

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the result of research. In this case, it discusses the students' mastery in writing procedure text through picture series at the eighth grade of SMPN 33 Banjarmasin in academic year 2013/2014.

A. Findings

1. Data Presentation about Students' Mastery in Writing Procedure Text through Picture Series at the Eighth Grade of SMPN 33 Banjarmasin in Academic Year 2013/2014

Based on the test result on writing procedure text through picture series at the eighth grade of SMPN 33 Banjarmasin in academic year 2013/2014, it is found the data that the highest score is 92 and the lowest score is 14. The accumulated score is 5.706 as seen in this following table:

Table 4.1 The Test Result of the Eighth Grade Students in Writing Procedure Text through Picture Series at SMPN 33 Banjarmasin in Academic Year 2013/2014

No	Students' Initial	Written test Scores
1	A.S. K.	63
2	A.S. H.	53
3	A. R	53
4	A.S	59
5	A.D	48

6	D. A. S.	50
7	E. N. I. P.	47
8	E. S.	67
9	F. S.	67
10	F. A. K.	60
11	I.U.	57
12	M. A. I. S.	47
13	MA	69
14	M. A	53
15	M. W.	69
16	O. L. N.P.Y	53
17	RU.	50
18	Z. N	65
19	A. R.	78
20	A.S.	78
21	A.Q	92
22	A.N.	82
23	D. F.	83
24	D. D .K	71
25	D. D. D.	75
26	F. A. A.	79
27	H. A. A	81
28	H. A.	79
29	H. P.	75
30	I.N. S.	75
31	KH.	78
32	M. Z.	85
33	P. W.	77
34	R. R.	74
35	R. Y.	73

36	SU.	86
37	A. M.	60
38	A. B.	59
39	E. M.	59
40	FA.	67
41	G. J. F.I	68
42	H. S.	68
43	M. A	65
44	M. E. S.	56
45	M. F. Y.	66
46	M. I. F.	60
47	M. R.	58
48	M. I.	68
49	M. S.	51
50	N. L.	56
51	RI.	62
52	S. J. A.	65
53	SY.	63
54	WA.	63
55	B.J. S.	74
56	C. W.	75
57	G. N.	84
58	K. P.	75
59	L. N.	68
60	M. AK.	72
61	M. Al-Q	73
62	M.FU.	72
63	M. R. A.	80
64	M. R. K.	70
65	M. W.	71

66	N. K.	89
67	N. P.N.	78
68	N. H.	78
69	R. J. L.	74
70	S. A.	78
71	S.N.	77
72	Y. T. P.	78
73	A.P. P.	24
74	A. R.	75
75	A. S. M	22
76	D. L.	45
77	D. A.	69
78	I. D.A.	58
79	JF.K.	33
80	M. A.	61
81	M. AS	19
82	M. F.	21
83	M. P. P.	40
84	M. R.H.	60
85	N. A. P.	14
86	P.A.A.	35
87	R.F.	76
88	R Y.	47
89	R. P.SP	36
90	ST. A.	40
	Total	5706
	The Lowest Score	14
	The Highest Score	92

Based on the data above, the total score is 5.706 of 90 students. To see the mean score of the students' mastery in writing procedure text from the eighth grade students at SMPN 33 Banjarmasin, the writer uses the means as follows:

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

M = Average Score

$\sum X$ = Accumulative score

N = Number of respondents

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

$$M = \frac{5.706}{90}$$

$$M = 63,4$$

Thus, the mean score of students' mastery in writing procedure text through picture series is 63, 4. It means that the eighth grade students' mastery in writing procedure text through picture series includes in fair category.

The following table shows the score categories of students' mastery in writing procedure text through picture series:

Table 4.2 The Score Categories of the Mastery of the Eighth grade Students in Writing Procedure Text through Picture Series

Score	Category	Frequency	Percentage
80-100	Excellent	10 students	11,1%
70-<80	Good	27 students	30%
60-<70	Fair	23 students	25,5%
50-<60	Low	15 students	16,6%
0-<50	Poor	14 students	16,5%
Total		90 students	100%

According to the data above, distribution of the score categories of the mastery in writing procedure text through picture series of the eight grade students at SMPN 33 Banjarmasin in Academic Year 2013/ 2014, it could be seen that: 10 students (11, 1 %) got the score between 80-100 which is classified into excellent category, 27 students (30%) got the score between 70-<80 which is classified into good category, 23 students (25, 5 %) got the score between 60-<70 which is classified into fair category, 15 students (16, 6 %) got the score between 50-<60 which is classified into low category, and 14 students (16, 5 %) got the score between 0-<50 which is classified into poor category.

