CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

1. The Description of Data

a. The Result of Pre-Test

The pretest had done before the Classroom Action Research (CAR). It was conducted on Friday, May 15th 2020. The students assigned to write descriptive text based on the picture to be good paragraph by using their sentence.

The Pre-test results were explained in table 4.1 as follows:

Table 4.1 The Result of Pre-test

Min Score	Max Score	Mean	Standard Deviation	MMC (Minimum Mastery Criterion)	Category
31.25	87.5	60.5	2.67	75	Unsuccess

Base on the table 4.1, the data showed that the mean score of pretest was 60.5, and Standard Deviation was 2.67 still were below Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. It means that the students' writing ability to descriptive text needs to be improved. While the table 4.2 showed:

Table 4.2 The Result of MMC in Pre-test

MMC (Minimum Mastery Criterion)	Frequency	Percentage (%)
≥ 75	6	27.3
≤ 75	16	72.7
Total	**22**	**100**

Base on the result of the pretest, There were only six students who derived the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*

meanwhile the other 16 students were below that criterion. The lowest achievement gained score 31.25. From that analyzing, it could be seen that almost of the X Multimedia 3 students' writing ability was still low. *(The detail result of pre-test can be seen in appendix on page 87).*

b. Finding Description of Cycle I and II

1) The Data Analysis of Cycle I

a) Planning

In this phase, the writer made a planning for the action based upon the problems faced by students' toward their interest in learning English. In this case, the writer determined the selected material and exercise into a lesson plan using blended learning *(the lesson plan can be seen in appendix on page 65).* The writer also prepared field notes to observe the students' activities in teaching learning process whether it was in line with the lesson plan had made before or not. And the writer also prepared the posttest 1 to collect the data; to know whether are some students' improvement score from pre-test to post-test.

b) Acting

• First Meeting

Action of the first cycle was done on May 15th. The research chat with the English teacher before enter the WhatsApp group class. The research join in the WhatsApp group class X Multimedia 3. The students gave greeting and the English teacher said to the students that there was a research had join in the group class and she would teach until 8 meetings. After that the teacher gave the research chance to introduce herself. After that the research start the teaching learning process with open classroom. The research implemented the teaching learning process based on the lesson plan had been made. In the first meeting, the teacher started to convey what

materials that would like be to learned by students and explain the concept of Blended Learning. The writer taught descriptive text through blended learning, send a picture and asked the students to made descriptive text base on the topic given and collected it. In the first meeting, their test was the data for the pretest. *(The Group WhatsApp Chat can be seen in picture 4.1 bellow)*
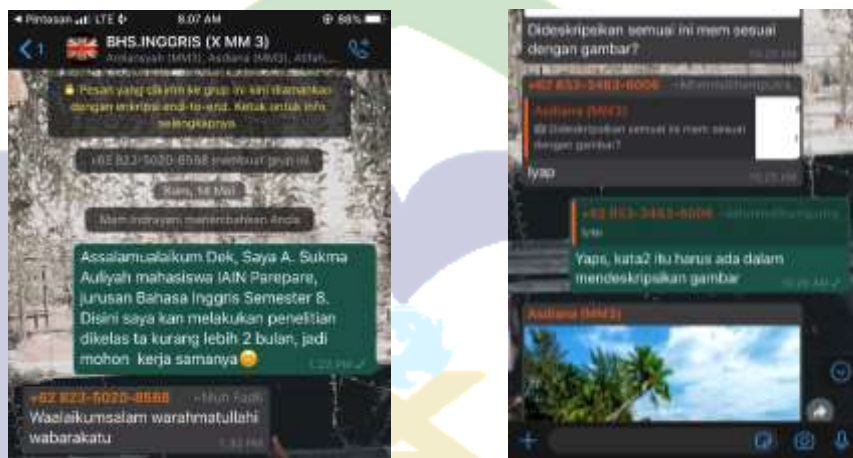
Picture 4.1

- Second Meeting

On Friday 22th may 2020 the researcher very excited to begin the lesson and the researcher said that good morning in group class and all of the students replay my message that morning sister. In the second meeting, there was no students absent in the group class. The researcher send a learning video material about descriptive text, consist of definition, purpose, character and generic structure. After the students watched the video, the researcher try to ask the students about definition of descriptive text. There were several students answer the question by using Indonesia language with record their voice and send in the group class. The researcher gave appreciated to the students because already want to answer the question given. Before starting lessons researcher fill in the observational checklist to know

participant like asking, giving, and answering the question during teaching and learning process by using blended learning. After that, discusses the things that were important in describing something, then asked the students to identifying descriptive text based on the topic given and sending it.

