

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There are two statements of problem that have to be answered in this research. The first problem is about the students' ability in writing congratulation card. The second problem is about the students' difficulties in writing congratulation card. The data for the first problem is based on the result of the test given to the students. The data from the second problem is based on the analysis of the result of the test and interview to the English teacher.

1. Students' Ability in Writing Congratulation Card

The data of the students' ability in writing congratulation card were gotten by the result of the test. Students were asked to write two congratulation cards based on the theme that given. The first is "*congratulation to your sister on her 20th birthday*" and the second theme is "*congratulation to your friend for her winning on the singing contest*". Before the students did the test, the researcher reviewed a material of congratulation card about 30 minutes. Then, after the researcher reviewed the material and gave two examples of congratulation card, the researcher asked the students to make two congratulation cards based on the theme given in 60 minutes.

There are 4 aspects to be scored from the students' work of making congratulation card. They are content, grammar, diction and punctuation. For the first aspect, the researcher analyzed the content of the congratulation cards that

made by students whether it is relevant to the theme that given or not. For this aspect, researcher gave the score 1-20. For the second aspect, the researcher analyzed the sentences of congratulation cards grammatically and gave score 1-30. For the third aspect, the researcher analyzed the words that students used whether they matched to the sentence (theme) or not and the researcher scored them 1-20. The last aspect is punctuation. The researcher analyzed whether the students used punctuation in their writing correctly or not, which scored 1-30 for this last aspect. Thus, the total expected maximum score of the task is 100.

The result of students' ability writing congratulation card at the eighth grade of MTsN 2 Gambut can be seen in the following table:

Table 4.1 Scores of the Students' Writing Congratulation Card

No.	Name	Aspects of Writing				Total Score
		C	G	D	P	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	A.A	20	10	15	15	60
2.	A.A	20	15	20	15	70
3.	A.B	20	15	15	20	70
4.	A.F	20	20	10	25	75
5.	A.Ma	20	20	20	20	80
6.	A.Mau	20	10	20	25	75
7.	D.A	20	10	10	25	65
8.	D.S.R	20	15	15	15	65
9.	E.D.T	20	10	15	15	60
10.	F	20	15	15	15	65
11.	F.N.H	20	25	20	25	90
12.	G.A.R.A	20	25	20	25	90
13.	H	20	10	15	15	60

(1)	(2)	(3)	(4)	(5)	(6)	(7)
14.	H.Am	20	15	15	30	80
15.	H.Ar	20	10	15	10	55
16.	H.A.R	20	10	15	15	60
17.	H.N	20	15	15	15	65
18.	H.W	20	15	15	20	70
19.	I	20	15	15	15	65
20.	J.N.U	20	20	15	20	75
21.	L.N.I	20	15	15	20	70
22.	M.A	20	20	15	25	80
23.	M.A	20	20	15	25	80
24.	M.I	20	20	15	20	75
25.	M.M	20	20	15	20	75
26.	M.N	20	20	20	20	80
27.	M.N.A	20	20	20	20	80
28.	M.O.S	20	10	15	15	60
29.	M.R	20	10	15	10	55
30.	M.R.F	20	20	15	15	70
31.	M.S	20	10	15	20	65
32.	M.U.A	20	20	15	15	70
33.	N.F	20	10	10	20	60
34.	N.F.H	20	25	20	25	90
35.	N.I	20	10	10	10	50
36.	N.R	20	10	15	15	60
37.	N.S.H	20	20	15	10	65
38.	Ra	20	10	15	15	60
39.	Ro	20	25	20	30	95
(1)	(2)	(3)	(4)	(5)	(6)	(7)
40.	R.F	20	10	15	15	60
41.	R.Ha	20	15	15	10	60
42.	R.Hi	20	20	15	15	70

(1)	(2)	(3)	(4)	(5)	(6)	(7)
43.	S	20	15	15	15	65
44.	S.F	20	20	15	15	70
45.	S.Z	20	25	20	15	80
Total		900	720	705	815	3140
Mean		20	16	15,67	18,11	69,77

Information of the table:

C = Content

G = Grammar

D = Diction

P = Punctuation

Based on the data on the table above, it is identified that the highest score is 95 and the lowest is 50. The total scores of students' ability in writing congratulation card are 3140 of 45 students and the mean score is 69,77. The mean score shows the students' ability in writing congratulation card is in fair category.

