

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF RESEARCH**

In this chapter, the researcher going to present about the result and discussion of the data obtaining from research of the implementation reading-writing connection strategy on teaching recount text at eight grade students of SMP Nurul Haramain Kasengan Sumenep.

#### **A. Result**

In this result, the researcher explained the result about The Implementation Reading-writing connection strategy on Teaching Recount text at Eight grade students of SMP Nurul Haramain Kasengan Sumenep. There are two points that will be explained by researcher. The first one is about the teacher implementation of reading-writing connection strategy on teaching recount text at eight grade students of SMP Nurul Haramain Kasengan Sumenep. The second one is about the students response in learning recount text at eight grade students of SMP Nurul Haramain Kasengan Sumenep.

To obtain the data which related with The Impelementation Reading-writinsg connection strategy on Teaching Recount text at Eight grade students of SMP Nurul Haramain Kasengan Sumenep, the researcher conducted an observation in teaching learning process. The researcher did he research was on from 16 March 2022 until 23 March 2022.

In the implementation of reading writing connection strategy on teaching recount text at eight grade students of SMP Nurul Haramain Kasengan Sumenep,

the researcher explain three steps in teaching learning process. They are pre-teaching, whilst teaching and post teaching.

## **1. The Impelementation Reading-writing Connection Strategy on Teaching Recount text at Eight grade students of SMP Nurul Haramain Kasengan Sumenep**

### a. The Result of Observation

#### a. The First Observation

In the first observation of the research was conducted on Wednesday 16 March 2022. It was started at 07:40 until 08:30

In this case, the researcher as non- participant observation. The researcher observer how the teacher implementation of reading-writing connection strategy on teaching recount text at eight grade students of SMP Nurul Haramain Kasengan Sumenep. There are three steps on the teacher implementation of reading-writing connection strategy on teaching recount text at eight grade students of SMP Nurul Haramain Kasengan Sumenep. There are *Pre-teaching*, *Whilst teaching*, and *Post-teaching*.

The steps of teaching and learning process which the teacher taught in the classroom were :

#### 1) Pre-Teachings

- a) The teacher greeting the students by saying Salam, *Assalamualaikum Wr Wb* to the student and the students answer salam spontaneously



- b) The teacher and the students praying together
- c) The teacher checked the students attendance list or presence, when the teacher checked students' attendances there were a student who absent in the class

## 2). Whilst-Teaching

- a) The teacher gives an example of a recount text to students ( A Beautiful in Jogja )

**A Beautiful Day at Jogja**

Last week, my friends and I went to Jogja. We visited many places.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There where many birds flew in the sky. Also, there where many



Sellers who sold many kinds of souvenirs. Second, we visited Gembira Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so went to a resraurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day though I could not visit Malioboro. We really enjoyed it, and I hope I could visit Jogja again.

- b) After students get reading material. Then, the teacher explains from the definition of recount text, generic structure of the text, and social function of the text.



- c) The teacher asks them to read the text, and asks them to understand the text correctly from the beginning, middle, and end



- d) Then the teacher appoints some students to read the text in their seats



- e) After two students finished reading, then the teacher gave a question related to the text



- f) And then the teacher ask to students who know the answer and the students read the answer and then ask to write the answer in the whiteboard



### 3) Post-Teaching

- a) After the teacher finished teaching, then the teacher gave the opportunity to ask students about today's material
- b) After that, the teacher ended today's lesson by praying with together.

- c) Then end the greeting by saying *Assalamualaikum Wr Wb* and the students answer salam spontaneously.

