

CHAPTER IV

DATA, DATA ANALYSIS, FINDINGS AND DISCUSSION

A. Data

This study was a qualitative research which described the findings of analyzed data by using Creswell's theory. The data in this study were analyzed by using qualitative data. The data were taken from interview, audio recording, and observation sheets. In this chapter the researcher presents points to answer the problem of the study. The findings are focused on the use of Give One-Take one technique in teaching writing descriptive text. The research was conducted in a class of XIII-1, SMP Negeri 8 Percut Sei Tuan which consisted of 30 students.

Table 4.1. The Result Of Observation

Give One-Take One Technique	Statements	Indicator		
		1	2	3
Pre-activities	Teacher greets and leads students to pray			√
	Teacher checks students' attendance list			√
	Teacher explains about descriptive text at glance			√
While-activities	Teacher asked each learner in their own words writes their idea in the Give One column			√
	When their give one column is full, the teacher asked the team stands. When all teams are standing, the teacher asked each learner puts up a hand and moves to find a new learner			√

	In pairs, the teacher asked the learners each give one idea and take one idea. then Learners write the idea they received in their own words in their Take One column			√
	When their form is full, the teacher asked the learners stand at the side of the room offering to give one to anyone whose form is not yet full.			√
	When all learners have finished their forms, the teacher asked them return to their teams and share the ideas they have received. After that, they have to write them down in the form of descriptive text individually.			√
Post activities	The teacher asked the Students to conclude what they have learnt in writing descriptive text			√
	The students are given a motivation by the teacher			√

Criteria

1 : teacher's performance is good enough

2 : teacher's performance is good

3 : teacher's performance is very good

B. Data Analysis

This study was conducted to find out the use of Give One-Take One technique in teaching writing descriptive text for the eighth grade students of SMPN 8 Percut Sei Tuan. The data analysis the researcher presents the data which was gathered by observing the learning process of Give One-Take One technique in the classroom, interviewing the teacher and students, and also the students' writing of descriptive text as the additional data. Then, in the part of discussion, the researcher discusses the research findings in order to answer the research question.

As explained before, the qualitative data were analyzed from observation sheets, interview, and audio recording. The data findings are displayed in the form of table and description. In learning process the teacher used recommended steps of Give One-Take One technique.

The teacher used Give One-Take One technique in teaching writing descriptive text. The teacher used Give One-Take One technique by implementing recommended steps. The use of Give One-Take One technique for students of smpn 8 percut sei tuan was good because the teacher implemented the technique in a good performance. The majority of students were interested in following the steps of Give One-Take One technique. The teacher used Give One-Take One Technique by implementing recommended steps.

1. Pre-activities

In pre activities, the teacher started the lesson by greeting the students and checking students' attendance list. In observing the teacher did a little bit

brainstorming by asking the students about the characteristics of the dog. Then the students mentioned the characteristics of dog such as its habitat, the number of foot, the shape of the tail, etc. The teacher showed the example of descriptive text about dog. In questioning, the students were guided by the teacher to ask a question about what descriptive text is and what the text is about. Some of the students asked about that. The teacher explained about the social function, generic structure, and the language features.

When the teacher did pre-activities of give one-take one technique in writing descriptive text, the researcher found the teachers' activity by using list of observation, the result was shown in table 4.2.

Table 4.2 The Result of Pre-Activities of Give One-Take One Technique

Give One-Take One technique	Statements	Indicator		
		1	2	3
Pre-activities	Teacher greets and leads students to pray			√
	Teacher checks students' attendance list			√
	Teacher explains about descriptive text at glance			√

In Pre-activities, the researcher found that the teacher implemented Give One-Take One technique in a good performance because the teacher followed all the

steps well. It can be seen from the table of observation result that the teacher followed the steps one by one. The performance of the teacher at the beginning was good. The students' response was good too. It can be proven from the result on the table 4.2.

2. While-activities

In while-activities the teacher gave a topic and instructions when the teacher implemented Give One-Take One in teaching writing descriptive text. The teacher asked the students to sit in group and take a piece of paper. In experimenting, the teacher asked each student wrote all the ideas in give one column about the topic. When their give one column was full the teacher asked the teams stood and after all teams were standing, each student put up a hand and moved to find a new student. Student shared each other and got information from new learner and then wrote it in the take one column. When their form was full, the teacher asked the students stood at the side of the room and offered the information to the other students. In associating, all the students had finished their form, the teacher asked the students to come back to the team and then shared each other about what the students had received. Then the teacher asked the students to write a descriptive text by using the form individually. It can be seen in the table 4.3