To clarify the result and to find the frequency of students' ability in writing congratulation card, the researcher classifies the data into five categories namely excellent, good, fair, low and very low as the standard score of the test. The clarification of students' ability in writing congratulation card can be seen in the following table:

Table 4.2 Classification of the Students' Writing Congratulation Card

Scores	Frequency	Percentage	Category
80 – 100	11 students	24.44 %	Excellent
70 – <80	13 students	28.89 %	Good
60 – <70	18 students	40 %	Fair
50 – <60	3 students	6.67 %	Low
0 – <50	0	0 %	Very low
Total	N = 45 students	100 %	

The table above reveals that the students' ability in writing congratulation card based on the categories are 11 students are in excellent category (24.44 %), 13 students are in good category (28.89 %), 18 students are in fair category (40 %), 3 students are in low category (6.67) and nobody in very low category (0 %). Thus, the percentage of the students who got score 60 - <70 in writing congratulation card is categorized "fair" too.

2. Students' Difficulties in Writing Congratulation Card

a. Analysis of the aspects of the test

Based on the researcher's analyzing of the result of the test, the researcher found that students had difficulties in some aspects in writing congratulation card.

1) Content

For this aspect, all students got the highest score, that is 20. It is identified that all of the students know about the topic or theme that they

got. The result of the students' ability in writing congratulation card for content aspect can be seen in the following tables (Table 4.3 and 4.4).

Table 4.3 The Aspect Classification of Students' Score in Content

No.	Scores	Category	Frequency
1.	14 – 20	Good	45
2.	8 - <14	Fair	-
3.	1 - <8	Low	-
Total			45 students

Table 4.4 Percentage of Students' Score in Content Aspect

Category	Frequency	Percentage
Good	45	100 %
Fair	-	0 %
Low	-	0 %
Total	45 students	100 %

The table above shows that 45 students (100 %) were classified into good category.

2) Grammar

Grammar seems to be one of difficult aspects for the students. It can be known from the result of the test in grammar aspect. Nobody got the highest score that is 30. The highest score that students got only 25. The result of the analysis of grammar aspect can be seen in the following tables (Table 4.5 and 4.6).

Table 4.5 The Aspect Classification of Students' Score in Grammar

No.	Score	Category	Frequency
1.	21 – 30	Good	5
2.	11 - <21	Fair	25
3.	1 - <11	Low	15
Total			45 students

Table 4.6 Percentage of Students' Score in Grammar Aspect

Category	Frequency	Percentage
Good	5	11.11 %
Fair	25	55.56 %
Low	15	33.33 %
Total	45 students	100 %

The table above shows that 5 students (11.11 %) were classified into good category, 25 students (55.56 %) classified into fair category, and 15 (33.33 %) students who were classified into low category. Thus, most of students' scores are classified "fair".

3) Diction

Most of students got high score for this aspect were ranging from 1-20 and only few students who got low score. It can be said that most of students know what words they use in writing congratulation card are. The result of the analysis of diction aspect can be seen in the following tables (table 4.7 and 4.8).

Table 4.7 The Aspect Classification of Students' Score in Diction

No.	Score	Category	Frequency
1.	14 – 20	Good	41
2.	8 - <14	Fair	4
3.	1 - <8	Low	-
Total			45 students

Table 4.8 Percentage of Students' Score in Diction Aspect

Category	Frequency	Percentage
Good	41	91.11 %
Fair	4	8.89 %
Low	-	0 %
Total	45 students	100 %

The table above shows that 41 students (91.11 %) were classified into good category, 4 students (8.89 %) were classified into fair category, and nobody (0 %) students classified into low category. Thus, most of them were categorized into “good”.

4) Punctuation

According to the analysis, the researcher also found that punctuation is the ones of the most difficult aspects in writing congratulation card. The result of the analysis of the punctuation aspect can be seen in the following tables (table 4.8 and 4.9).

Table 4.9 The Aspect Classification of Students' Score in Punctuation

No.	Score	Category	Frequency
1.	21 – 30	Good	10
2.	11 - <21	Fair	30
3.	1 - <11	Low	5
Total			45 students

Table 4.10 Percentage of Students' Score in Punctuation Aspect

Category	Frequency	Percentage
Good	10	22.22 %
Fair	30	66.67 %
Low	5	11.11 %
Total	45 students	100 %

The table above shows that 10 students (22.22 %) were classified into good category, 30 students (66.77 %) were classified into fair category, and 5 (11.11 %) students classified into low category. Thus, most of them were categorized fair in the mastery of punctuation for writing congratulation card.

b. Interview

After giving the writing test in congratulation card to the students, then the researcher did interview to the English teacher who teaching at grade eight at MTsN 2 Gambut. This is done to add information about the students' ability in congratulation card and their difficulties in writing congratulation card.

From that interview, the researcher got information that related to the students' activity in learning about congratulation card. The English teacher stated that students at the eighth grade were interested in learning about congratulation card. This material was one of the favorite topics in this semester for them.

In teaching this material, the English teacher used some books and online source that are related to the material.