Based on the first observation that the researcher observed, it was clear how the teacher taught recount text by implement reading-writing connection strategy. In Whilst-teaching the teacher gives an example of a recount text entitled "A Beautiful Day at Jogja" then the teacher asks questions about the content of the text which includes the generic structure, social function, which is used in the recount text. This is due to brainstorming for students so they can think about how to write recount text. The example of the question "When did it happen?", Then by asking some of these questions can make students think about the time the author wrote the story in the past, namely last week referring to the first paragraph in (Orientation). The next question "What happened to the writer at that time?" with questions like this can make students want to know the contents of the story. At that time he and his friends were going to Jogja and visited many places such as visiting Pringitis beach, and saw many people on the beach, many people selling. Second, they visited Gembira zoo and took lots of photos there and went to a restaurant because they were hungry. The question refers to the third paragraph which contains (Sequence of event). The next question was "How did he and his friends feel when they visited Jogja?" that he and his

friends are happy and hope to visit Jogja again. This question refers to the last paragraph in (Re-orientation).

b. The Second Observation

In the second observation of the research was conducted on Thursday 17 March 2022. It started at 09.10 until 10.00. in this meeting as like the first meeting where the researcher as a non-participant observer. Same as like the first meeting there are three steps in the teacher implementation of reading-writing connection strategy on teaching recount text at eight grade students of SMP Nurul Haramain Kasengan Sumenep. There are *Pre-teaching*, *Whilst teaching*, and *Post-teaching*.

The steps of teaching and learning process which the teacher taught in the classroom were :

1) Pre-Teaching

- a) Greeting the class by saying Salam, *Assalamualaikum Wr Wb* to the student and the students answer salam
- b) The teacher and the students praying together
- c) Checking the students' attendance list



## 2). Whilst-Teaching

- a) The teacher gives an example of a recount text to students  
(Funny experience )



- b) Before the teacher ask students to read the text, teacher and students together analyze the recount text which includes the generic structure, social function and grammatical language in the recount text



- c) As usual, the teacher asks them to read the text, and asks them to understand the text correctly from the beginning, middle, and end



- d) After three students finished reading, the teacher gave a question related to the text



- e) And then the teacher ask to students who know the answer and the students to read the answer and then ask to write the answer



- f) Then the teacher give another story for evaluation to students



### 3). Post-Teaching

- a) The teacher finished the teaching, then the teacher gave the opportunity to ask students about today's material, but no one of the students asked



- b) So teacher ends the class by praying with together.
- c) The teacher saying *Assalamualaikum Wr Wb* and the students answer his salam

Based on the second observation on Thursday 17 March 2022, the teacher as usual at the first meeting. In this second meeting, the teacher and the students together to analyze the generic structure, social function and grammatical language of the text. So, the students can easily analyze the text because it is assisted by the teacher. As usual, the English teacher here gives some questions to the students which are useful so that students can come up with their ideas for thinking. The text given here is certainly different from the text that the teacher has given before. The recount text of this second meeting is entitled "Funny experience". When students are asked "When did that happen?" then students answer "Last Saturday" which refers to (Orientation). and "What happened to the author?" Then one of the students ranked first in class answered by explaining that the incident, the question refers to

(Event). Furthermore, it can be seen that at this second meeting the students were more fluent and understood about writing recount text.

c. The Third Observation

In the second observation of the research was conducted on Wednesday 23 March 2022. It started at 07.40 until 08.30. In this meeting as like the second meeting where the researcher as a non-participant observer. Same as like the first meeting there are three steps in the teacher implementation of reading-writing connection strategy on teaching recount text at eight grade students of SMP Nurul Haramain Kasengan Sumenep. There are *Pre-teaching*, *Whilst teaching*, and *Post-teaching*.

1) Pre-Teaching

- a) The students answered salam from the teacher came to the class



- b) The teacher and the students praying together
- c) Checking the students' attendance list

2). Whilst-Teaching

- a) The teacher gives an example of a recount text to students the text is (Made the garden benches )



- b) The teacher and the students analyze the generic structure, social function of the text



- c) And the teacher asks them to read the text, and asks them to understand the text correctly



- d) sAfter two students finished reading, the teacher gave a question related to the text



- e) And then the teacher ask to students who know the answer and the students to read the answer and then ask to write the answer in the whiteboard