- Third Meeting

The third meeting was done on Friday 29th May 2020. The researcher was opened doing the same activity such as greeting, giving motivation and conveyed the study target, the researcher said that good morning in group class and all of the students replay my message that morning. All of the students attended the group class. The researcher send a picture materials about characteristic of descriptive text, consist of kind of adjective and kind of conjunction. After that, the researcher try to ask the students about simple past for describe the test, and kind of adjective. There were several students answer the question by using Indonesia language with record their voice and send in the group class. The researcher gave appreciated to the students because already want to answer the question given. Before starting lessons researcher fill in the observational checklist to know participant like asking, giving, and answering the question during teaching and learning process by using blended learning. After that, discusses the things that were important in describing something, then asked the students to identifying descriptive text based on the topic given and sending it.

c) Observing

- The Result of Students' Activities in Learning Process in Cycle I

In the phase, the researcher not only used the writing text to know the improvement of writing ability the students but also the researcher used observation checklist to know the students' participation consist of giving opinion, asking, and

answering question. It might be about group class situation, students' response when the teacher presented the material. Observer ware carried out during the learning process.

At the first meeting, the observation showed 22 attended, there were several students asking question about material, and some vocab that they did not know about the text, like : *"apa itu vocab kak?, di apai itu vocabnya, etc". (The group WhatsApp Chat can be seen in picture 4.2 bellow)*
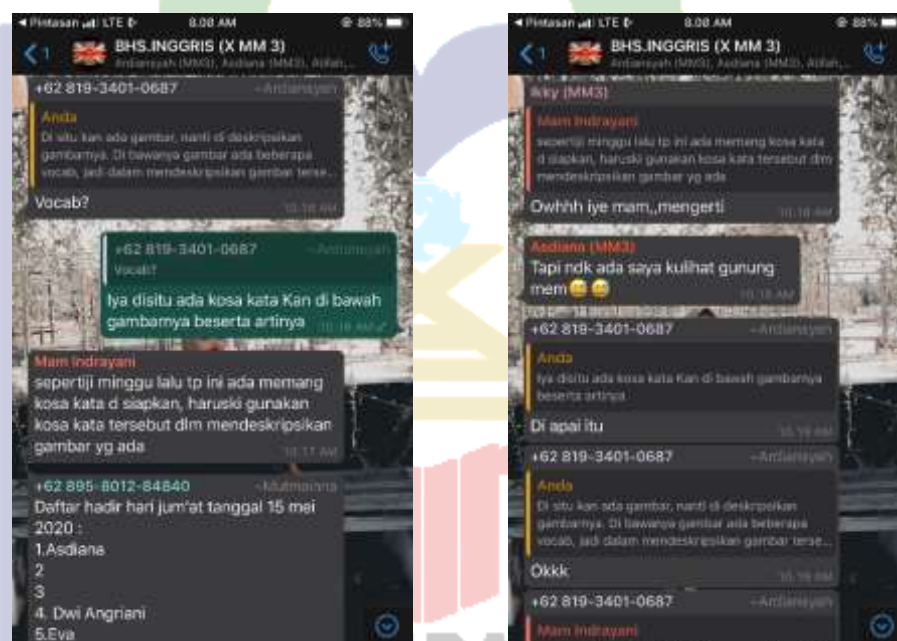
Picture 4.2

At the second meeting, the observation showed 22 attended, 4 of 22 students answering question about materials like definition of descriptive text, purpose, characters and structure generic. 16 of 22 students pay attention to instruction.

