CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The findings of the research are presented in this chapter, as well as a discussion of the findings. The researcher provides detailed information in this section regarding the research findings derived from the data examined in order to answer the two formulated problems, which are: (1) the implementation of Magic Board Game in teaching writing of recount text at SMPN 18 Surabaya, and (2) the students' achievement in writing skill of recount text by applying Magic Board Game at SMPN 18 Surabaya.

4.1 Research Findings

The purpose of this study is to describe the implementation of the Magic Board Game (MBG) and the students' achievement of writing competency when composing recount texts. Rukiyah worked as an English teacher and researcher at SMPN 18 Surabaya, where she did the research with the assistance of the collaborator teacher, Dra. Sulastri, M.Pdi., who supervised the actions. From April 5th to April 22nd, 2021, this research was conducted in two cycles, with each cycle consisting of three meetings lasting 2x40 minutes each and employing Microsoft 365 as the online learning platform. Initial observations of classroom activity during an English lesson were made before students were instructed to create recount texts on the implementation of the Magic Board Game (MBG), which was used to conduct preliminary research in this study. The pre-research, cycle 1 and cycle 2 of the research are discussed in detail below:

58

4.1.1 Pre-research

The researcher conducted an observation to obtain insight into the issues experienced in the online classroom using the Microsoft 365 platform during the teaching and learning process, specifically the difficulties encountered by students when composing recount texts. Additionally, a preliminary test was conducted on April 1, 2021. The test was administered to ascertain students' writing abilities. The researcher conducted preliminary testing by having students wrote a recount text on the topics offered. Students were given 40 minutes to finish the teacher-assigned writing assignment. They required a great deal of time to generate concepts while conducting preliminary study. Many students had not written a single word within the assignment's first 15 minutes. They argued they lacked creativity when it came to writing ideas. To assist students in developing their own stories, the researcher provided an example of the recount text on the pre-test sheet, which was presented on the screen. The following is the outcome of the students' pre-action of the implementation of MGB.

Table 4.1 The Result of the Pre-test

No	Code	Pre-test
1	S8A-1	65
2	S8A-2	68
3	S8A-3	60
4	S8A-4	75
5	S8A-5	70
6	S8A-6	64
7	S8A-7	50

8	S8A-8	68
9	S8A-9	70
10	S8A-10	78
11	S8A-11	65
12	S8A-12	60
13	S8A-13	76
14	S8A-14	68
15	S8A-15	60
16	S8A-16	64
17	S8A-17	70
18	S8A-18	76
19	S8A-19	70
20	S8A-20	65
21	S8A-21	70
22	S8A-22	58
23	S8A-23	60
24	S8A-24	66
25	S8A-25	72
26	S8A-26	70
27	S8A-27	65
28	S8A-28	65
29	S8A-29	60
30	S8A-30	76
31	S8A-31	76
32	S8A-32	52
33	S8A-33	64
34	S8A-34	60
35	S8A-35	76
36	S8A-36	55
37	S8A-37	60
38	S8A-38	70
39	S8A-39	65
40	S8A-40	75
Mean		**66.43**
Lowest Score		**50**
Highest Score		**78**
Passed		**6**
Percentage		**15.00%**

The data in Table 4.1 was based on the assumption that the students' academic achievement in writing was below average. Mean score was 66.43, with scores ranging from 50 to 78. Six students completed the pre-test according to the agreement reached by SMPN 18 Surabaya, as a result of which, they had attained a Minimum Mastery Criteria (KKM) score of $\geq$ 76 points on the scale. Only 6 students helped to accomplish a passing grade out of the entire class (15.00%).

The researcher also inquired of the students immediately following the completion of the writing test in order to determine the students' difficulties in producing the recount text. The findings suggest that writing is considered hard, with the majority of the students reporting difficulty in constructing grammatical sentences and identifying appropriate vocabulary to use in their writing. They also had no concept how to structure words or sentences into a text or paragraph, as well as how to identify ideas inside them. They did not make any changes to what they had written. Furthermore, the teacher only provided students a limited amount of time to complete their work, and the teacher did not assist them through the writing process.

