CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. The Data

The data for this research are qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, diary note and documentation. The quantitative data were taken from the mean of students' score in writing test (descriptive text). This research was conducted in one class contained of 30 samples. The researcher implemented Outline Technique to improve students' writing descriptive text at the First Grade of MAS TPI Sawit Seberang. Before implementing the technique the researcher made an interview with the English teacher.

This research was accomplished in two cycles. Each cycles consisted of four steps of action research (planning, actuating, observing, and reflecting). The first cycle was conducted in two meetings including Pre-test and Post-test I, and the second cycle was also conducted in two meetings including Post-test II.

1.1. The Quantitative Data

The quantitative data were taken from the result, which was carried out inn two cycles. In two cycles, there were four meetings were conducted. The test was given to the students in forms of pre-test of cycle I andcycle II the result of students score could be seen in the following data.

Table 5

Students's score in Pre-Test, Post-Test I and Post-Test II

No	Initial	Pre-Test	Post-Test I	Post-Test II
1	AD	40	60	74
2	ADA	45	57	73
3	AF	52	65	71
4	AKP	78	79	80
5	CA	75	78	78
6	DA	56	68	79
7	IL	76	77	80
8	JM	70	75	79
9	JZU	68	73	85
10	KA	71	76	78
11	LU	75	81	86
12	MPW	69	74	78
13	MR	75	79	88
14	NA	65	67	79

15	NAS	78	79	83
16	NK	80	97	100
17	NLR	66	70	85
18	NR	56	60	73
19	NUF	65	65	78
20	OWP	63	68	74
21	RA	77	75	83
22	RAL	75	78	80
23	RJ	60	70	79
24	RL	79	84	87
25	RM	78	78	83
26	SAS	51	75	75
27	SIS	47	59	64
28	SM	50	76	80
29	SN	70	66	82
30	WA	76	78	88
Number of students		30	30	30

Total score	1986	2187	2402
Mean	66.2	72.9	80.07

1.2. The Qualitative Data

The data of this research was taken from observation sheet, interview, diary notes and documentations.

a. Observation

From the observation sheet, the researcher noted that student was interested and enthusiastic in enriching their writing descriptive text by the use of outline technique. They followed the learning activity with fun. Students' responses towards the researcher were bad in cycle one, but it was better in cycle two. Students made too much interaction in cycle one, but the students made good interaction in cycle two towards teacher and peers. In cycle two, the students were active in practicing the learning activity with peers. Above all, based on the observation sheet, the students' behavior towards learning activity and researcher improved in cycle two.

b. Interview

The interview was executed before pre-test was given to students. The researcher interviewed the English teacher responsible for this class. The researcher asked the teacher's point of view regarding to learning activity in the class. Then, the researcher found that the students were lack in writing descriptive text. After implementing outline technique in the class, the researcher interviewed the students to know the students' opinions about the

learning activity. Most of students enjoyed the learning process and have motivation to learn English deeper.

c. Diary Notes

In the first cycle, the researcher still found that many students did not use behave well in the class. They asked questions repeteadly at once, and they were still confused about the goal of the learning activity or the way to do the learning activity. Therefore, many students walked around the class, and made noises. However, some of the students were focus to do the activity. In the second cycle, the researcher tried to make the students more discipline by giving some condition, telling them the consequences of their actions, and direct them directly the way to do the activity. Then the result was the students more focus and quite. They stayed sitting in their seat doing the task given, and it also made them understand more about learning activity and they are doing well when write the text on the paper. During the lesson period, they behaved well, asked question with manner, and was able to increase their score in Post-Test II.

