

CHAPTER IV

FINDINGS AND DISCUSSION

1.1 Research Findings

The research conducted on the use of guided question technique in the classroom revealed that it effectively enhanced the descriptive writing skills of eighth-grade students at MTS PAB 4 Patumbak. The author presented the outcome of both qualitative and quantitative data. The qualitative data were collected using an interview sheet, observation sheet, and researcher notes. This study was conducted in a class called VIII-2, which had a total of 36 students.

1.1.1 Preliminary Study

The researcher must do a preliminary study before proceeding with the first cycle. The initial stage that a researcher must undertake is conducting a preliminary study. The initial research took place on July 12, 2021, serving as the inaugural conference. During this phase, the writer administered a pre-test to all students with the purpose of assessing their first proficiency in writing descriptive text. A total of 36 students completed the pre-test. Following the administration of the pre-test, it was revealed that just two students achieved a score over the minimal passing threshold (KKM) of 80. Based on the aforementioned data, it is evident that the writing proficiency of eighth-grade pupils at this institution remains subpar.

Furthermore, the researcher utilized three instruments to collect qualitative data. The three components are: 1) an interview sheet, 2) an observation sheet, and 3) researcher notes. Prior to and following the use of the guided question technique, both the teacher and students were administered an interview sheet. The researcher utilized an observation sheet to assess the degree of activities and the learning process during the course of this study.

The observation sheet was specifically designed to assess the teaching and learning process, with a particular focus on the usage of the guided inquiry technique. Furthermore, the researcher conducted the note-taking process personally to document all the occurrences during the teaching and learning activities in the classroom. The researcher's notes provide insight into both the strengths and weaknesses observed from the initial encounter through to the conclusion.

Based on the observation sheet conducted on July 13th, 2019, it was noted that on the researcher's first day in the class, many students shown a lack of curiosity and did not completely engage with the researcher. Indeed, the majority of students are hesitant to inquire about the subject matter. The students completed the preliminary test in a lazy and bored manner within the classroom.

In addition, the researcher also collected quantitative data from the pre-test. The kids' scores were recorded by administering tests in each cycle to track their progress. The pre-test was conducted before to the Classroom Action Research. The study took place on Wednesday, July 14, 2021. The researcher posed a question to the students, asking them to compose a descriptive paragraph of 6-10 phrases. They were instructed to select three themes, namely my father, mother, and brother/sister. According to the pre-test results, the data indicates that the average score on the pre-test was 54.5, and just 8.33% of the students passed the test. Two students achieved a score higher than the Standard Minimum Score (KKM-Kriteria Ketuntasan Minimal) of 80. Furthermore, the remaining 33 students scored below the required requirement. The minimum achievement obtained a score of 40. Based

on the examination of the results, it is evident that the majority of students have a limited understanding of descriptive text.

1.1.2 Report of Cycle I

Cycle I consisted of four distinct steps: planning, acting, observing, and reflecting. This cycle was completed over the course of two meetings, with the test administered at the conclusion of the learning process. The outcome of this phase was separated into two categories: qualitative data and quantitative data.

a) The Implementation of Guided Question Technique in Cycle I

This scenario commonly occurred when the researcher instructed the students to engage in a group discussion. The pupils failed to give their attention to the researcher who was delivering instructions from the front of the class. The majority of the pupils in the classroom engage in running and create noise with their peers. When the researcher came to inspect each group and assess their written work, the other group caused some disturbance.

The researcher discovered that it is challenging to assess each group and is disregarded by the pupils. The researcher had to repeatedly provide further explanations concerning the content. It would require a significant amount of time.

b) The Students Lack of Vocabulary

This issue arose when the researcher instructed the students to identify the features depicted in the photo and requested them to provide nouns and adjectives. However, a majority of the students were unfamiliar with these English terminology. When the researcher requested that they open their dictionaries, only a small number of students actually had their dictionaries with them.

c) Delivering the Material

With a clear explanation, the researcher hoped that the students would comprehend the information concerning descriptive text that had been presented. However, only a small number of students comprehended the information provided by the researcher. Only the engaged students expressed a desire for further information on the topic, whereas the remaining students required additional clarification from the researcher in order to comprehend it.

d) The Students Hardly Transferring Their Idea

The researcher must exert more effort to encourage the pupils to articulate their ideas and translate them into textual form. The majority of pupils feel embarrassed to present their work to the researcher. However, the researcher is of the opinion that the students possessed the capability to compose written work in the English language. The situation was depicted in the note below:

1.1.3 Qualitative Data

In order to assess the progress of students' scores in the pre-test and posttest, I, as the researcher, have compiled the data into a table.

Meeting		Students who got up to 80	Percentage
Pre-Test	I	3	8,33%
Cycle 1	II	16	44,44%
Cycle 2	III	30	83,33%

Table 4.1 (Source: The Comparison of Students' Score)

The reflection of Classroom Action Research (CAR) was conducted subsequent to obtaining the outcome of the descriptive text examination. The researcher was pleased with the extent to which pupils' comprehension of descriptive language improved. The kids found it easier to comprehend the content.

The improvement of their scores from the pre-test to the post test I and post test II provided evidence of their progress.

