

CHAPTER IV

REPORT OF THE RESEARCH RESULT

A. Description of Research Location

1. General Description of the research location

MTs Negara is located in Negara, at Pandak Daun street, North Daha, Post code. 71253 Negara South Hulu Sungai regency. It is about 1 kilometer from the capital of South Daha or 30 kilometers from the capital of South Hulu Sungai Regency (Kandangan). MTs Negara can be passed by motorcycle or car on the land and by boat in the river.

MTs Pandak Daun Negara is built in 2009. In formal, process of teaching and learning since academic year 2010/2011 lead by headmaster Drs. H. Saifuddin.

Mts Pandak Daun Negara have only two grade, it is divided into 4 classes. The seventh grade have two classes and the eight grade have two classes. Meanwhile, the ninth grade still have no the students.

2. The Physical Condition of MTs Pandak Daun Negara

The Physical Condition of MTs Pandak Daun Negara is good and the construction is permanents.

The position of school building is as follows:

- a. The west of the building borders on government area Pandak Daun village.

- b. The east of the building borders on Madrasah Ibtidaiyah Negeri (MIN) Pandak Daun.
- c. The south of the building borders on Madrasah Ibtidaiyah Negeri (MIN) Pandak Daun street.
- d. The north of the building borders on field area.

3. The Description of Teacher and Administration Staff at MTs Pandak Daun Negara

At the first built, the total of the teachers at MTs Pandak Daun Negara have only 4 teachers and now the total of the teacher have 12 teachers, included 5 permanent teachers and 6 nonpermanent teachers.

Table 4.1 Description of teacher and administration staff at MTs Pandak Daun Academic Year 2011/2012

| No | Subject | Permanent Teacher | | | | | | Non permanent Teacher | | Total | |
|----|------------|-------------------|---|--------|---|-------|---|-----------------------|----|-------|----|
| | | G. II | | G. III | | G. IV | | M | F | M | F |
| | | M | F | M | F | M | F | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1 | Headmaster | - | - | - | - | 1 | - | - | - | 1 | - |
| 2 | Teacher | 1 | - | 1 | 2 | - | - | 5 | 2 | 7 | 4 |
| 3 | Adm.Staff | - | - | - | - | - | - | 1 | - | 1 | - |

Source: Documentation of the Administration Staff academic year 2011/2012

4. The Description of Students at MTs Pandak Daun Negara

Students of MTs Pandak Daun Negara in academic year 2011/2012 are 92 persons. It is divided into 4 classes. Each grade has 2 classes. There are 44 male and 48 female. The total number of the students can be seen in the table below:

Table 4.2 Description of Students at MTs Pandak Daun Negara Academic Year 2011/2012

| No | Academic Year | Total of Students | | | | | | Total |
|----|---------------|-------------------|--------|------------|--------|----------|--------|-------|
| | | Class VII | | Class VIII | | Class IX | | |
| | | Male | Female | Male | Female | Male | Female | |
| 1. | 2010/2011 | 27 | 26 | - | - | - | - | 53 |
| 2. | 2011/2012 | 20 | 24 | 23 | 24 | - | - | 92 |

5. Description of Condition of Structure and Infrastructure of building at MTs Pandak Daun Negara

The condition of building MTs Pandak Daun Negara North Daha, Negara South Hulu Sungai regency that is several room, there are classroom, teacher's room, headmaster's room, library and administration staff's room. The condition structure and infrastructure building at MTs Pandak Daun Negara can be seen in the table below:

Table 4.3 Description of Condition Structure and Infrastructure building at MTs Pandak Daun Negara Academic Year 2011/2012

| | Name of room | Total |
|----|-------------------------------|-------|
| 1. | Teacher and headmaster's room | 1 |
| 2. | Classroom | 4 |
| 3. | IPA's Laboratory | 1 |
| 4. | Toilet | 4 |

| | | |
|----|--------------------------------|---|
| 5. | Library | 1 |
| 6. | Student ekstrakurikuler's room | 1 |

Source: Documentation of the Administration Staff academic year 2011/2012

MTs Pandak Daun Negara is built on the area 1.806 M² in width, with the construction of permanent building that since the build in 2009, but from the data above, it can be known that MTs Pandak Daun Negara has still less classroom.

B. Data Presentation

1. The Description of Students' Mastery in Writing Skill Through Picture-Cued Sentence Identification at Seventh Grade of MTs Pandak Daun Negara Academic Year 2011/2012

This subchapter presents the data that has been collected in the research. The writer has given the written test to the seventh grade students at MTs Pandak Daun Negara. The written test contains 21 questions, there are 3 kinds of written test, namely Picture Description, Picture-Cued Sentence Writing (Short sentence), and Picture Sequence Description. It was performed for about 60 minutes. The writer did not allow the students to open their dictionaries.