After receiving the results of the preliminary research, which were quite unsatisfactory, the researcher reviewed the findings with the collaborator teacher during the observation period in order to prepare for the research being implemented. In her point, she asserted that the student's ability to produce recount texts material was severely

constrained. Some students were capable of making these types of grammatical errors, but it was a small percentage. If it looked at the grammatical rules, the students were unable to demonstrate that they understood how to write in the correct tense when producing a recount text. They also made the mistakes of attempting to use the right pronouns in their sentences. The result is that they conformed to the need to use the appropriate punctuation and capitalization. As a result of the report's results, the researcher noticed that many students had difficulties generating ideas, selecting the suitable verb, structuring their thoughts into a logical paragraph, and applying good grammar. Taking these issues into consideration, the researcher determined that the "Magic Board Game (MGB)" would be an appropriate technique for online classroom teaching and learning activities in the future. Using this strategy, students should be able to increase their ability to write recount texts. Following the results of the preliminary research, the researcher and collaborator worked together to develop a strategy for dealing with the challenges that had been identified. For the students in class 8-A at SMPN 18 Surabaya in the academic year 2020/2021, the actions which were focused on the use of the Magic Board Game (MGB) to develop their ability in producing recount texts were applied into two cycles.

4.1.2   Cycle 1

A total of three meetings were held during the first cycle, which took place on Monday and Thursday each week. The first and second meetings

were dedicated to the installation of the Magic Board Game (MBG), and the third meeting was dedicated to the testing of the MBG in cycle 1. The first cycle, which began on April 5th, 2021 and ended on April 12th, 2021, consisted of meetings held in an online classroom using the Microsoft 365 platform, with each meeting lasting two hours and forty minutes. The meetings were held in an online classroom using the Microsoft 365 platform, with each meeting lasting two hours and forty minutes. Planning, acting, observing, and reflecting were the four steps of the MBG implementation process.

The plan was decided on a strategy before a researcher began conducting the research. A lesson plan for two meetings was first developed or prepared by the researcher. The research had been prepared for action research planning purposes, including the following: (a) Create a lesson plan (RPP), (b) prepare materials that were appropriate for discussing issues related to the recount text, (c) create an assignment for students, and (d) create an observation sheet to monitor the students' activity while they are participating in the online class. Using MBG to teach and learn in a classroom setting, the researcher and the collaborator teacher worked to observe the teaching and learning process.

The teacher collaborated with the collaborator in the online class using Microsoft 365 to organize the action. The collaborator assisted the researcher during teaching activities by recording all of the activities that occurred throughout the online class. After assessing attendance in the

first cycle, the researcher introduced the recount text discussion topic. The class began with a question about the students' health and then a check on their attendance. The students responded by stating that all 40 students were present. The teacher initiated the discussion by providing background information on the topic. Warned up, which was accomplished by the teacher, was a straightforward query regarding Recount text. The following were the questions: 1. What is recount text? and 2. What is an example of a recount text? After a brief notice, the teacher went into greater detail about how to write. Additionally, the teacher discussed the procedure for writing recount text in greater detail. Prior to conducting the online class, the researcher distributed the observation checklist to the collaborator during the action phase. The researcher and collaborator identified an interesting topic for discussion during the leading activities based on the lesson plan. The pictures on the screen represented the recount texts that would be discussed in the subsequent activities. The first meeting's topic was "My Vacation".