2. Data Presentation about Students' Difficulties of the Eighth Grade Students in Writing Procedure Text through Picture Series at SMPN 33 Banjarmasin in Academic Year 2013/2014

To know the students' difficulties in writing procedure text through picture series, the writer counts the students' errors as in describing in the following table (Table 4. 3)

Table 4.3 The Students' Incorrect Answer in Writing Procedure Text through Picture Series at the Eighth Grade Students of SMPN 33 Banjarmasin Academic Year 2013/2014

No	Students' Initial	Types of Errors					Total Students' Incorrect answers
		SW	V	G	S	P	
1	A.S. K.	8	11	8	3	7	37
2	A.S. H.	8	9	9	1	20	47
3	A. R	14	7	3	3	20	47
4	A.S	-	13	8	-	20	41
5	A.D	6	17	12	7	10	52
6	D. A. S.	14	13	7	-	16	50
7	E. N. I. P.	8	9	15	1	19	53
8	E. S.	-	16	15	-	2	33
9	F. S.	-	17	16	-	-	33
10	F. A. K.	-	11	18	-	11	40
11	I.U.	10	12	3	-	18	43
12	M. A. I. S.	12	12	13	1	15	53
13	MA	-	11	17	1	2	31
14	M. A	13	7	11	1	15	47
15	M. W.	-	17	14	-	-	31
16	O. L. N.P.Y	3	15	13	3	13	47

17	RU.	2	12	15	1	20	50
18	Z. N	-	11	5	1	18	35
19	A. R.	-	8	9	3	1	22
20	A.S.	-	11	11	-	-	22
21	A.Q	-	2	5	-	1	8
22	A.N.	-	3	4	-	11	18
23	D. F.	-	11	6	-	-	17
24	D. D .K	-	8	8	-	13	29
25	D. D. D.	-	15	10	-	-	25
26	F. A. A.	-	9	9	2	1	21
27	H. A. A	-	6	5	1	7	19
28	H. A.	3	12	4	-	2	21
29	H. P.	-	-	7	1	17	25
30	I.N. S.	2	3	5	-	15	25
31	KH.	-	17	2	-	3	22
32	M. Z.	-	4	2	1	8	15
33	P. W.	-	13	7	-	3	23
34	R. R.	-	5	8	1	12	26
35	R. Y.	-	9	5	-	13	27
36	SU.	-	6	2	-	6	14
37	A. M.	1	14	18	2	5	40
38	A. B.	1	9	10	1	20	41
39	E. M.	-	10	19	-	12	41
40	FA.	-	14	19	-	-	33
41	G. J. F.I	-	12	19	1	-	32
42	H. S.	-	14	18	-	-	32
43	M. A	-	5	15	-	15	35
44	M. E. S.	-	15	19	1	9	44
45	M. F. Y.	-	12	17	1	4	34
46	M. I. F.	-	15	18	2	5	40

47	M. R.	-	9	13	-	20	42
48	M. I.	-	13	18	-	1	32
49	M. S.	-	14	18	6	11	49
50	N. L.	1	11	18	1	12	44
51	RI.	1	12	15	1	9	38
52	S. J. A.	1	11	15	1	7	35
53	SY.	-	15	16	-	6	37
54	WA.	-	13	19	1	4	37
55	B.J. S.	-	13	11	1	1	26
56	C. W.	1	13	10	1	-	25
57	G. N.	-	-	14	-	2	16
58	K. P.	-	10	10	1	4	25
59	L. N.	-	16	17	-	-	32
60	M. AK.	-	14	11	1	2	28
61	M. Al-Q	-	12	6	2	7	27
62	M.FU.	-	14	12	1	1	28
63	M. R. A.	-	12	2	2	4	20
64	M. R. K.	-	10	11	6	3	30
65	M. W.	-	17	9	-	3	29
66	N. K.	-	6	5	-	-	11
67	N. P.N.	3	3	12	-	4	22
68	N. H.	-	12	9	-	1	22
69	R. J. L.	4	9	6	3	6	28
70	S. A.	-	13	9	1	-	22
71	S.N.	-	12	8	2	1	23
72	Y. T. P.	-	9	10	-	3	22
73	A.P. P.	20	14	12	10	20	76
74	A. R.	-	12	12	1	-	25
75	A. S. M	18	13	15	12	20	78
76	D. L.	18	14	4	-	19	55