After the research has been done through written test to the students, the primary data about the mastery of the seventh grade students in writing skill through picture-cued sentence identification can be presented in the table:

Table 4.4 The Test Scores of the Mastery of the Seventh Grade students in writing skill through picture-cued sentence identification (Picture Description (PD), Picture-Cued Sentence Writing (PCSW), and Picture Sequence Description (PSD)).

| No | Name | Score of the Test | | | Total Score |
|-----|---------------------|-------------------|------|-----|-------------|
| | | PD | PCSW | PSD | |
| 1. | Abdul Rasyid | 62 | 6 | 7 | 75 |
| 2. | Fahriannor | 52 | 8 | 6 | 66 |
| 3. | Fashilah | 40 | 11 | 7 | 58 |
| 4. | Halimah | 64 | 8 | 7 | 79 |
| 5. | Hasan | 53 | 11 | 6 | 70 |
| 6. | Jaleha | 50 | 7 | 6 | 63 |
| 7. | Lailatul Rahma | 70 | 12 | 7 | 89 |
| 8. | M. Izharuddinnor | 46 | 13 | 7 | 66 |
| 9. | M. Rifani | 59 | 12 | 6 | 77 |
| 10. | Mau'izathul Hayati | 65 | 7 | 8 | 80 |
| 11. | Muniratul Zihni | 69 | 11 | 6 | 86 |
| 12. | Nafisah | 47 | 7 | 6 | 60 |
| 13. | Nor Ifansyah | 37 | 5 | 6 | 48 |
| 14. | Nor Irfaniyati | 0 | 8 | 10 | 18 |
| 15. | Nor Azizah | 41 | 13 | 6 | 60 |
| 16. | Nor Makiah | 26 | 9 | 5 | 40 |
| 17. | Rahimah | 42 | 8 | 7 | 57 |
| 18. | Risa Masdalifah | 49 | 14 | 0 | 63 |
| 19. | Sarwani | 51 | 9 | 7 | 67 |
| 20. | Yusuf Naufal Nabawi | 62 | 14 | 7 | 83 |
| 21. | Abdurrahman | 70 | 6 | 5 | 81 |
| 22. | Ahmad Rifki | 66 | 8 | 5 | 79 |
| 23. | Dewi | 56 | 8 | 6 | 70 |
| 24. | Fadhli Annor | 51 | 12 | 6 | 69 |

| | | | | | |
|-------|----------------|---------------|--------------|--------------|---------------|
| 25. | Fasilah | 53 | 9 | 5 | 67 |
| 26. | Hasanah | 56 | 10 | 5 | 71 |
| 27. | Johansyah | 60 | 4 | 5 | 69 |
| 28. | Khalidah | 62 | 9 | 7 | 78 |
| 29. | M. Amin | 58 | 11 | 7 | 76 |
| 30. | M. Bahit | 51 | 10 | 7 | 68 |
| 31. | M. Nur Hidayat | 56 | 11 | 5 | 72 |
| 32. | Mariani | 58 | 11 | 5 | 74 |
| 33. | Muslihah | 70 | 11 | 7 | 88 |
| 34. | Noor Kholis | 64 | 9 | 7 | 79 |
| 35. | Nor Liani | 49 | 13 | 7 | 69 |
| 36. | Noor Latifah | 38 | 10 | 7 | 55 |
| 37. | Wahyudi | 47 | 10 | 6 | 63 |
| 38. | Rahimah | 70 | 12 | 10 | 92 |
| 39. | Rahmiati | 66 | 11 | 9 | 86 |
| 40. | Siti Masyithah | 67 | 12 | 7 | 88 |
| 41. | Shofa Asfihani | 66 | 15 | 9 | 90 |
| Total | | $\Sigma 2219$ | $\Sigma 405$ | $\Sigma 264$ | $\Sigma 2889$ |
| Mean | | 54,12 | 9,88 | 6,44 | 70,46 |

From the result of the test scores in the table above, it can be seen that the highest score is 92 and the lowest score is 40.

Based on the data in the table 4.4, it can be known that mean score of students mastery in writing skill through picture-cued sentence identification is:

$$M = \frac{\sum X}{N}$$

M = Mean score

$$= \frac{2889}{41}$$

$\sum x$ = Accumulative score

$$= 70,46$$

N = Number of respondents

So, overall the scores of the students' mastery in writing skill through picture-cued sentence identification (Picture Description Test, Picture-Cued Sentence Writing Test, Picture Sequence Description Test) are included in good category.