- f) Then the teacher give another story for evaluation to students



### 3). Posts-Teaching

- a) The teacher finished the teaching, then the teacher gave the opportunity to ask students about today's material
- b) The teacher here asks students to made recount text based on their experience
- c) So teacher ends the class by praying with together. s
- d) The the teacher saying *Assalamualaikum Wr Wb* and the students answer salam spontaneously

Based on the second observation on Wednesday 23 March 2022, the the teacher gives an example of a text that is different from the previous one (Made the garden benches). In this third meeting, many students competed to answer questions given by the teacher. They find it easy to think about new ideas to make recount text correctly while still paying attention to the right generic structure. In Post-teaching students are asked by the teacher to write down their past experiences according to their experiences. But here of course students are still confused in grammar, but the teacher here helps students who are confused.

#### b. The Result of Interview

In this section, the researcher will presented some of the results of interviews conducted to the teacher and also to students at eight grade to find out how the teacher implement of reading-writing connection

strategy on teaching Recount text at eight grade students of SMP Nurul Haramain Kasengan Sumenep.

On Wednesday 16 March 2022, the researcher asked the teacher about the preparation before he get into class to teaching, he said :

“Before I go to class, of course I have to prepare some preparations such as topic and media. For the topic here, I adjust as much as possible to the ability level of the students in the class so that it can make it easier for them to understand the lesson. And for the media that I use in teaching recount text is text, because of course in using the reading writing connection strategy, of course, it requires media in the form of text.”<sup>1</sup>

The researcher also asked the teacher and student how he implement reading-writing connection strategy on teaching recount text, he said :

“As it is clear, that first I give the media that I brought, namely the text. Then, I asked the students to read it and understand the text, after that I tried to brainstorm the students in the form of several questions related to the recount text that I gave. The question I give is of course related to the generic structure of text such as *Who? When? What happened?* and others. Then after that I asked students

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<sup>1</sup> Mahkamatul Ulum, The English Teacher at eight grade students of SMP Nurul Haramain Kasengan Sumenep, Direct Interview, (16 March 2022)

to answer the questions I had given and asked to write them on the whiteboard”<sup>2</sup>

In line the student state :

“My teacher gave the text, then explain the text and asked me to read it, then asked with questions and asked to write the answer on the whiteboard”<sup>3</sup>

In line student 2 state :

“in class I was given a text by my teacher, and my teacher asks me to read the text and I read it, before I read the text, my teacher give me some question related to the text and I answer the question from my teacher.”<sup>4</sup>

In line student 3 state :

“I was given an example of a recount text, then my teacher and other students analyzed something in the text, after that my teacher appointed several students to read the text. and at that time

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<sup>2</sup> Mahkamatul Ulum, The English Teacher at eight grade students of SMP Nurul Haramain Kasengan Sumenep, Direct Interview, (16 March 2022)

<sup>3</sup> Ruwaidah, The student at eight grade of SMP Nurul Haramain Kasengan Sumenep, Direct Interview (22 March 2022)

<sup>4</sup> Hofifatun Nuraniyah, The student at eight grade of SMP Nurul Haramain Kasengan Sumenep, Direct Interview (22 March 2022)

my teacher gave a question about the recount text and then we answered the question.”<sup>5</sup>

Based on the English teacher’s and the student statement above, the researcher can conclude that the teacher has implementation reading writing connection strategy on teaching recount text. The teacher did not only gave explanation about recount text. But he also help the students who confused to write recount text. The teacher also do the brainstorm to make students think about ideas so it can make the students have ideas to write recount text. After the teacher gave some question, then teacher asks the students to write their answer.

## **2. The Students Responses in Learning Recount text at Eight Grade Students of SMP Nurul Haramain Kasengan Sumenep**

In this section, the researcher would like to present the students response in learning recount text at eight grade students of SMP Nurul Haramain Kasengan Sumenep. To obtain the data about the students response in learning recount text it can be taken from interviews, observation, and documentation.