The English teacher had her own technique for teaching about congratulation card. She taught this material through 3 steps. At the first step was introduction. She began with introduce what congratulation is and told the students the purpose of sending congratulation card to other people. Then, she asked to the students have they ever sent or received a congratulation card before and then asked them to share their experiences with congratulation card.

After that, she chose a few congratulation cards to share with the students, read aloud the congratulation card, modeling appropriate expression and discuss them. Then, she asked them to think again about times they have sent or received a card. This time to begin writing congratulation card. Next, explain to students that they are going to spend time exploring different types of congratulation card. After that, she divided class into the small group that she have assigned and gave them time sort the card.

The second step was creating congratulation card. For this step, she had four proceeding, they were explaining to students that they will now have the opportunity to wrote congratulation card. Instructing students to created a draft of the card they would like to made based on the creating a congratulation card worksheet and examples of the card they have seen. Then, helping students to proofread and revise their cards.

Students created their final card using the art that they liked. After that, she might display my own card as a modal and describe to students how the teacher created it. For the last step she asked them to share congratulation card with their peers in the clas.

Moreover, students' response was good for this material. She told me that the students gave good responses to her explanation and they seemed to be excited to study this material.

According to her explanation, for the students at the eighth grade who can be said that they are beginner in learning English, making a good sentence and create good writing grammatically was hard. It faced by the students when they were making the congratulation card even in the other topics. Grammar becomes the most difficult aspect for them because it has many rules that have they really notice and understand when they want to make a sentence.

The last information that I got was that she needed 4 meetings for teaching this topic.

B. Discussion

After presenting about students' ability in writing congratulation card at the eighth grade students of MTsN 2 Gambut academic year 2015/2015 and the students' difficulties in writing it, then both of them can be analyzed as below:

1. Students' Ability in Writing Congratulation Card

Students' ability can be seen based on the writing test result. It is found that the mean scores students got are 69.77. These mean scores are categorized in fair category because the scores are between 60 - <70. Also, from the writing test result, it can be found that the students got different scores. The highest score students got is 95 and the lowest score is 50. From the accumulation of total scores that is 3140, which were divided to the total number of students that is 45, it is the found out the result, that is 69.77, meaning fair category. The researcher also found that 11 students are in excellent category (24.44%), 13 students are in good category (28.89%), 18 students are in fair category (40%), 3 students are in low category (6.67%) and nobody in very low category (0%). Thus, the most students (18 students) at the eighth grade students of MTsN 2 Gambut academic year 2014/2015 is in fair category.

2. Students' Difficulties in Writing Congratulation Card

Students' difficulties in writing congratulation card found based on the analysis of four aspects that the researcher gave to the students in writing congratulation card and from the interview.

a. Content

Based on the content aspect in writing congratulation card test, the researcher found that 45 students (100%) got the highest score. In this aspect, the researcher focus on the students' work whether it is appropriate to the theme given or not and the unity and the coherence of the sentence. Form the range score given, that is between 1 – 20, all students got 20. If the accumulation scores of (900) which were divided to the total number of students (45), its mean scores of the content aspect is 20, which are categorized in good category. It means the students have good ability in writing congratulation card in content aspect.

Thus, the researcher concludes that all of students know about the topic. They tried to make good sentences to make congratulation card based on the given themes, those are “congratulation to your sister on her 20th birthday” and “congratulation to your friend for her winning on the singing contest”.

Although all students make the congratulation card related to theme, yet the sentences that they made still have mistakes grammatically. Their mistakes sentences, however, do not always indicate that they do not understand what they want to write absolutely. According to the researcher, the students are still good in understanding the theme they have to developed in the sentences. On the other words, the content does not show their difficulty in writing congratulation card.

b. Grammar

According to the analysis of the grammar aspect in writing congratulation card, it is found that grammar becomes one of difficult aspects in this test. In this aspect, the researcher found that most of students had mistakes in using adjective, noun, and tenses. The students who had mistakes more than 3 in grammatical given score 1- 10, students who had mistakes less than 3 given 20 - 29, and students with no mistakes given 30. From the result of the writing test in grammar aspect, nobody got the highest score from the range score given that is between 1-30. The highest score that students got is only 25.

Based on the test in grammar aspect, it is found that 5 students (11.11%) got score 21-30 classified into good category, 25 students (55.56%) got score 11-<21 classified into fair category and 15 students (33.33%) got score 1-<11 classified into low category. According to the calculation, the total scores (700) are divided to the total number of students (45). Thus, the mean score is only 15.55 meaning in fair category or difficult enough.

c. Diction

The students' score in diction aspect in writing congratulation card test shows that most of students got high score. The score given between 1-20. The students who use right words given score 20, the students who use few right words given score 11-19, and the students who use inappropriate words given 1-5. The calculating reveals that 41 students (91.11%) got score in range 13-20 classified into good category, 4 students (8.89%) got score in

range 7-<13 classified into fair category and nobody (0%) got score in range 1-<7. Then, the mean score of this aspect is 15.67 and classified into good category. It is gotten from calculation of the total students' score on diction, that is 705 divided with the total number of students those are 45. Thus, most of students know what words that they have to use for writing congratulation card.