During the action, the researcher and collaborator came up with a few ideas for how to put the MBG procedure into action. "Showing Pictures" was the first step in the process, during which the researcher and collaborator chose visually engaging pictures to be used as media in the leading activities. It is the visuals that serve as representations of the recount texts that were addressed in the activities that follow this activity. The leading activities for the second activity, "Identifying Topic" and

"Listing the Related Vocabulary", were produced by the researcher and collaborators by providing a series of questions related to the pictures. Moreover, they designed exercises to encourage students to make notes as many words as they could from the illustrations as they saw them. In addition, they were provided a recount text, as well as a broad outline of the subject matter for discussion. After that, there are two sections: "Classifying Words" and "Completing Sentence" When participating in the activity "Classifying Words", the students were directed to classify the words that they had learnt from the pictures into the appropriate category, regardless of whether the word belonged to the noun, verb, adjective, or adverb category. They were also preparing to give an exercise called "Completing Sentence" in the session "Completing Sentences" as part of their preparation for the activity. This exercise was designed for students to complete using the right verb form, which was explained to them when they were given this assignment. To finish off, students were instructed to arrange the recount text based on the sentences they had created in an activity called "Generating Sentences and Paragraphs".

The researcher assumed the position of a teacher throughout the cycle's observation stage, performing the activities as ordered. When the online class was in session, the collaborator kept an eye on everything and observed the students' progress. The researcher began the lesson with a greeting, a prayer, and an attendance report. She continued by

introducing herself and the collaborator who would accompany her during the research. At the start of class, students were instructed on the processes of the MBG process. Once the students had a firm grasp on the procedures, the researcher reviewed the information that would be covered during the classes. The recount text material was chosen to fit to the eighth-grade curriculum at SMPN 18 Surabaya. A PowerPoint presentation was used to engage students in the teaching and learning process, allowing them to apply MBG effectively while writing a recount text.

The researcher then continued the lesson by providing some grammar exercises. When completing these activities, students were asked to complete each sentence with the appropriate verb form. They finished the exercise and the visual word list by directly replying to the teacher's questions, which they did. On the other hand, some of them were fearful of taking on the duty. The researcher's collection of terms caught the pupils' attention. Following that, they began directly filling in the blanks with their own words when the teacher asked the students. The researcher approached each student individually as part of the online class and asked them to review their work.

The researcher employed this activity in the final section by asking students to produce sentences and paragraphs. They were tasked with rewriting the sentences from the previous task into a logical paragraph. Their worksheet includes a chart outlining the generic structure of the

text to aid them in arranging it. While the majority of them were capable of successfully completing this assignment, the others were apprehensive to write. The second meeting followed the same format as the first. At the conclusion of the cycle, during the third meeting, the researcher administered a test in cycle 1 in the role of an English teacher on the topic of composing the recount text based on teacher-provided topics. The first cycle's test took place on April 12th, 2021. The test result for Cycle 1 was as follows:

Table 4.2 The Result of the Test Cycle 1

No	Code	Test Cycle 1
1	S8A-1	65
2	S8A-2	68
3	S8A-3	60
4	S8A-4	75
5	S8A-5	72
6	S8A-6	70
7	S8A-7	64
8	S8A-8	68
9	S8A-9	70
10	S8A-10	80
11	S8A-11	76
12	S8A-12	76
13	S8A-13	80
14	S8A-14	72
15	S8A-15	72
16	S8A-16	76
17	S8A-17	80
18	S8A-18	76
19	S8A-19	75
20	S8A-20	80
21	S8A-21	80
22	S8A-22	70
23	S8A-23	76

24	S8A-24	70
25	S8A-25	80
26	S8A-26	78
27	S8A-27	80
28	S8A-28	78
29	S8A-29	80
30	S8A-30	80
31	S8A-31	80
32	S8A-32	76
33	S8A-33	76
34	S8A-34	72
35	S8A-35	80
36	S8A-36	70
37	S8A-37	75
38	S8A-38	72
39	S8A-39	65
40	S8A-40	80
Mean		**74.33**
Lowest Score		**60**
Highest Score		**80**
Passed		**21**
Percentage		**52.50%**

According to table 4.2, whereas the implementation of the Magic Board Game (MBG) strategy improved students' achievement in writing recount texts, the subsequent cycle was necessary because the first cycle's implementation of the MBG strategy needs to fulfil the research's minimum standard of success, as the students who passed the test based on the success criteria remained 21students (52.50%). On the other hand, the mean score for students' writing skill was 74.33, with the lowest score being 60 and the highest being 80. However, as compared to pre-test results, students' recount text writing skills significantly increased, with

mean scores increasing from 66.43 to 74.33, the highest score being 78 in the pre-test and 80 in the cycle 1 test, and the lowest scores being 50 (pre-test) and 60 (test in cycle 1). Meanwhile, the number of students passing the test increased significantly from six to twenty-one. One could argue that the number of students increased by 15 students (37.50%). In light of the data from cycle 1, the researcher opted to continue with the next cycle in order to obtain the research's success.