2. Data Analysis

a. Quantitative Data

The researcher gave tests in the end of each cycle. There was increasing students' ability in writing descriptive text from each cycle. It was showed from pre-test until post-test of the cycle II. The result of students's score in Pre-test can be seen as follow:

Table 6. Students's score in Pre-Test

No	Initial	Score	Statement
1	AD	40	Unsuccessfusl
2	ADA	45	Unsuccessful
3	AF	52	Unsuccessful
4	AKP	**78**	**Successful**
5	CA	**75**	**Successful**
6	DA	56	Unsuccessful
7	IL	**76**	**Successful**
8	JM	70	Unsuccessful
9	JZU	68	Unsuccessful
10	KA	71	Unsuccessful
11	LU	**75**	**Successful**
12	MPW	69	Unsuccessful
13	MR	**75**	**Successful**
14	NA	65	Unsuccessful
15	NAS	**78**	**Successful**

16	NK	**80**	**Successful**
17	NLR	66	Unsuccessful
18	NR	56	Unsuccessful
19	NUF	65	Unsuccessful
20	OWP	63	Unsuccessful
21	RA	**77**	**Successful**
22	RAL	**75**	**Successful**
23	RJ	60	Unsuccessful
24	RL	**79**	**Successful**
25	RM	**78**	**Successful**
26	SAS	51	Unsuccessful
27	SIS	47	Unsuccessful
28	SM	50	Unsuccessful
29	SN	70	Unsuccessful
30	WA	**76**	**Successful**
The number of students		30	
Total score		1986	

Mean	66,2

number of students who took test was 30, so the mean of students' score in Pre-Test was:

$$X= \frac{1986}{30}$$

X= 66.2

The percentage of successful students:

$$P= \frac{12}{30} x\ 100\%$$

P= 40%

Table 7. Students's score in Post-Test I

No	Initial	Score	Statement
1	AD	60	Unsuccessful
2	ADA	57	Unsuccessful
3	AF	65	Unsuccessful
4	AKP	**79**	**Successful**

5	CA	**78**	**Successful**
6	DA	68	Unsuccessful
7	IL	**77**	**Successful**
8	JM	**75**	**Successful**
9	JZU	73	Unsuccessful
10	KA	**76**	**Successful**
11	LU	**81**	**Successful**
12	MPW	74	Unsuccessful
13	MR	**79**	**Successful**
14	NA	67	Unsuccessful
15	NAS	**79**	**Successful**
16	NK	**97**	**Successful**
17	NLR	70	Unsuccessful
18	NR	60	Unsuccessful
19	NUF	65	Unsuccessful
20	OWP	68	Unsuccessful
21	RA	**75**	**Successful**

22	RAL	**78**	**Successful**
23	RJ	70	Unsuccessful
24	RL	**84**	**Successful**
25	RM	**78**	**Successful**
26	SAS	**75**	**Successful**
27	SIS	59	Unsuccessful
28	SM	**76**	**Successful**
29	SN	66	Unsuccessful
30	WA	**78**	**Successful**
The number of students			30
Total score			2187
Mean			72.9

students in Post-Test I was 2187, and the number of students who took the test was 30, so the mean of students' score in Post-Test I was:

X= 72.9

The percentage:

$$P = \frac{16}{30} x\ 100\%$$

P= 53.3%

Table 8. Students's score in Post-Test II

No	Initial	Score	Statement
1	AD	74	Unsuccessful
2	ADA	73	Unsuccessful
3	AF	71	Unsuccessful
4	AKP	**80**	**Successful**
5	CA	**78**	**Successful**
6	DA	**79**	**Successful**
7	IL	**80**	**Successful**
8	JM	**79**	**Successful**
9	JZU	**85**	**Successful**
10	KA	**78**	**Successful**
11	LU	**86**	**Successful**
12	MPW	**78**	**Successful**
13	MR	**88**	**Successful**

14	NA	**79**	**Successful**
15	NAS	**83**	**Successful**
16	NK	**100**	**Successful**
17	NLR	**85**	**Successful**
18	NR	73	Unsuccessful
19	NUF	**78**	**Successful**
20	OWP	74	Unsuccessful
21	RA	**83**	**Successful**
22	RAL	**80**	**Successful**
23	RJ	**79**	**Successful**
24	RL	**87**	**Successful**
25	RM	**83**	**Successful**
26	SAS	**75**	**Successful**
27	SIS	64	Unsuccessful
28	SM	**80**	**Successful**
29	SN	**82**	**Successful**
30	WA	**88**	**Successful**