77	D. A.	5	14	7	-	5	31
78	I. D.A.	11	4	12	-	15	42
79	JF.K.	14	11	17	6	19	67
80	M. A.	7	9	13	4	6	39
81	M. AS	15	17	20	20	19	91
82	M. F.	15	17	16	14	17	79
83	M. P. P.	18	11	9	4	18	60
84	M. R.H.	11	8	10	4	7	40
85	N. A. P.	20	14	15	11	20	86
86	P.A.A.	20	8	17	-	20	65
87	R.F.	4	13	2	-	5	24
88	R Y.	20	13	-	-	20	53
89	R. P.SP	20	19	5	-	20	64
90	ST. A.	20	3	17	-	20	60
N= 90	Total	372	989	990	157	791	3.299

Thus, the total score of students' difficulties (errors) are 3.299 of 20 questions. To know the students' difficulties which are divided in identifying sequences of words, vocabulary, grammar (sentence structure), spelling and punctuation in writing procedure text through picture series of the eighth grade students at SMPN 33 Banjarmasin, then the writer used the following formula:

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

$$M = \frac{3299}{90}$$

$$M = 36,65$$

Based on the data above, the total score is 3.299 of 90 students. The mean score by using the formula ($M = \sum X/N$) is 36,65 (3.299: 90 = 36,65) indicating that the students' difficulties in writing procedure text through picture series is in low category.

Following table will describe the distribution of students' difficulties in writing procedure text through picture series

Table 4.4 The Frequency Distribution of Students' Difficulties in Writing Procedure Text through Pictures Series

No	Interval	Category	Frequency	Percentage (%)
1	80-100	Very high difficulty	2 students	2,2%
2	60-<80	High difficulty	8 students	8,9 %
3	40-<60	Average difficulty	23 students	25,6 %
4	20-<40	Low difficulty	49 students	54%
5	0-<20	Very low difficulty	8 students	8,9%
Total			90 students	100 %

The table above shows that students' difficulties in writing procedure text through picture series based on its categories. There are 2 students (2,2 %) got the score 80-100. They are in a very high difficulty category. There are 8 students (8,9 %) who got the score 60-<80. They are in a high difficulty category. There are 23 students (25,6 %) who got the score 40-<60. They are in an average difficulty category which the percentage 25,6%. There are 49 students (54 %) who got the score 20-

<40. They are in a low difficulty category. There are 8 students (8,9 %) who got the score 0-<20. They are in a very low difficulty category. Thus, the most of the eighth grade students' difficulties in writing procedure text through picture series is low category.

The following table shows the problem of the students in sequences of words, vocabulary, grammar, spelling and punctuation in their writing of procedure text.

Table. 4.5 Frequency of Errors Made by Students in Writing Procedure Text through Picture Series at the Eighth Grade Students of SMPN 33 Banjarmasin in Academic Years 2013/2014

No	Errors type	Number of students made errors	Percentage
1	Sequences of words (there are no sequences of words)	372 errors	4,13 %
2	Vocabulary (the use choice of words not appropriately with the context sentences	989 errors	10,98 %
3	Grammar (sentence structures)	990 errors	11 %
4	Spelling	157 errors	1,74 %
5	Punctuation	771 errors	8,56 %
Total		36,65%	

The table shows that the total averages of errors percentage in their writing procedure text through picture series made by eighth grade students of SMPN 33 Banjarmasin is 36,65%, which means low category.

B. Discussion

The data that have been collected from written test, documentary, and interview are presented on the table and described in data presentation. This subchapter is aimed to discuss the result of data analysis and their interpretation. This part consists of the result of the score based on the test. It covers the students' mastery in writing procedure text through picture series and their difficulties.

1. The Students' Mastery in Writing Procedure Text through Picture Series at the Eighth Grade of SMPN 33 Banjarmasin in Academic Year 2013/2014

The finding on the previous subchapter shows the average of students' mastery in writing procedure text through picture series. From the test result, it was found that the lowest score was 14 and the highest score was 92. There were 10 students (11, 1 %) obtained excellent category, the score was about 80-100, and 27 students (30 %) obtained good category with the score was about 70-<80. 23 students (25, 5 %) obtained fair category with the score was about 60-<70. 15 students (16, 6%) got score between 50-<60 which obtained low category. In poor category, there were 14 students (16, 5 %) who got score between 0-<50.

The mean score of the eighth grade students' mastery in writing procedure text was 63, 4. The mean is obtained from the accumulative score divided number of respondents; $5.706 : 90 = 63, 4$. Based on the

test result, it can be concluded that the eighth grade students' mastery in writing procedure text through picture series is in fair category.