Meanwhile, the division of the mean scores of the students' mastery in writing skill through picture-cued sentence identification (Picture Description Test, Picture-Cued Sentence Writing Test, Picture Sequence Description Test) can be seen that:

a. The Students' Mastery in Picture Description Test

Table 4.5 the Classification of Students' Score in Picture Description Test

| No | Score | Category | Frequency |
|--------------|--------|----------|-----------|
| 1. | 47-70 | Good | 35 |
| 2. | 23-<47 | Fair | 5 |
| 3. | 0-23 | Poor | 1 |
| Total | | | 41 |

Table 4.6 Percentage of Students' Score in Picture Description Test

| Category | Frequency | Percentage |
|--------------|-----------|-------------|
| Good | 35 | 85,37% |
| Fair | 5 | 12,20% |
| Poor | 1 | 2,44% |
| Total | 41 | 100% |

The classification above shows that 35 students (85,37%) classified into good category who get score 47-70, 5 students (12,20%) classified into fair category who get score 23-<47, and 1 student (2,44%) classified into poor category who get score 0-<23. From the calculation is gotten that the mean of students' score in picture description test is 54,12 gotten from the total score of students that is 2219 and divided with the number of students that are 41. From that mean, the students' score in picture description test is categorized in good category. It means the students have good mastery in picture description test.

b. The Students' Mastery in Picture-Cued Sentence Writing Test

Table 4.7 the Classification of Students' Score in Picture-Cued Sentence Writing Test

| No | Score | Category | Frequency |
|--------------|-------|----------|-----------|
| 1. | 10-15 | Good | 23 |
| 2. | 5-<10 | Fair | 16 |
| 3. | 0-<5 | Poor | 2 |
| Total | | | 41 |

Table 4.8 Percentage of Students' Score in Picture-Cued Sentence Writing Test

| Category | Frequency | Percentage |
|--------------|-----------|-------------|
| Good | 23 | 56,10% |
| Fair | 16 | 39,02% |
| Poor | 2 | 4,88% |
| Total | 41 | 100% |

The classification above shows that 23 students (56,10%) classified into good category who get score 10-15, 16 students (39,02%) classified into fair category who get score 5-<10, and 2 student (4,88%) classified into poor category who get score 0-<5. From the calculation is gotten that the mean of students' score in picture-cued sentence writing test is 9,88 gotten from the total score of students that is 405 and divided with the number of students that are 41. From that mean, the students' score in picture-cued sentence writing test is categorized in fair category. It means the students have fair mastery in picture-cued sentence writing test.

c. The Students' Mastery in Picture Sequence Description

Table 4.9 the Classification of Students' Score in Picture Sequence Description Test

| No | Score | Category | Frequency |
|----|-------|----------|-----------|
| 1. | 10-15 | Good | 2 |
| 2. | 5-<10 | Fair | 31 |
| 3. | 0-<5 | Poor | 8 |

| | |
|--------------|-----------|
| Total | 41 |
|--------------|-----------|

Table 4.10 Percentage of Students' Score in Picture-Cued Sentence Writing Test

| Category | Frequency | Percentage |
|--------------|-----------|-------------|
| Good | 2 | 4,88% |
| Fair | 31 | 75,61% |
| Poor | 8 | 19,51% |
| Total | 41 | 100% |

The classification above shows that 2 students (4,88%) classified into good category who get score 10-15, 31 students (75,61%) classified into fair category who get score 5-<10, and 8 student (19,51%) classified into poor category who get score 0-<5. From the calculation is gotten that the mean of students' score in picture sequence description test is 6,44 gotten from the total score of students that is 264 and divided with the number of students that are 41. From that mean, the students' score in picture sequence description test is categorized in fair category. It means the students have fair mastery in picture sequence description test.

Table 4.11 The Frequency Distribution of the Students' Test Result and the Classification

| No | Interval | Category | Frequency | % |
|----|---------------|-----------|-----------|---------|
| 1. | $81 \leq 100$ | Very Good | 10 | 24,39 % |
| 2. | $61 \leq 80$ | Good | 25 | 60,98 % |
| 3. | $41 \leq 60$ | Fair | 5 | 12,19 % |

| | | | | |
|-------|--------------|-----------|----|--------|
| 4. | $21 \leq 40$ | Poor | - | 0 % |
| 5. | $0 \leq 20$ | Very Poor | 1 | 2,44 % |
| Total | | | 41 | 100 |

The table shows that 10 students (24,39 %) that get the very good category. The students that get the good category are 25 persons (60,98%). There are 5 students (12,19%) that get the fair category. The students that get the poor category is 0 person (0%) and only 1 students (2,44%) in very poor category.