### **a. The Following are the data get from interview to the teacher and students :**

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<sup>5</sup> Wulan Nurul Aini, The student at eight grade of SMP Nurul Haramain Kasengan Sumenep, Direct Interview (22 March 2022)

The result of students response in learn recount text by implementing reading-writing connection strategy at eight grade students of SMP Nurul Haramain Kasengan Sumenep by interview from teacher and students :

The researcher interviewed to the teacher about how students response of implementing reading writing connection strategy in learning recount text at eight grade student of SMP Nurul Haramain Kasengan Sumenep, the teacher state :

“So far, the student's response to the recount text material by using this strategy is to provide some response. Students enjoy for the learning process. It can be seen here that students can confidently answer and write some questions. Student enthusiasm, however there are some student feel confuse, it can be seen with their expression. But, this strategy also gives a good response to students by helping students to stimulate students' ideas so that they can write texts systematically.”<sup>6</sup>

The researcher interviewed to the students, and students stated : .

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<sup>6</sup> Mahkamatul Ulum, The English Teacher at eight grade students of SMP Nurul Haramain Kasengan Sumenep, Direct Interview, (22 March 2022)

“When I learn recount text I feel enjoy to join the class, my teacher also helps me who sometimes has trouble translating some words that I don't know”<sup>7</sup>

The student state :

“I feel enjoy because the teacher teach recount text in an easy way, and I really like the way the teacher teach in class”<sup>8</sup>

The students state :

“After I learned recount text I found it easier to understand recount text. I also understand that the characteristics of a recount text must use the simple past tense because the recount text tells about past events. But I'm still a little confused about the form of the verb 2 because I still haven't memorized it.”<sup>9</sup>

The student state :

“I like this recount text lesson, because I like it when the teacher asks questions, it can make me want to know the content of the story from the text so I am very excited even though I don't

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<sup>7</sup> Zilfa Nadhinia, The student at eight grade of SMP Nurul Haramain Kasengan Sumenep, Direct Interview (22 March 2022)

<sup>8</sup> Elmi Mufida, The student at eight grade of SMP Nurul Haramain Kasengan Sumenep, Direct Interview (22 March 2022)

<sup>9</sup> Hofifatun Nurainiyah, The student at eight grade of SMP Nurul Haramain Kasengan Sumenep, Direct Interview (22 March 2022)

understand the meaning of the whole story, but my teacher still helps me in solving my problem”<sup>10</sup>

The student state :

“Learning recount text is not difficult, I like it because it relates to someone's story that happened in the past.”<sup>11</sup>

The students state :

“ I understand the teacher explanation, but when my teacher give me question and I must answer it in English, so I feel confuse to answer and me and my friend just laugh because I don’t know use English correctly “<sup>12</sup>

Different with other student statement that state :

“Sometimes I’m a little confused about the recount text in the, I don’t the teachers’ question, I’m shy to ask my teacher.”<sup>13</sup>

The statement above supported with Izud statement :

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<sup>10</sup> Ruwaidah, The student at eight grade of SMP Nurul Haramain Kasengan Sumenep, Direct Interview (22 March 2022)

<sup>11</sup> Mayam Faona Hoiri Putri, The student at eight grade of SMP Nurul Haramain Kasengan Sumenep, Direct Interview (22 March 2022)

<sup>12</sup> Wulan Nurul Aini, The student at eight grade of SMP Nurul Haramain Kasengan Sumenep, Direct Interview (22 March 2022)

<sup>13</sup> Yenny Imizan Sholehah, The student at eight grade of SMP Nurul Haramain Kasengan Sumenep, Direct Interview (22 March 2022)

“At first I understood the teacher's explanation, but when the next meeting I felt confused when the teacher asked for my answer”<sup>14</sup>

And the student statement that state :

“ I don't understand using English, and when my teacher asks me questions there I don't know how to answer in English.”<sup>15</sup>

Based on the English teacher's and some students statement above, the researcher can conclude that the students give some responses related to the teacher' statement that learning recount text by implementing reading-writing connection strategy there are specific response : when the teacher open the class by greeting the students, the students read the text when the teacher ask to read and they read the text aloud, the teacher explain Recount text then the students give respond directly and answer the teachers' questions. Choral response when the teacher give pay attention to