As already known, the choice of words is sometimes become an obstacle in writing. Writing is an activity that combines some of the words so that it becomes a phrase that has a meaning that can be understood. Therefore, the choice of words is very important aspect and so need to be considered. One word can have many synonyms, but not everything from the synonyms can be used when students want to express an idea, statement or expression.

Moreover, when they write for a long essay, they must consider the word to be selected and used in their writing. So, a series of words can express the meaning clearly, unity and in accordance with the existing context of the sentence.

However, in this study, the students were asked to compose a simple sentence in a congratulation card with a given theme. Two themes given are about giving birthday greetings and giving congratulations on the victory in the singing contest. Given themes are quite simple and familiar with the knowledge of students. So, the students did not face much difficulty in determining the choice of words used to write congratulation card. There are only a few words that they made a mistake in that determination, especially

adjectives. In the other words, diction is not become difficult aspect for the students in writing congratulation card.

d. Punctuation

From the punctuation aspect test, it can be found that punctuation also becomes one of the difficult aspects in writing test for the students. The students who did not use right punctuation given score 1-10, the students who use incomplete punctuation given score 11-20, and the students who use right and complete punctuation given score 21-30. The test result shows that 10 students (22.22%) got score in range 21-30 classified into good category, 30 students (66.77%) got score in range 11-<21 classified into fair category and 5 students (11.11%) got score in rang 1-<11 classified into low category. The mean score for this aspect is 18.11 which were gotten from the total students' punctuation aspect score (700) divided by the total number of students (45). Since the mean score is classified into fair category and indicates fairly difficult, their ability in punctuation aspect is still need more practice as much as grammar aspect.

However, most students in this research made mistakes in using punctuation in writing congratulation card, especially in using comma (,) and period or full stop (.). More than half of the students did not use comma to separate the phrases or words and period in the end of the sentence. Betham in Muslim (2014, p.107) points out that "Punctuation is more important than spelling". Punctuation marks give meaning to words as pauses and change in tone of speech do. Several studies have revealed that punctuation marks may

change the meaning of words if they are incorrectly used, and they may reveal mystery when they are correctly used.

Beside from the test of writing congratulation card, the difficulties experienced by students in writing congratulation card can also be seen from the results of interviews with teachers of English in 8th grade.

Based on the interviews result, the researcher can conclude that the greatest difficulty faced by students in writing congratulation card indeed lies in the ability of their grammar. She explained grammar has become the main factor that often become obstacles to the student in writing congratulation card even in writing other types of text. She revealed that her students in grade 8 are the beginner in the English learning and grammar became an aspect that is considered difficult for students. Regarding the topic given for congratulation card, students can understand quite well the sense and function of congratulation card, but when asked to write an expression for survivors in the form of English, they find it difficult to construct a sentence properly and correctly in accordance with the rules of grammar which has been set. According to Muslim in his journal entitle” *Helping EFL Students Improve Their Writing*” stating that the grammar is essential for communicating correct and clear meaning. Furthermore Abbot in this journal also mentioned that a clear thinking could not be written without using words Clearly According to definite rules. In some specialties like medicine, law and commerce, Misused grammar or spelling may even Often cause problems and terrible losses.

The rest, in giving lessons or materials this congratulation card, the teacher did it through the three-step, they are introduction to the material, writing activity and the last is evaluation.

Based on some theoretical review in chapter 2 in this research, Al Seyabi and Tuzlokova show their finding in their research entitle "*Writing Problems and Strategies: An Investigative Study in the Omani School and University Context*" that students have many problems in writing, and the most prevailing ones are lack of ability to produce sentences with the right structure, shortage of ideas especially if topics in unfamiliar. Thus, writing sentences grammatically is difficult for most of students. According to Megaiab in his journal entitle "*The English Writing Competence of The Students of Indonesian Senior High School*", the weakest are in writing English by Indonesian learners of English as a foreign language is in the grammatical aspect. Learners have difficulties in dealing with the grammar of the target language. Rivers in Bulkiah (2014, p. 69) claimed that to most people, grammar is the rules of a language set out in a terminology which is difficult to remember, with many exeptions appended to each rule. It means tha sometimes rules in grammar can be difficult to remember.

The main point they should remember is when they master one ability in English learning, they have to practice it regularly and learn other abilities and strategies in learning English. They will feel the result, if one day they take some test to measure their level in English.