At the third meeting, the observation showed 22 attended, 2 of 22 students asking question about materials, and 2 of 22 students answering question. 16 of 22 students pay attention to instruction.
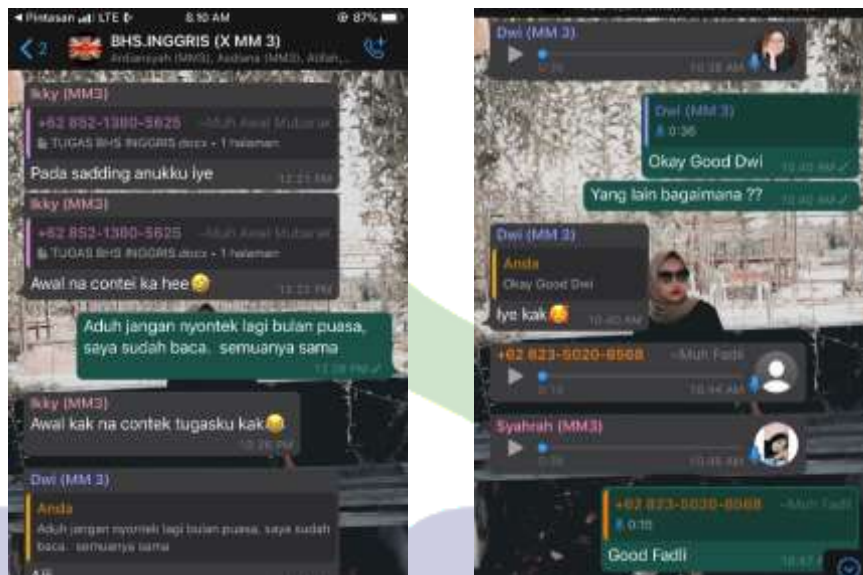
Picture 4.3

- The Result of Post-test in Cycle I

On Friday 05th June 2020 after the students followed the process of learning in the first, second and third meeting. The researcher gave a test to know their understanding and their ability in writing base on the materials that the researcher gave as far as the learning process.

Table 4.3 The Result of Pre-test in Cycle I

Min Score	Max Score	Mean	Standard Deviation	MMC (Minimum Mastery Criterion)	Category
50	81.25	72.7	1.49	75	**Unsuccess**

Based on the description above, it was clear that the students' ability in writing still less, because was only 72.7 of mean score in writing and Standard Deviation was 1.49. The percentage could saw in appendix from this result on page 76, the research gave writing test for students again in cycle II to evaluate and saw their improvement in writing.

Table 4.4 The Result of MMC in Cycle I

MMC (Minimum Mastery Criterion)	Frequency	Percentage (%)
≥ 75	14	63.6
≤ 75	8	36.4
Total	**22**	**100**

The table above shows that 14 out of 22 students or 63.6% got score ≥ 75 (success) and 8 out of 22 students got score ≤ 75(unsuccessful). It means that 63.6% students were complete and 36.4% students were incomplete in learning.

And this research there was standard of minimum achievement in SMKN 1 Pinrang, especially for the first year students was 75, so minimum achievement in this case if the students each mastery score 75. If the students get ideal score 75, they will categorized classical learning completeness. *(The detail result of post-test 1 can be seen in appendix on page 88).*

d) Reflecting

In this phase, the writer conclusion of implementing the action. Then, they tried to modify the action in order students' writing ability and the order 57% of students in the class could pass the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) because in the result of post-test 1 showed only 63.6% of students who passed the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM). Meanwhile, field notes showed that the teaching learning activities has done well although there were some problems that should be solved. From the reflection phase, there must be more efforts to improve students' writing ability especially from their interest through blended learning. It needed to be improve again in the next cycle.

2) The data analysis of cycle II

a) Planning

The planning phase of the second cycle was implemented into a lesson plan. In this case, the researcher modified the previous lesson plan based on the result of reflecting phase in the firs cycle. The lesson plan which was used still related to Cooperative Blended Learning Strategy in learning writing. There were not significant differences with the previous lesson plan only used cooperative strategy. The material still related to descriptive text but it was focus on identification and description *(the lesson plan can be seen in appendix on page 76).* However, there were some modifications in the second cycle; the researcher divides the students into 6 groups where every group consist of 4-5 students. Every group explain the material and determined identification and description text related to the topic.

b) Acting

• First Meeting

The action of the second cycle was done on June 12th. In the first meeting was a final of semester test (UAS). The day before enter the class, the teacher send me a message for made a test depend on materials that the researcher taught. The researcher mush made a test consist of fifteen descriptive text and fifteen incomplete dialog totally thirty text in the form of multiple choice. After finishing, the researcher chat the teacher to show the test. And after the teacher agree with the test, the researcher started the meeting at 10 a.m. The researcher send a test to the group class and asked the students did the exam, times given for 90 minutes and collected it.