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<sup>14</sup> Izudin Al-Qasam, The student at eight grade of SMP Nurul Haramain Kasengan Sumenep, Direct Interview (22 March 2022)

<sup>15</sup> Atiqatul Jamilah, The student at eight grade of SMP Nurul Haramain Kasengan Sumenep, Direct Interview (22 March 2022)

the teacher. And Laugh response when the students did not to answer the teacher' question so the students laugh.

But there were some students gave another response that they were sometimes confused when studying recount text. They are also shy to ask questions, unlike other students who when they are confused they can ask their teacher.

b. The Following are the data get from observation

In this section, the researcher going to give the result of observation about students response in learning recount text at eight grade student of SMP Nurul Haramain Kasengan Sumenep.

The observation are taken three times, the first observation is taken on Wednesday 16 March 2022 It started at 07.40 until 08.30. For the first observation, there are some students give positive response that student enjoy in learningq22g recount text, when teacher ask student and then the students answer the teacher question. And then they were enthusiastic in following the lesson that day. They are also active I n askings the teacher about the meaning of words they do not know the meaning.

The second observation is taken on Thursday 17 March 2022 it started at 09.10 until 10.00. Same at the first observation, many students gave their positive responses at this second meeting. Although the text given by the teacher is different from the previous one, many students easily understand and answer the teacher's questions.

And the last observation or third observation is taken on Wednesday 22 March 2022 it started at 07.40 until 08.30. There are many students who give positive responses and there are 2 students who give negative responses. Of course the text given by the teacher is different from the previous text because it trains students' understanding well. The negative response that came from the two students seemed that they were very bored with the lesson the teacher was delivering. They also look quiet and inactive in class.

## **B. Discussion of research**

In this section this section, the researcher going to analyze the implementation reading writing connection strategy on teaching recount text at eight grade students of SMP Nurul Haramain Kasengan Sumenep and the students response in learning recount text at eight grade. Which the data was discussed in the previous study using the theory which was discussed in chapter II. The researcher classified the data based on the research focus.

### **1. The Implementation Reading-Writing Connection Strategy on Teaching Recount text at Eight Grade Students of SMP Nurul Haramain Kasengan Sumenep**

In this part, the researcher will discuss the implementation reading writing connection strategy on teaching recount text at eight grade students of SMP Nurul Haramain Kasengan Sumenep

Teaching has several objectives such as to develop critical thinking, to create understanding of students in learning and to make them interested in learning. This is in accordance with the statement by Maharishi Dayanand state the objectives of teaching are to develop knowledge, develop understanding, to create interest in study and to develop their critical and logical thinking.<sup>16</sup>

In studying recount text, it is certainly not easy for students. A teacher here must choose the right strategy to teach recount text to students. By choosing the right strategy, it can certainly make students more enthusiastic in learning recount texts and make it easier to learn. This is in accordance with the statement by Boundless in Gea Gamara state a teaching strategy comprises the principles and methods use for instruction and the goal of a teaching strategy is to facilitate learning, to motivate the students, and also help them to their focus.<sup>17</sup>

With the implementation of reading writing connection strategy, it is a suitable strategy for students. Because according to the needs of

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<sup>16</sup> Maharishi Dayanand Marg, *Study Material for Teaching & Research Aptitude and Higher Education System* (New Delhi : Dhisha Publication) : 3.

