. Each group must retell the story while the others group checked the color. In this activity, most groups can do the task very well. Even though, sometimes they debated each other about the answer.

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In the last activity, students made a summary of *Roro Anteng* and *Jaka Seger*. It took 30 minutes to finish. However, most students finished less than 30 minutes. By looking their work at glance, there were some essays was similar. It means that they had limited vocabulary and the thesaurus or the synonym.

The researcher used video in the fifth meeting. The video was Kung Fu Panda trailer. He used the video in the beginning of the class. The students looked happy to see the video. They seemed familiar with the video. They answered all the characters of Kung Fu Panda correctly even told the story.

The students was not only developing the story line but also coloring the text. In this activity, a few students got difficulty to develop the story line because they did not know the whole story of Kung Fu Panda. Sometimes, they asked their friends about it. It caused their essays a bit similar one to another.

c. The sixth meeting

In the last meeting of cycle two, the researcher took the suggestion from Mr. Agus. He suggested to integrate one English skill in the lesson. He decided to integrate listening skill in the beginning of class. The listening skill was about golden cucumber. The activity started by playing audio player. After that, the students did the listening exercises. Generally, the result of the exercises showed that the students understood in what they listened.

In the next activity, a few students got difficulty in making questions. Most of them made questions in a wrong grammar. The observer suggested that the activity would be better if the students did the task in pair. One student made the question and the other gave the answer.

In the end of the meeting, students were asked to make a narrative essay. In that time, students wrote an essay about Indonesian folklore. It was the final exercise for the students before post test 2. The result of the essay showed that most students got improvements in their writing. It can be concluded that they were ready for the post test.

In this stage, the researcher did observation and evaluation through observation toward the teaching and learning process, document analysis, and pre test and post test of the cycle 2. The result of observation can be reported as follows:

1) The improvement of students' understanding of grammatical features in narrative text

The test result showed that students got improvement on their whole writing even their understanding of grammatical feature of narrative. The

2) Most students had known how to use color contrast text

## 4. Reflection

The class situation was more relax. It was because the researcher gave more time to discuss. The students felt comfortable during the class because the researcher gave guidance in doing exercise. It made the students feel free to ask whenever they got difficulty in learning English. They also had more confidence in writing individually after they read the color contrast text. Without asking many times to the researcher, they did their task.

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mean score of pre test was 66, while the means score of the post test in cycle 1 was 75 and the mean score of the post test in cycle 2 was 85.

## B. Discussion

This section presents the discussion of research findings containing important points from the first cycle to the second cycle as the final reflection. Overall, the result of the research showed that there were improvements in students' writing skill. By doing more practices in writing narrative using color contrast text, the students' writing skill has improved.

In general, the students could write longer paragraph. They could develop their ideas into a good narrative essay. They could also make a story in good organization and paragraphing according to generic structure of narrative. They knew what supposed to be orientation, complication, and resolution. They easily understood the narrative text given by the researcher.

In addition, color contrast text helped the students to write narrative essay in accurate grammar. They could easily identify the function of the sentences by looking at the colors. They could write the appropriate tense in their writing. In the action, the researcher gave enough opportunity to write and the students could have more practices in writing narrative using color contrast text. The student could also change the verb 1 into verb 2 in the correct form.

The results of the test also support the positive improvement; the mean score of the post test done in the end of cycle 1 was 75. It increased 8.9 points from the mean score of pre test was 66 conducted before the action. The researcher also conducted the post test 2 at the end of the cycle 2. The result of



In the pre test, the mean of the students' score is 66. While the first post tests the mean score is 75. After comparing these two types of score, it is found that at the level of significance 5%. From the  $t$  table ( $Tt$  of 39 students is 2.02 and the  $t$  1 obtained is 12.7. since  $t$  1 is greater than  $Tt$ ), it can be concluded that there is a significance difference between the score in pre test and post test 1.

For the grammatical feature students' score, the pre test was 28.4 while the post 1 was 33.6. After comparing these score, it is found that at the level of significance 5%. The  $t$  table ( $Tt$  of 39 students is 2.02 and the  $t$  3 obtained is 9.6. since  $t$  3 is greater than  $Tt$ ) can be concluded that there is a significance difference between the score in pre test and post test 1.

Based on the computation above, it can be concluded that teaching narrative writing using color contrast text as the teaching aid enhanced



students' understanding of grammatical feature of narrative. The summary of the students' mean score and the *t* test can be seen in the following table 4.3.

Table 4.3: The Summary of the Students' Mean Score and the  $t$  Test

TEST	MEAN SCORE		THE SIGNIFICATION VALUE			
	Students' score	Grammatical feature students' score	Pre test and post test 1 ( $t_1$ )	Post test 1 and post test 2 ( $t_2$ )	Grammatical feature students' score of pre test and post test 1 ( $t_3$ )	Grammatical feature students' score of pre test and post test 1 ( $t_4$ )
pre test	66	28.4	12.7	11	9.6	9.6
Post test 1	75	33.6				
Post test 2	85	39.4				

Based on the second questionnaire that were distributed after the action result, there are 92.3% students stated that their writing skill increased. There are 92.3% students felt easier to understand the grammatical feature in narrative text by using color contrast text and there are 7.7% students disagreed about it. There are 77% students agreed that color contrast text

Practically, the use of color contrast text is appropriate teaching aid which can be implemented in classroom. It is also implied that during the implementation of using color contrast text in the teaching learning process, there are some benefits for the students, which are:

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