Following completion of Cycle 1 actions, the researcher and collaborator conducted reflections to ascertain whether or not the research required modification in the succeeding cycle. The following points describe the activities' reflections. In Cycle 1, students expressed enthusiasm for the usage of MBG when the researcher introduced the technique in the online classroom. This MBG technique comprised exercises that engaged students in the process of teaching and learning about recount text writing. However, when the researcher implemented MBG, she discovered that the idea was unfamiliar to some of the students. They completely misunderstood the directions given inside each rule imposed. In terms of organization, several students continued to struggle with connecting phrases together to make an effective paragraph. As a result, the paragraph suffered from disorganization. Certain students missed to use proper punctuation, capitalization, and paragraphing. Additionally, their writing had a few misspelt words. After

identifying these issues, the researcher and collaborator must take a more actively role in aiding students with their cycle 2 writing activities.

4.1.3   Cycle 2

In cycle 2, three meetings were held between Monday and Thursday. It is projected that the sessions will take place on April 15th, 2021 and end on April 22nd, 2021. They were conducted in an online classroom using the Microsoft 365 platform, and each meeting lasted 2x40 minutes. In order to implement the Magic Board Game (MBG), four stages were completed: planning, acting, observing, and reflecting on the implementation of the MBG. When it came time to plan for Cycle 2, the researcher and her collaborator explored techniques to make their goals for Cycle 2 actions even better. The following discussions may certainly serve to describe the plans for Cycle 2. First meeting of the second cycle focused on using MBG to empower controls on students' attitudes and behaviors in order to maximize the effectiveness of the class. In addition, the researcher evaluated earlier materials by posing a series of pertinent questions to the students. Additionally, MBG was incorporated in the stages of the approach-based activities, which were as follows: "Showing Pictures", "Identifying Topic", "Listing the Related Vocabulary", "Classifying Words", and "Completing Sentence".

In "Selecting Pictures", the researcher initiated the activity by displaying some pictures, and she intended to follow up with students by asking them questions and attempting to obtain their opinions about the

pictures related to the recount text as the main discussion. In cycle 2, she chose pictures of "My Best Experience". The pictures depict the activities in the past. Then, in "Identifying the Topic", the teacher asked the student to identify what the pictures contained. After that, in "Listing the Related Vocabulary" activity, the researcher devised an activity to encourage students to take notes numerous words associated with the pictures shown on the screen. Additionally, the researcher intended to provide a model of recount text to provide students with additional language input. Finally, in "Classifying Words", and "Completing Sentence", the researcher intended to assign students tasks involving the re-arrangement of jumbled sentences. These sentences should be organized in a way that makes sense as recount texts. Finally, the plans discussed how students transformed sentences into a cohesive recount text using the MBG technique. The second cycle 2 meeting followed the same format as the previous meeting in terms of applying the MBG.

The researcher presented the results of the students' writing from the previous meeting during the "Action and Observation" phase of cycle 2, at the start of the lesson. Additionally, she reviewed the students' frequent mistakes and errors. Then she demonstrated how to correct their errors. During this stage, the activity began with the identification of pictures various moments related to the topic of "My Best Experience" such as birthday party, graduation, camping and so forth. Students were instructed to identify the pictures related to recount text. The researcher

then provided a sample of recount texts titled "Camping". Additionally, she included images of the "Camp Fire". The students took an active role in identifying the pictures in the on-screen shared by answering what the teacher asked.