<sup>17</sup> Dea Gamara, " An analysis of Teache's Strategy in teaching english speaking at SMP Islam Al-Hamidyah NW Kediri in Academic year of 2018/2019 " *Journal University of Mataram : Faculty of teacher training and education* (2018)

students where students find it difficult to compose sentences, are confused in the rules for writing recount texts and they do not have ideas for writing recount texts. Therefore, the reading writing connection strategy can help students in these difficulties because it is in accordance with the statement said by Tompkins by using reading-writing connection strategy, students make connection between stories they have read and they story have write. Students make connections as they brainstorm ideas for writing and visualize stories they are writing and they also use connection as they write pattern booms and sequels based on book they have read.<sup>18</sup>

In the condition of class when the teacher teaching recount text by implementing reading writing connection strategy, students are happy to answer the questions the teacher gives, some of them are also active in asking. They feel interested in learning ex recounts using the method used by the teacher, namely the reading writing connection strategy.

The results of the explanation above showed that by implementing the reading writing connection strategy, it can help students who were previously confused in composing sentences and confused because they did not have ideas for writing, now students can understand recount text.

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<sup>18</sup> Tompkins, E Gail. Teaching Writing Balancing Process and Product (Prentice Hall, Inc. New Jersey 2000) : 81.

## **2. The Students' Responses of Implementation Reading-Writing Connection Strategy on Learning Recount text at Eight Grade Students of SMP Nurul Haramain Kasengan Sumenep**

The students response in learning Recount text by implementation Reading-writing connection strategy is divided into two responses. It can be positive response and negative response. We know that response is an action or feeling produced in answered something a reaction.

Based on the result that researcher found during the observations, interviews, and documentation to English teachers and students conducted by researchers, from the first meeting to the third meeting. There are several types of responses that get from students when they learning Recount text by implementation Reading-Writing Connection Strategy

There are some of responses when the researcher doing observations, interviews, and documentation. Those are :

### **a. Specific Response**

Students may give response that will practiced by answer when they get information or explanation of their teacher about something that have been done by the teacher. When the teacher open the class by greeting the students, the students read the text when the teacher ask to read and they read the text aloud, the teacher explain Recount text then the students give respond directly and answer the teachers' questions. This is related to what Dick

Allwright said who said that specific response is response to the teacher within a specific and limited range of available or previously practiced answer.<sup>19</sup>

b. Choral Response

Based on the observation that have done by researcher, when the teacher explain and give question to the students in the class and then the students give responses by given pay attention to the teacher. It related to the statement that choral response by total class or part of class, it means that the students give response totally (all of students in the class) or just part of class.<sup>20</sup> In this class all students or some students respond by nodding their heads when students understand the questions or answers given by the teacher. This often happens during the teaching and learning process in the class.

c. Laugh response

When the teacher teach in the class related with the observations, interview, and documentation it had been done by researcher that student smile and laugh. Mostly when the student who chosen by the teacher to answer and they can't answer the teachers' question, students are shy to pronounce in English

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<sup>19</sup> Dick Allwright and Kathleen M Bailey, *Focus on the Language Classroom* (UK : Cambridge University Press 1991) 204

<sup>20</sup> Dick Allwright and Kathleen M Bailey, *Focus on the Language Classroom* (UK : Cambridge University Press 1991) 204

sentences , students who when asked to answer just laugh because maybe they don't understand the material that have been explained by the teacher, then the other students laughed. It related to Dick Allwright statement that students laugh because students understand or maybe they think the teachers' explanantion is funny or interesting it also mean the students did not understand with the teachers' explanation.<sup>21</sup>

d. Confusion Response

Some student in the class feel confuse, when the teacher explain and the teacher ask and the students they confuse because they did not understand with teachers' explain. It related to Confusion work-oriented : more than one person at a time talking so the interaction cannot be recorder. Students calling out excitedly, eager to participate or respond, concerned with task at hand. Confusion non work-oriented : more than one person at a time talking, so the interaction cannot be recorded. Students out-of-order, not behaving as the teacher wishes, not concerned with task a thand.<sup>22</sup>

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<sup>21</sup> Dick Allwright and Kathleen M Bailey, *Focus on the Language Classroom* ( UK : Cambridge University Press 1991) 204-205.

<sup>22</sup> Dick Allwright and Kathleen M Barley, *Focus on the Language Classroom* ( UK : Cambridge University Press 1991 ) 204-205