• Second Meeting

The second meeting was done on Friday 19th June 2020. The researcher was opened doing the same activity such as greeting, giving motivation and conveyed the

study target. There was 18 students attended the day. The collaborator assesses being active students in the group class until the last meeting. And the researcher directly divided the students into 6 group where every group consist of 4-5 students. Each group has material about My Father by using cooperative blended learning strategy and asked to students to determined generic structure and answer the of text by using group class.

c) Observing

• The result of students' activities in learning process in cycle II

Generally result and evaluation in cycle II tended to increase more than the cycle I, the information explained as follow:

The researcher used the writing test to know improvement of writing ability the students and observational checklist to know the students' participation in English interaction. And students' activities that observed there were two important components they were: Participation, and Attention.

At the first meeting, the observation showed 22 students attended. This time was exam, so nothing question about the text, Expect there were unclear question.

At the second meeting, the observation showed 18 of 22 students attended, four students absent. 3 of 18 students answering question about materials, and 18 of 18 students answering question about materials like definition of descriptive text, purpose, characters and structure generic. 18 of 18 students pay attention to instruction. It had improvement in every meeting. It means that they had improvement in every meeting. Their writing increased and they had spirit following the learning process. *(This observation, we can see in appendices on page 94).*

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- The result of Post-Test in Cycle II

On Friday 26th June 2020 after the students followed the process of learning in the first and second meeting. The researcher gave a test to know their understanding and their ability in writing base on the materials that the researcher gave as far as the learning process.

Table 4.5 The Result of Post-test in Cycle II

Min Score	Max Score	Mean	Standard Deviation	MMC (Minimum Mastery Criterion)	Category
56.25	93.75	84.9	1.68	75	**Success**

Base on description above, it was clear that the students' ability in writing more increase in cycle II than cycle I. It showed that the mean score of post-test 2 was 84.9, and Standard Deviation was 1.68. And this research, it means that there was 42.92% of mean score improvement. It indicated that the first criterion of success has been achieved. The following was the table f students' writing score. *(See appendix on page 89).*

Table 4.6 The Result of MMC in Cycle II

MMC (Minimum Mastery Criterion)	Frequency	Percentage (%)
≥ 75	20	90.9
≤ 75	2	9.1
Total	**22**	**100**

The table above shows that 20 out of 22 students or 90.9% got score ≥ 75 (success) and 2 out of 22 students or 9.1% got (unsuccessful). It means that 90.9% students were complete and 9.1% students incomplete in learning. The previous

target that would be achieved was 75% but after doing the cycle II students' achievement was 90.9%. So, we can conclude that this research was success.

d) Reflecting

The reflection of Classroom Action Research (CAR) was carried out after getting the result of observational checklist and posttest 2. The researcher felt satisfied in as much their efforts to improve the students' writing ability had been realized. The result of the posttest 2 showed that 90.9% of the students got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM).* The researcher had done discussion with collaborator could emphasize the flaws and success of learning in cycle II as follow:

- The students' participation and attention more increased.
- The students' more confidence when they explained.
- The result of evaluation in cycle II reached score 90.9% on the average and they had a good writing.

Based on the data above, although the indicator of achievement did not really increase until 100%, the researcher stopped this research because the researcher had seen there was improvement of writing from cycle I until cycle II. So, it is proved that using cooperative blended learning strategy were able to increase in students learning English especially in the Corona Virus Disease (Covid-19) Pandemic situation like right now.

Table 4.7 The Students' Writing Score of Pre-test, Post-test 1, and Post-test 2

No	Students' Initial Name	Score		
		Pre-test	Post-test 1	Post-test 2
1	AS	81.25*	81.25*	93.75*
2	ANF	81.25*	81.25*	93.75*
3	DA	68.75	68.75	81.25*
4	EV	62.5	68.75	75*
5	IL	37.5	56.25	87.5*
6	MU	56.25	68.75	87.5*
7	NA	68.75	81.25*	93.75*
8	NH	56.25	75*	62.5
9	SA	75*	81.25*	87.5*
10	SR	62.5	68.75	75*
11	SNH	62.5	56.25	81.25*
12	SW	56.25	62.5	93.75*
13	SU	43.75	81.25*	87.5*
14	SY	37.5	75*	93.75*
15	WAM	87.5*	81.25*	93.75*
16	AR	75*	81.25*	93.75*
17	AA	31.25	75*	81.25*
18	MAM	50	50	56.25
19	MF	62.5	75*	93.75*
20	MI	87.5*	81.25*	81.25*
21	RAM	50	75*	93.75*
22	WI	37.5	75*	81.25*
	Total	1331.25	1600	1868.75
	Mean	60.5	72.7	84.9