Following their comprehension of the vocabulary lists, the researcher explained the use of simple past-tense and sentence patterns. The students regarded the use of the simple past tense with suspicion. Several of them inquired about the proper use of the simple past tense. They were then instructed to locate nouns, verbs, adjectives, and adverbs throughout the passage. This activity focused more on locating and rewriting verbs. Its objective was to improve students' skill in the use of past-tense forms of vocabulary. They did, however, encounter problems with the words' meanings. The researcher advised them to open their dictionary or re-check the picture word chart as a solution. At the ending of cycle 2, the researcher administered a test to determine the students' competency with recount text writing. On April 22th, 2021, a test in cycle was conducted, with the following results:

Table 4.3 The Result of the Test in Cycle 2

No	Code	Test Cycle 2
1	S8A-1	78
2	S8A-2	78
3	S8A-3	74
4	S8A-4	82
5	S8A-5	80
6	S8A-6	75
7	S8A-7	74

8	S8A-8	75
9	S8A-9	74
10	S8A-10	82
11	S8A-11	80
12	S8A-12	82
13	S8A-13	82
14	S8A-14	74
15	S8A-15	82
16	S8A-16	86
17	S8A-17	86
18	S8A-18	80
19	S8A-19	78
20	S8A-20	80
21	S8A-21	85
22	S8A-22	82
23	S8A-23	80
24	S8A-24	76
25	S8A-25	82
26	S8A-26	80
27	S8A-27	86
28	S8A-28	84
29	S8A-29	82
30	S8A-30	85
31	S8A-31	84
32	S8A-32	80
33	S8A-33	78
34	S8A-34	80
35	S8A-35	82
36	S8A-36	72
37	S8A-37	80
38	S8A-38	80
39	S8A-39	76
40	S8A-40	84
Mean		**80.00**
Lowest Score		**72**
Highest Score		**86**
Passed		**33**
Percentage		**82.50%**

It can be seen in Table 4.3 that with the implementation of MBG, the scores of students increased, and as a result, students' ability to produce recount texts increased. This could be a result of the MBG implementation. After research, it was determined that the mean score for cycle 2 was 80. With these scores, it can be seen that the lowest and greatest scores are 72 and 86, respectively. The percentage of students who passed the test for cycle 2 therefore increased significantly. The test was passed by 33 students, for an 82.50% passing percentage. This study may be said to have stopped once the students reached the success threshold of ≥ 76 on the Minimum Mastery Criteria (KKM) agreed with at SMPN 18 in Surabaya in the academic year 2020/2021.

4.2 Discussion

The implementation of Magic Board Game (MBG) via an online classroom using Microsoft 365 for 8th grade students at SMPN 18 Surabaya resulted in significant improvements in students' ability to write recount texts and the teaching and learning process. In the implementation of the Magic Board Game (MBG), the researcher is the English teacher and used a Microsoft 365 board to implement the game in an online classroom. The teacher as the researcher was accompanied by the collaborator teacher which served to monitor the activities during the implementation of the MBG. The teacher then presented the topics and demonstrated the role of MGB. The MBG was incorporated in the stages of the approach-based activities, which were as

follows: "Showing Pictures", "Identifying Topic", "Listing the Related Vocabulary", "Classifying Words", and "Completing Sentence". Following, the students should mention discussion on the specified topics. The teacher allowed the students to write on the Microsoft 365 board in this phase. Then students make the games by writing basic phrases on board depending on the chosen topics. Students then construct a paragraph based on the sentences they wrote. Finally, students submit the written assignment via the Microsoft 365 chat box. These processes were demonstrated by Hadfield (2006) that the concept of employing images as a stimulus for language experiences of students was expressly intended to encourage students to write.

The second improvement was in the aspect of organization. By following the MBG steps, students were able to organize their thoughts in a manner consistent with the structure of recount text and in chronological order. By identifying pictures, listing words, and creating sentences, students developed the ability to generate paragraphs in orderly. The findings are consistent with the frameworks of MBG as defined by Hadfield, the students will learn to fix grammatical errors in provided sentences and write down the proper forms by doing the steps in game repeatedly, they will learn to create sentences with accurate grammatical forms and develop their understanding of grammar (Hadfield, 2006).