The number of students	30
Total score	2402
Mean	80.07

The total score of students in Post-Test II was 2402, and the number who took the test was 30, so the mean of students' score in Post-Test II was:

$$X = \frac{2402}{30}$$

$$X = 80.07$$

The percentage:

$$P = \frac{24}{30} x \ 100\%$$

$$P = 80\%$$

Writing descriptive text was classified very good when doing action research on cycle II. Based on the findings all of the result analysis above, the researcher conclude that probing prompting technique can increase the students' ability in writing descriptive text. The number of the students, who passed the exam was calculated by the following formula:

Formula, $P = \frac{R}{T} x \ 100\%$

$$P = \frac{12}{30} x \ 100\%$$

$$P = 40\% \ (Pre\text{-}Test)$$

$$P = \frac{16}{30} x\ 100\%$$

P= 53.3% (Post-Test 1)

$$P = \frac{24}{30} x\ 100\%$$

P= 80% (Post- test 2)

Where:

P= the percentage of students' who get point up to 75

R= the number of students' who get point up 75

T= the total number of students' who took the last

Table 9

The Percentage of students' Score in Pre-Test, Post-Test I, and Post-Test II

Tests	Percentage
Pre-Test	40%
Post-Test I	53.3%
Post-Test II	80%

Based on the table above, it showed that students' writing descriptive text was increased significantly in each test. In pre-test, there were only 40% (12 students) whose up to 75. In Post-Test I, there were 53.3% (16 students) on the percentage of students whose

score up to 75. While in Post-Test II there were 80% (24 students) students whose score up to 75.

b. Qualitative Data

The researcher was conducted in two cycles and each cycle consisted of two meetings.

i. Cycle One

Cycle one of four steps, namely: planing, actuating, observing, and reflecting.

a. Planning

The researcher arranged the plans after the problem has identified. The problems occured after the researcher observed by interviewing the English teacher and giving students Pre-Test were:

1. The students have less of vocabulary
2. The students worry about the vocabularies and the tenses.
3. Students' writing descriptive text was still low (it can be seen from the percentage of successful students, and the mean of students' score in Pre-Test)

The researcher planned everything needed in order to solve the problems. In this case, the researcher prepared:

a. The technique (outline technique and learning process)
b. The lesson plan (RPP)
c. The observation sheets

d. The interview sheets

e. Diary notes

b. Action

After preparing the plans, the researcher executed the plans. The prepared lesson plan was implemented. The researcher encouraged the students to be able to understand, remember, and Writing English Language by the use of outline technique in writing descriptive text.

1. Procedures of Teaching

The procedures of teaching in cycle one were as follow:

1. Researcher attended the class on time.

2. Researcher greeted the students.

3. Researcher asked the students to pray before studying

4. Researcher checked for the students' attendance list.

5. Researcher explained the learning outcomes of the lesson.

6. Researcher explained the importance of English writing skill.

7. Researcher implemented outline technique in teaching students writing descriptive text.

8. The researcher gave Post-Test I test students' writing descriptive text.

2. Outline Technique Procedures

1. Teachers explains about Outline technique

2. Teacher gives way to identify the topic

3. Teacher guide the students to Identify the main categories

4. Teacher guide the students to make create the first category

5. Teacher guide the students to make create the subcategories

6. After that teacher ask students to write descriptive text by developing the outline they have created (gives the exercise)

7. Teacher collects the student's writing.

c. Observation

In this observation, the researcher evaluate students' action and behaviour during the teaching and learning process in the class by using documentation, and diary notes. Things were observed, as follows:

1. Some students were still confused about the procedure of outline technique especially the students sitting in the last row.