*: *The students who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) 75.*

2. The Concept of Blended Learning

The students' improvement in the writing ability from the preliminary study to the second cycle was recapped in diagram below:
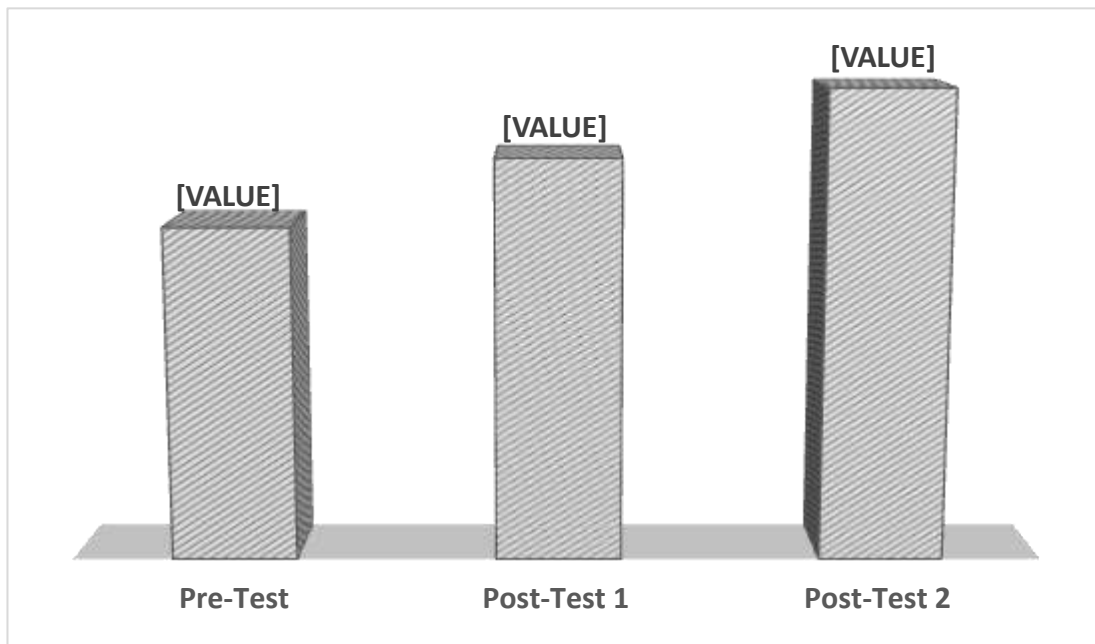

Diagram 4.1 Students' Improvement in Writing Score

In the pre-test, the mean score of students on writing test before carrying out Classroom Action Research (CAR) is 60.5. It was the students' writing score before they used cooperative blended learning strategy. Meanwhile, the class percentages which pass the Minimum Mastery Criterion- *Kriteria Ketuntasan Minumal (KKM)* are 27.3%. It means that there were only three students who were able to pass the Minimum Mastery Criterion - *Kriteria Ketuntasan Minumal (KKM)* 75 (seventy five) and there were 16 students are out of the target.

Furthermore, the mean score in the post-test of cycle 1 is 72.7. It means that there was 20.2 %. Meanwhile, the class percentages which pass the Minimum Mastery Criterion- *Kriteria Ketuntasan Minumal (KKM)* in post-test 1 are 63.6%. It shows there were 14 students who pass the Minimum Mastery Criterion- *Kriteria Ketuntasan Minumal (KKM)* and there were 8 students whose score still under the Minimum Mastery Criterion- *Kriteria Ketuntasan Minumal (KKM).* However, it was still needed more improvement because it could not achieve the criterion of success classroom action research (CAR), this was why the researcher continue the second cycle.

Next, the mean score in the post-test of the second cycle is 84.9. It shows the students' improvement score 24.4 (84.9 – 60.5) from the post-test 1 (72.7) or 40.3% students' improvement in the score percentage from the pre-test. Meanwhile, the class percentages which pass the Minimum Mastery Criterion- *Kriteria Ketuntasan Minumal (KKM)* are 90.9% from the pre-test (27.3%) or post-test 1 (63.6%) in the class percentage. The post-test of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success and the cycle was stopped.