The improvements in the writing skills of the students were further verified using quantitative data acquired during the research. The data were presented as pre-test, test cycle 1 and test cycle 2 scores. Pre-test, test cycle 1 and

test cycle 2 mean scores demonstrated significant improvements in all aspects of students' writing abilities. This means that the MBG could help students in 8-A class at SMPN 18 Surabaya in 2020/2021 to compose recount texts better.

In the preliminary research, the academic achievements of the students were assumed in writing to be below an average of 66.43, with scores ranging from 50 to 78. Six students finished the pre-test according to the agreement established by SMPN 18 Surabaya, which led them to have a score of >76 points on a scale of minimum mastery criteria (KKM). Only six students result revealed a degree from the whole class (15.00%). During the online lesson, the researcher observed that the teacher had only a few questions regarding the subjects. Moreover, the quality of their work remained weak in terms of language use, vocabulary and organizational components. Students found it challenging to speak in written language since some of them generated noise while the teacher was presenting the material and were concerned about how to write a recount text. This class may have required a strategy to improve its writing skills, notably in the areas of recount text composition. Based on this observation, the "Magic Board Game (MBG)" was considered to be the best suitable technology for teaching and learning in an online classroom. By studying this strategy, the achievement of students in composing for the recount text is expected to improve.

During the first cycle, which took place on Mondays and Thursdays each week, a total of three meetings took place. Three meetings were held in: the first and second meetings were devoted to implementing the Magic Board Game

(MBG), and a third meeting was devoted to conducting testing during cycle 1. In the first cycle, which began on April 5, 2021 and ended on April 12, 2021 and consisted of meetings held in an online classroom using the Microsoft 365 platform, each meeting lasted 2x40 minutes. The researcher discovered certain facts that occurred in the online classroom during the course of the inquiry. It can be summarized as follows: Students were greeted by their teacher at the start of class. Also caused students to become more focused and attentive, and it allowed them to engage with one another by monitoring their attendance in an online classroom. Then she went into detail about recount text and everything that is associated with it, including its generic structure, and its characteristics. The generic structure is made up of identification and description, as well as linguistic aspects that are used in the recount text. Students were requested to participate in a conversation about recount texts in an online classroom led by the researcher, who served as the English teacher. The research offered a test in cycle 1 at the conclusion of cycle 1 in order to assess the students' progress in the composition of recount texts.

After the implementation cycle 1, it can be argued despite the fact that the implementation of the Magic Board Game (MBG) strategy improved students' achievement in writing recount texts, the subsequent cycle was required because the first cycle's implementation of the MBG strategy must meet the research's minimum standard of success, as the students who passed the test based on the success criteria remained 21students (52.50%). Students' writing ability, on the other hand, received a mean score of 74.33, with the lowest score being 60 and

the highest score being 80. Although students' recount text writing skills improved significantly when compared to the pre-test results, the mean score increased from 66.43 to 74.33; the highest score was 78 in the pre-test and 80 in the cycle 1 test, and the lowest scores were 50 (pre-test) and 60 (cycle 1 test). The number of students who passed the exam increased significantly from six to twenty-one throughout this time period. One may argue that the number of students increased by 15 students as a result of the increase (37.50%). The researcher decided to proceed with the following cycle in light of the data from cycle 1, hoping to achieve success in the research attempt.

Completing the cycle 2 after MBG was implemented led to a rise in the scores of students, and as a result, students' ability to produce recount texts improved. It is possible that this is a result of the MBG's implementation. After the test's result known, it was discovered that the mean score for cycle 2 was 80. By comparing these results, it can be noticed that the lowest and highest scores are 72 and 86 points, respectively. As a result, the proportion of students who passed the test for cycle 2 increased significantly. Students passed the test in 82.50 percent of cases, giving them an 82.50 percent passing rate. This research may be said to have stopped once the students reached the success threshold of ≥ 76 on the Minimum Mastery Criteria (KKM) agreed with at SMPN 18 in Surabaya in the academic year 2020/2021.