1.1.4 Reflection

The deployment of the guided question strategy in the class was not successful. The teacher may encounter numerous impediments that will impede the collection of data. There were several plans that were not implemented in the class. Therefore, it might be important for the teacher to conduct the reflection. The reflection was undertaken by gathering the interview and observation sheets completed by the English teacher, who acted as a collaborator, and the pupils. During this session, the researcher sought assistance from the English teacher as a collaborator to assess the students' performance in writing descriptive prose and study the effectiveness of different actions or strategies implemented in the classroom.

The students had equal freedom to provide their opinions or suggestions regarding the use of the guided question technique in the classroom. The researcher allowed the pupils to openly ask the teacher questions about the material they did not yet grasp. The teacher also ensures that the kids do their job independently by individually verifying each one. The students were approached and asked if they were encountering any issues.

The quantitative data at the end of cycle one indicated that there were some gains compared to the pre-test results. However, only half of the students achieved the minimum passing grade (KKM). However, their expertise had improved. In this scenario, the researcher would assess the effectiveness of each stage and reorganize the plans to improve the outcome in cycle II.

In response to the issues encountered by the researcher in cycle I, the researcher endeavored to identify and implement solutions to address these concerns, as outlined below:

1.1.4.1 The researcher Gave Advice And Motivation to The Students

The researcher must elucidate the advantages of acquiring descriptive language skills for one's everyday life. It is expected that students would see the practicality of descriptive language as a functional form of communication in their everyday lives, enabling them to effectively describe people, objects, or animals. The researcher provided the students with motivation and assured them that learning descriptive text is not arduous.

1.1.4.2 The Researcher Obligated The Students to Bring Their Dictionary

In this instance, the researcher must compel the students to bring their own dictionary and emphasize the significance of the dictionary in the context of English language learning. The researcher should also inform the students that the dictionary will facilitate the process of locating vocabulary.

1.1.5 Reports in Cycle II

The researcher anticipated that the students' development would surpass that of the previous cycle during this phase. The researcher conducted the second cycle to ensure that the students made the most significant improvement, and they at least achieved the Standard Minimum Score (KKM) of 80. In this cycle, the researcher appears to be more prepared, as they have already garnered the reflections from the previous cycle. The outcome of this phase was also divided into two categories: qualitative data and quantitative data.

1.1.5.1 The Implementation of Guided Question Technique in Cycle II

Two meetings were held to execute cycle II. The guided inquiry technique was implemented in a consistent manner during each meeting. The researcher completed the opening activity prior to commencing the primary activity. Those activities included: 1. The teacher greets the students and verifies the attendance list. 2). The teacher inquires of the students whether they are familiar with descriptive text. 3. The teacher inspires students to study. 4. The teacher elucidates the purpose of studying descriptive text.

1.1.5.2 The Problems Faced by the Researcher After Implementing Guided Question Technique in Cycle II

The researcher encountered some challenges during the learning process in the classroom after implementing the presentation guided question technique to enhance the students' ability to write descriptive text in cycle I. The scholar encountered the following challenges while implementing the guided question technique in the classroom:

- a) The students continue to exhibit a deficiency in vocabulary

The researcher continued to observe that certain students failed to bring a dictionary to the class during the instructional process. This made it difficult for them to translate the Indonesian language into English. It was more difficult to transfer their concept because they did not bring the dictionary, which resulted in larger problems. Consequently, the researcher concluded that the dictionary was the most critical resource for assisting them in the development of their English writing skills.

1.1.6 Quantitative Data

The teacher has completed the previous stages. In order to observe the improvement in students' scores in pre-test and post-test I and post-test II, the researcher implemented the following table:

Meeting		Students who got up to 80	Percentage
Pre-Test	I	3	8,33%
Cycle 1	II	16	44,44%
Cycle 2	III	22	83,33%

Table 4.2 (Source: The Comparison of Students' Score)

Two students (8.33%) achieved a score of 80 on the pre-test. In cycle I, 16 pupils (44.44%) achieved a score of 80 on the post-test. It implies that there was a 36.11% increase. In cycle II, 22 pupils (82.5%) achieved a score of 80 or higher on the post-test.

The implementation of Classroom Action Research to teach descriptive text using the guided question technique was consistent with the planning that the researcher had previously discussed, as indicated by the results of the evaluation conducted by the research. In this instance, each action was meticulously planned to ensure that the learning activities were successfully completed.

1.1.7 Reflection

In cycle II, the researcher encountered numerous challenges while implementing the guided query technique. In the interim, the researcher contemplated the execution of each cycle. In this instance, the researcher required assistance from the English teacher, who served as a collaborator, to analyze the data obtained from interviews and observations. This was necessary to assess the

effectiveness of the action and determine what worked and what did not. In this stage, the feedback on the teaching and learning process is derived from the results of the observation, evaluation, documentation, and interview.

1.2 Discussion

The objective of this study is to determine whether the guided question technique can enhance the descriptive text writing abilities of eighth-grade pupils at MTS PAB 4 Patumbak. Pre-cycle, cycle I, and cycle II comprised the deliberation phase of this investigation. The researcher administered a preliminary examination during the pre-cycle, which consisted of composing descriptive text to assess the students' writing abilities. Subsequently, the researcher implemented the guided query technique during cycle I. In order to demonstrate that the guided question technique could enhance the students' ability to compose descriptive texts at the eighth grade level of MTS PAB 4 Patumbak, the researcher proceeded to cycle II.