2. The Description of the Students' Common Errors in Writing Skill Through Picture-Cued Sentence Identification of MTs Pandak Daun Negara Academic Year 2011/2012

To better understand about the students' common errors in writing skill through picture-cued sentence identification, the writer presented the data based on the test result by writing all most students' common errors of each type of the test.

a. Students' Common Errors For Picture Description Test

Picture Description Test have 11 questions with the total score is 70 points. Each word in correct position is 1 point. For the Students' Common Errors For Picture Description Test, it can be seen the table:

Table 4.12 Students' Common Errors For Picture Description

| No | Number of Test | Common Error | F | % |
|----|----------------|--|----|--------|
| 1. | 7 | There is person one in this room | 33 | 80,49% |
| 2. | 8 | Three Chairs are there in this room | 30 | 73,17% |
| 3. | 9 | There are books two on the table | 23 | 56,10% |
| 4. | 10 | There are pens three on the table | 22 | 53,66% |
| 5. | 11 | Three are pens on there the table | 22 | 53,66% |

On the table above, the writer presented data about students' common errors for Picture Description test. There are 5 numbers of students' common errors in Picture Description Test of 11 questions are given. They are 33 (80,49%) students made error for question number 7, 30 (73,17%) students made error for question number 8, 23 (56,10%) students made error for question number 9, 22 (53,66%) students made error for question number 10 and 22 (53,66%) students made errors for question number 11.

b. Students' Common Errors For The Picture-Cued Sentence Writing (Short Sentence) Test

Picture-Cued Sentence Writing (Short Sentence) Test have 5 questions with the total score is 15 points. Each question is rated 3 points. For the Students' Common Errors For Picture-Cued Sentence Writing (Short Sentence) Test, it can be seen the table:

Table 4. 13 Students' Common Errors for Picture-Cued Sentence Writing (Short Sentence) Test

| No | Number of Test | Common Error | F | % |
|----|----------------|-----------------------------|----|--------|
| 1. | 1 | She brushs the floor | 26 | 63,42% |
| 2. | 2 | He plies foot ball | 29 | 70,73% |
| 3. | 3 | He teachers | 40 | 97,56% |

On the table above, the writer presented data about students' common errors for Picture-Cued Sentence Writing (Short Sentence) Test. There are 3 numbers of students' common errors in Picture-Cued Sentence Writing (Short Sentence) Test of 5 questions are given. They are 26 (63,42%) students made error for question number 1, 29 (70,73%) students made error for question number 2, and 40 (97,56%) students made error for question number 3.

c. Students' Common Errors For The Picture Sequence Description Test

Picture Sequence Description Test have 5 questions with the total score is 15 points. Each question is rated 3 points. For Students' Common Errors for Picture Sequence Description Test, it can be seen the table:

Table 4.14 Students' Common Errors For Picture Sequence Description Test

| No | Number of Test | Common Error | F | % |
|----|----------------|--------------------------------|----|--------|
| 1. | 1 | He take a baths at 7:05 | 41 | 100% |
| 2. | 2 | He clothes at 7:20 | 41 | 100% |
| 3. | 3 | He eat at 7:35 | 24 | 58,54% |
| 4. | 4 | He cleans tooth at 7:50 | 41 | 100% |
| 5. | 5 | He go at 8:00 | 39 | 95,12% |

On the table above, the writer presented data about students' common errors for Picture Sequence Description Test. There are 5 numbers of students' common errors in Picture Sequence Description Test of 5 questions are given. They are 41 (100%) students made error for question number 1, 41 (100%) students made error for question number 2, 24 (58,54%) students made error for question number 3, 41 (100%) students made error for question number 4 and 39 (95,12%) students made error for question number 5.

C. Data Analysis

After presenting the data, the writer analyzes all the obtained data that have been presented earlier in this research before.

1. The Mastery of The Seventh Grade of MTs Pandak Daun Negara in Writing Skill Through Picture-Cued Sentence Identification Academic Year 2011/2012

To know the students' mastery in writing skill through picture-cued sentence identification at seventh grade of MTs Pandak Daun Negara academic year 2011/2012. The writer analyzes the data from three type of the tests. There are picture description test, picture-cued sentence writing test and picture sequence description test.