3.   The Description through of Questionnaire

Base on the questionnaire that was given to the students after accomplishing the second action of cycle 2, it was gained the students' response toward the learning process through cooperative blended learning. The response was presented in the following the table:

Table 4.8 Students' Questionnaire Result

No.	Students' Initial Name	Score	Interest Level
1	AS	3.5	High
2	ANF	2.9	Fair
3	DA	3.5	High
4	EV	2.55	Fair
5	IL	3.65	High
6	MU	3.05	High
7	NA	3.45	High
8	NH	3.4	High
9	SA	2.85	Fair
10	SR	2.85	Fair
11	SNH	3.4	High
12	SW	3.4	High
13	SU	3.05	High
14	SY	2.7	Fair
15	WAM	2.9	Fair
16	AR	3.65	High
17	AA	2.85	Fair
18	MAM	3.4	High
19	MF	3.4	High
20	MI	3.4	High
21	RAM	3.1	High
22	WI	3.4	High

Interest Level	F	Mean Percentage
High	15	68%
Fair	7	32%

From the data above, shows that students' responses to the increase students' interest in learning English through cooperative blended learning strategy were

positive. That can be seen from classification of the questionnaire result, the data showed in score 79.94% which means "Excellent". *(This result of Questionnaire, we can see in appendix on page 90).*

4. Observation Checklist through Students Activities in Learning English during Teaching and Learning Process at Group Class

This data was obtained from observations of student learning activities by researchers. Observation of student learning activities carried out during teaching and learning process. The things observed were related to the activities carried out by students during participating in the learning given by the teacher. Student learning activities observed during teaching and learning process namely Participation and Attention. *(This result of Observation, we can see in appendix on page 97).*

Base on the result of the students' participation in students' activities through observation checklist, it was indicates the students' participation gradually increase from the first cycle into the second cycle.

The students' participation and attention improvement in learning English can be seen in the following table:

Table 4.9 The Students' Participation and Attention in Learning English during CAR

Skill	Cycle 1	Cycle 2	Improvement
Participation (Giving Opinion)	4.54%	22.72%	18.18%
Participation (Asking Question)	22.72%	36.36%	13.64%
Participation (Answering Question)	22.72%	81.81%	59.09%
Pay Attention to Instruction	78.78%	93.93%	15.15%

The explanation of the table above were as follow: first, the improvement of the students' giving opinion was 18.18%. Second, the improvement of the students' asking question was 13.64%. Third, the improvement of the students' answering question was 59.09%. At last, the improvement of the students' pay attention to instruction was 15.15%.

5.   The Description through of Interview Protocol

This interview was conducted after the researchers completed teaching and learning activities in 7 meetings including pre-test and post-test. Students were selected based on the results of a questionnaire analysis of learning interest and test results. The number of students selected at the time of the interview was 4 students, 2 boys and 2 girls in which 4 students represented several interest categories.

S15 and S16 represent students in the interested category, S5 and S18 represent students in the less interested category. Transcript of the results of interviews with the 4 students are in the appendix. *(This results from the Interview protocol, we can see it in appendix on page 99).*

B. Discussion

This research was a classroom action research that aims to increasing students' interest in learning English through cooperative blended-learning strategies in learning English descriptive text at class X Multimedia 3 of SMKN 1 Pinrang. And it turns out that after conducting research it was proven that through blended-learning learning can increase students' interest in learning English especially writing ability descriptive text. Increased students' interest in learning English can be seen from the learning process, observation, questionnaires, interviews and tests.

Cooperative blended learning strategy using WhatsApp media was done using 2 cycles. First cycle was carried out during 4 meetings, where 1 meeting (first meeting) was held pretest, then 2 meetings were held learning process and one meeting (fourth meeting) for posttest 1. While in the second cycle there were 3 meetings, 2 meeting held a learning process, and one meeting (third meeting) for posttest 2.

This learning was in accordance with the criteria expected by the researcher, then based on the theory that blended learning can improve. In this study shows that there was an increase in students' interest in learning English, this was in accordance with the advantages of cooperative blended learning using WhatsApp media. This theory also supports previous research, such as Andi Muhammad Takwin's research in the thesis "The Effectiveness of Applying Blended-Learning Cooperative Settings in Mathematics Learning in Grade X Multimedia at SMK 1 Pinrang" 2019, reinforcing that this blended learning strategy can improve the quality of learning, especially writing ability descriptive text.