2. Some students did not keep quite in their seat when completing the task given.

3. Some students asked the researcher the procedures of activities repeatedly.

d. Reflecting

Based on the observation and data analysis in cycle one, students' writing descriptive text after the use of outline technique increased fairly. It can be seen by comparing the students' score in Pre-Test and Post-Test I.

After cycle one was conducted, some problems were found:

a. Students' score in Post-Test I was still low.

b. The students were not focus on the instruction given by the researcher.

c. The class situation was noisy because the students asked together and repeteadly.

d. The noisy made by the students in the class disturbed the other students who wanted to focus in learning activity.

e. The researcher found the difficulty in controlling the learning activity in the class.

After cycle one was conducted, the researcher observed that there were some cases needed to be improve in cycle two, as follows:

1. The students' writing descriptive text needed to be improved.

2. The researcher needed to make a clear instruction to the students.

Based on the problem found in cycle one, the researcher prepared some improvements for cycle two, as follows:

1. The researcher motivated the students in learning English by showing them that learning new words is fun by using outline technique.

2. The researcher gave them more examples with outline technique to make them understand to write English text.

3. The researcher warned the students:

   a. If the students cannot keep quite when the researcher explain the lesson, the researcher has to take the students' break time.

   b. If the students want to ask, they should put their hand up first.

   c. If the students' ask the researcher without manner, the researcher will not answer the question.

i.   Cycle Two

In this cycle, there were two meetings which were conducted to the students. Second meeting was used as the post-test I and post test II. A test was administrated in

the end of teaching learning process. There were four steps in cycle two, namely: planning, actuating, observing and reflecting.

a. Planning

In this cycle the researcher arranged the plans for the problems identified in cycle one. The probelms accured in cycle one were as follow:

a. Students' score in Post-Test I was still low.

b. The students were not focus on the instruction given by the researcher.

c. The class situation was noisy because the students asked together and repeteadly.

d. The noisy made by the students in the class disturbed the other students who wanted to focus in learning activity.

e. The reseracher found the difficulty in controling the learning activity in the class.

The purposes of learning activity in cycle two were to give students clear instruction and to make the students more discipline and well behave in the learning process. The researcher planned everything needed in order to solve the problems. In this case the researched prepared:

a. The strategy (outline technique and learning process)

b. The lesson plan (RPP)

c. The observation sheets

d. The interview sheets

e. Diary notes

b. Actuating

After preparing the plans, the researcher executed the plans. The prepared lesson plan was implemented. The researcher encouraged the students to be able to understand, remember, and Writing English Language by the use of outline technique in writing descriptive text.

1. Procedures of Teaching

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a) Researcher attended the class on time.

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2. Outline Technique Procedures

a. Teachers explains about Outline technique

b. Teacher gives way to identify the topic

c. Teacher guide the students to Identify the main categories

d. Teacher guide the students to create the first category

e. The teacher guide and give more time to the students' to create the subcategories

f. After that teacher ask students to write descriptive text by developing the outline they have created (gives the exercise)

g. Teacher collects the student's writing

c. Observing

In this observation, the researcher evaluate students' action and behaviour during the teaching and learning process in the class by using documentation, and diary notes. Things were observed, as follows:

1. Students were more focus in learning because the researcher had told students clearer instruction to do the activities.

2. Students were more quite in completing the activities.

3. Students behave well in asking question and learning in the class.

d. Reflecting

Based on the observation and data analysis in cycle two, students' writing descriptive text after the use of outline technique increased fairly. It can be seen by comparing the students' score in Post-Test I and Post-Test II.

After cycle two was conducted, some improvements were made:

1. Students score was improved in cycle two

2. The students were focus on the instruction given by the researcher.

3. The class situation was quiet after the researcher gave conditions for students.

4. The researcher found easier in controlling the learning activity in the class.

3. **Research Finding**

After the researcher observed the students' writing descriptive text by giving pre-test, the researcher found that the students' writing descriptive text before the use of outline technique was low. It can be seen from the mean of students' score and the percentage of successful students in Pre-Test, so the researcher continued the research to cycle one. The researcher implemented outline technique to improve students' writing descriptive text in cycle one. After implemented the strategy, the researcher found some difficulties related to the students' behavior in learning and the students' understanding of outline technique procedures. Then the researcher found that after the use of outline technique in cycle one, students' writing descriptive text was still low. It can be seen from the mean of students' score and percentage of successful students in Pre-Test, so the researcher continued the research to cycle one.