2. The Students' Difficulties in Writing Procedure Text through Picture Series at the Eighth Grade of SMPN 33 Banjarmasin in Academic Year 2013/2014

From the description and test result, it can be found that the eighth grade students' mastery in writing procedure text through picture series is in fair category. Based on the presented data on previous subchapter the facts describe that the students' errors in writing procedure text through picture series varied, the highest percentage of errors 11 % encountered by the students' in writing procedure text, in term of grammar (sentence structure). The next trouble came out was in matter of vocabulary (10, 98 %), while the following difficulties were in the part of spelling (1, 74 %), and punctuation (8, 56 %), and the last was in sequences of words (4, 13%). The main errors of writing procedure text through picture series faced by the students are in the area of grammar (sentence structure) and vocabulary. The other difficulties appeared in the five problems. In detail, these problems are discussed as follows:

a. Grammar (Sentence Structure)

In grammar, almost students had errors with the percentage of 11%. They could not make some grammatical sentences in their writing procedure text through picture series well. All of the students forgot to

use Verb 1 (present tense). Thus, the mistakes happened because the students did not understand well yet about tenses used in the present and when they wanted to write procedure text.

They made grammatical errors like:

- ✓ Then, I *sat* down on the bed
- ✓ And then, he *spoke* “hello”
- ✓ Then, she *swept* the floor
- ✓ Then, he woke up from his sleep.

The correct grammar in sentences should be:

- ✓ Then, I sit down on the bed
- ✓ And then, he speaks hello
- ✓ Then, she sweeps the floor
- ✓ Then, he wakes up from his sleep

Based on the interview to some students, the mistakes that the students have done because of the teacher just explained the formula or rule of present tense and then gave examples in sentences. The teacher did not ask them to apply in writing text. Also, the students do not often practice their writing so almost of them had problems in grammar.

b. Vocabulary (Choice of words)

In vocabulary, the students also had some errors, 10, 98 % of them did the errors; some students could not make a good vocabulary, because most of them had low vocabulary. A good procedure text should have appropriate vocabulary with their context in sentences; but

in fact, almost students did not write it well. For example, they wrote incorrect vocabulary in sentences like:

- ✓ Then, she hung up.....
- ✓ Then, she cleans a *small table* with *cloth*
- ✓ Next, I say *hello and I say this* Kate Jenny.
- ✓ And then, I say hello.....

The correct vocabulary in sentences should be:

- ✓ Then, she hung up *the telephone*
- ✓ Then, she cleans the *desk by use mop*
- ✓ Next, I *greet my friends by say hello*
- ✓ And then, I say hello *to my friend*.

From the procedure text above, the researcher found that the students did not understand in using vocabulary with their context in sentences. It means that almost students did not understand how to make a good sentences use appropriate vocabulary in context. Generally, the students of eighth grade SMPN 33 Banjarmasin still had low vocabulary.

c. Spelling

In spelling, just several students had the errors. It was only 1, 74%. For examples, they made spelling errors in sentences like:

Error spelling in sentences:

- ✓ Finally, *immediately was* hands
- ✓ Then, I *was* my table

- ✓ Finally, he *mopil* the floor
- ✓ First, he cleanshe the refrigerator.

The correct spelling in sentences must be:

- ✓ Finally, I wash my hands immediately.
- ✓ Then, I clean my table.
- ✓ Finally, he mops the floor.
- ✓ First, he cleans the refrigerator

d. Punctuation (comma, period, colon)

In punctuation, just few students had the errors. The percentage of students who had the problems is 8, 56 %. They made error punctuation in sentences like:

- ✓ Then he sweeps the floor
- ✓ Then he goes to the bathroom
- ✓ After that he washes his hands
- ✓ Then he mops the floor

The correct punctuation in sentences should be:

- ✓ Then, he sweeps the floor.
- ✓ Then, he goes to the bathroom.
- ✓ After that, he washes his hands.
- ✓ Then, he mops the floor.

From the text above, the researcher found that there are still some sentences did not use a period after every sentence, capital letter are incorrect, as well as comma. But, if comparing with the other errors,

the percentage of students' errors in punctuation is the smallest. It is because of the rule in using punctuation just little. So, the students could make sentences with a good punctuation.

e. Sequences of words (first, second, next, then, after that, now and finally)

In sequences of words, almost students have errors with the percentage (4, 13 %), the students could not make good procedure text by using sequences of words. in their writing through picture series. All of the students forgot to use sequences of words; the students went on writing sentences without them. Thus, the mistakes happened because the students do not understand well yet about the using of sequences of words to make good procedure text.

They did incorrect sequences of words in sentences like:

- ✓i wake up and yawn.
- ✓i go to toilet.
- ✓i mop all room in the house.
- ✓,, he wakes up from his bed.

(There are no sequences of words).

The correct sequences of words in sentences should be:

- ✓ First, I wake up and yawn.
- ✓ Then, I go to toilet.
- ✓ After that, I mop all room in the house.
- ✓ The last, he wakes up from his bed.