For the first test, the calculation is gotten that the mean of students' score in picture description test is 54,12 gotten from the total score of students that is 2219 and divided with the number of students that are 41. The second test, the calculation is gotten that the mean of students' score in picture-cued sentence writing test is 9,88 gotten from the total score of students that is 405 and divided with the number of students that are 41. The third test, the calculation is gotten that the mean of students' score in picture sequence description test is 6,44 gotten from the total score of students that is 264 and divided with the number of students that are 41.

The accumulation of total score from three type of the test that gotten from the mean score in picture description test is 54,12, in picture-cued sentence writing test is 9,88 and in picture sequence description test is 6,44. So, overall the mean score of the students' mastery in writing skill through picture-cued sentence identification at seventh grade of MTs Pandak Daun Negara academic year 2011/2012 is 70,46. It is included good category. It

means the students have good mastery in writing skill through picture-cued sentence identification.

2. The Students' Common Errors in Writing Skill Through Picture-Cued Sentence Identification of MTs Pandak Daun Negara Academic Year 2011/2012

Based on the result of the tests, the writer concludes that the students have errors in learning writing. There are some students' errors in learning writing, as follows:

1. The students made error in picture description test. It is about rearrange sentence. They have errors in grammar. For example:

- a. The wrong position of noun

How many person is there in this room?

there / is / person / one / this / in / room

The students write to the sentence There is **person one** in this room, but the correct answer **There is one person in this room.**

- b. The wrong position adverb

How many chairs are there in this room?

there / are / three / chairs / in / this / room

The students write to the sentence **Three Chairs in this room are there**, but the correct answer **There are three chairs in this room.**

- c. The wrong position noun

How many books are there on the table?

books / there / two / are / on / the / table

The students write to the sentence **There are on the table two books**, but the correct answer **There are two books on the table**.

- d. The wrong position of verb

How many books are there in this room?

there / are / three / in / room / this / books

The students write to the sentence **The reads man the book**, but the correct answer **The man reads the book**.

- e. The wrong position adverb

How many pens are there on the table?

there / are / three / the / table / pens / on

The students write to the sentence **Three are the table pens on there**, but the correct answer **There are three pens on the table**.

2. The students made error in picture-cued sentence writing (short sentence) test. The grammar that used in sentence is present tense, but they have error in addition plural –s and –es, diction and lack of vocabulary. For example:

- a. They made error in diction

What does the woman do?

The students write to the sentence She **brushs** the floor, but the correct answer She **sweeps** the floor.

- b. They made error in addition plural –s and -es

What does the man do?

The students write to the sentence He **plies** foot ball, but the correct answer He **plays** football.

- c. They made error in to be

What is he?

The students write to the sentence **He teachers**, but the correct answer **He is a teacher**.

3. The students made error in picture sequence description test. They have error in addition plural –s and –es, diction and lack of vocabulary. For example: Describe the man’s morning routine in six sentence.

- a. They made error in addition plural –s and -es

The students write to the sentence He take a **baths** at 7:05, but the correct answer He **takes a bath** at 7:05.

- b. They made error in vocabulary

The students write to the sentence He **clothes** at 7:20, but the correct answer He **get dressed** at 7:20.

- c. They made error in addition plural –s and -es

The students write to the sentence He **eat** at 7:35, but the correct answer He **eats** breakfast at 7:35.

- d. They made error in diction

The students write to the sentence He **cleans tooth** at 7:50, but the correct answer He **brushes teeth** at 7:50.

- e. They made error in addition plural –s and -es

The students write to the sentence He **go** at 8:00, but the correct answer He **leaves** the house at 8:00.

On the interview with the English teacher, the writer asked about how is the teaching and learning writing process in the seventh grade students, does the English teacher always use media for teaching writing, what material that is usually the teacher teach in writing, what are the students' difficulties in learning writing.

From the interview, the writer knows that in learning writing process, the teacher often use media (picture) and ask the students to write some English words from the picture. The teacher often use media for teaching English process, such as a tape recorder for teaching listening and use picture for teaching writing. The English teacher often ask the students to write English words in teaching writing but seldom to teach grammar to the students. So, the students have errors in grammar. The students have difficulties in learning writing, especially make a sentence because they are lack practice in grammar.

It can be concluded that the students' error in writing a sentence. Especially, about structure (grammar), addition –s, and –es, diction and lack vocabulary. Based on the writer's interview, the teacher gives more about speaking in daily conversation and memorize some daily words in teaching

English process. The students do not understand the grammar in make a sentence. Especially, the addition about plural **-s**, and **-es**. So, they have weaknesses in grammar because the teacher seldom taught grammar at each lesson.

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