In cycle two, researcher implemented some improvements to make the students' writing descriptive text high. In this cycle, the researcher arranged the plan, and executed the plan by teaching students in English writing by using outline technique. After executing the plan in cycle two and giving treatments in Post-Test II to students, the researcher found that the students' score was increased, the students' behavior toward learning was better. It can be seen from the table below:

Table 10. Percentage test Pre-test, Post-test I, Post-Test II

Tests	Percentage
Pre-Test	40%

Post-Test I	53.3%
Post-Test II	80%

Based on the table above, it showed that students' writing descriptive text was increased significantly in each test. In pre-test, there were only 40% (12 students) whose up to 75. In Post-Test I, there were 53.3% (16 students) on the percentage of students whose score up to 75. While in Post-Test II there were 80% (24 students) students whose score up to 75.

Therefore, from the data analysis, it can be identified that students' writing descriptive text has been improved by the use of Outline Technique, so the use of Outline Technique can be used as a technique to improve students' writing descriptive text.

B. Discussion

This research was conducted by using Class Action Research (CAR) to obtain the improvement of the students' ability writing descriptive text by using outline technique. Outline technique is one of the techniques that can be used in teaching writing descriptive text. Based on research done by the researcher, it indicated that outline technique is effective to teach writing descriptive text. It was supported by the increasing mean score in every cycle which is analyzed by the researcher.

The interpretation of data result among the pre-test, post-test I, and post-test II are as following. In the pre-test, the average score of students' writing descriptive text was 66,2. Meanwhile, the class percentage which passed the Minimum Masteri Criterion-Kriteria Ketuntasan Minimum (KKM) was 40%. It means that there were only 12 students who were

able to pass Minimum Mastery Criterion-Kriteria Ketuntasan Minimum (KKM) and there were 18 students were out of the target. Furthermore, the average score in the post-test of cycle I was 72,9. It means that there were some students' score improvement from the previous test (pre-test). Meanwhile, the class percentage which passed Minimum Masteri Criterion-Kriteria Ketuntasan Minimum (KKM) in post-test 1 was 53,3%. It means that there were 16 students who passed 75.

In the post-test of cycle II, the average score was 80,07. It showed the students' improvement score from the post-test 1 (72,9). The class percentage which passed Minimum Mastery Criterion-Kriteria Ketuntasan Minimum (KKM) was 80%. It means that there were 24 students who passed 75. Automatically, it can be said that the Classroom Action Research is success and the cycle can be stopped.

Based on the qualitative data which was gained from the observation sheet, interview, diary notes and also documentation, all of these instruments indicated the improvement in teaching learning process. Therefore, the students have given good responses during the class. The result of qualitative and quantitative data showed that the action and the implementation of outline technique improved. The students were active and gave fully attention when the teacher taught the lesson.

Based on the result, outline technique could improve students' writing descriptive text. Outline technique could also motivate students to involve in language learning, could help students engage in teaching learning process.

Despite of the fact that, at the first and second meeting, the researcher found that the students did not pay attention to the teacher seriously. Some of them talked each other making noisy. It could not be disowned that the students need more attentions from teacher to

keep their motivation up. Beside that, their desire to learn writing descriptive text was still low. So, this must be the teacher duty to find out some sources to make them willing to can write descriptive text. After some days, the researcher seen the students' improvement in the class. The most important one is the fact that the students enjoyed the class. They gave fully attention to the teacher.

Therefore, Outline technique is a good way to teach writing descriptive text because outline technique is used to learning English because it's the easy way to the students write descriptive text.