Table 4.3 The Result of While-Activities of Give One-Take One

Give One- Take One technique	Technique Statements	Indicator		
		1	2	3
While- activities	Teacher asked each learner in their own words writes their idea in the Give One column			√
	When their give one column is full, the teacher asked the team stands. When all teams are standing, the teacher asked each learner puts up a hand and moves to find a new learner			√
	In pairs, the teacher asked the learners each give one idea and take one idea. then Learners write the idea they received in their own words in their Take One column			√
	When their form is full, the teacher asked the learners stand at the side of the room offering to give one to anyone whose form is not yet full.			√
	When all learners have finished their			√

	<p>forms, the teacher asked them return to their teams and share the ideas they have received. After that, they have to write them down in the form of descriptive text individually.</p>			
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In while-activities the teacher also did it in a good performance in following the steps. It was started from the teacher gave the topic and instructions to the students to write their own ideas in give one column, took one information from each learner, until the students were asked to wrote descriptive text individually by the teacher. The teacher followed all the steps in While-activities well.

3. Post-activities

In post- activities the researcher found that the teacher asked the students to conclude what the students had learnt in writing descriptive text. That was as a communicating process. The teacher also gave a motivation to the students at the end of the teaching and learning process. It can be seen in the Table 4.4.

Table 4.4 The Result of Post-activities of Give One-Take One Technique

Give One-Take One technique	Statements	Indicator		
		1	2	3
Post-activities	The teacher asked the students to conclude what they have learnt in writing descriptive text			√
	The students are given a motivation by the teacher			√

In Post-activities the researcher found that the teacher followed all the steps well. It can be seen from the table above which shown that the teacher asked the students to conclude what they have learnt. Then, the students were given a motivation by the teacher.

In addition, the researcher interviewed the teacher and students to know their opinion about the use of Give One-Take One technique in teaching writing descriptive text. The result of interview with teacher can be seen in table.

So the the use of Give One-Take One technique in teaching writing descriptive text was good. Then the students' writing descriptive text by using Give One-Take One technique was good. It can be categorized that Give One-Take One technique is an appropriate technique used. From the average of students' wting descriptive text, it can be concluded that Give One-Take One

technique is an effective technique that used by the teacher in teaching writing descriptive text.

Then, from the result, it can be concluded that students were very interesting in learning writing descriptive text by using steps of Give One-Take One technique. It can be seen from the students' response. The students were interested in following the steps of Give One-Take One technique. All students participated in the process of teaching and learning by using Give One-Take One technique. The teacher asked them to share each other in group about the generic structure and language features of descriptive text, the students participated well. At the end of teaching and learning process, the students were asked to wrote their own descriptive text by the teacher. The teacher gave the topic before asked them to wrote. After that, the teacher checked their result of writing. It was found that the result was better than the previous.

In addition, the researcher did an interview to the teacher and students to know their opinion about the use of give one-take one technique on students' writing recount text. Then, the result of interview with the teacher can be seen below.

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Table 4.5 The Interview Result with Teacher

No	Questions	Answers
1.	Why did you use Give One-Take One technique? Do you think that Give One-Take One technique appropriate used in teaching writing descriptive text?	Because in writing descriptive text there were parts called identification and description where in description we usually write the characteristics in it. So, by using give one-take one technique the student will share the ideas especially about the description itself. so i used it because it is an appropriate technique.
2.	How about the students' responses when they taught by using Give One-Take One technique?	Their response is good. They are really enthusiastic when they are taught by using give one-take one technique.
3.	Is Give One-Take One technique one of the technique that can motivate the students in writing descriptive text?	Yes. It really motivates them. They try to get many ideas and develop

		the ideas that related to the description
4.	How is the students' writing when you used Give One-Take One technique?	Students' writing descriptive text by using give one-take one technique was good. They can add their vocabularies, they are inspired by some information from other learner to develop their writing, they can share about the generic structure and language features.
5.	Do you think by using Give One-Take One technique will more effective in teaching writing descriptive text?	Yes i do. Give One-Take One technique is an appropriate and effective technique to be applicated in teaching writing descriptive text.

From the interview result with the teacher, the researcher found that Give One-Take One technique is an appropriate technique used in writing descriptive text. The students are really motivated in writing descriptive text by using Give One-Take One technique. The response of the students were really good. The

students could write the ideas that they had and they also shared with their friends. By sharing some ideas each other, the students develop new ideas and get inspiration from the list of ideas that was written in the take one column. The result of students' writing is better because they got some inspiration from the ideas that was written in give one and take one column.

C. Findings

After the researcher had analyzed the data in finding students' writing descriptive text by using give one-take one technique for the eighth grade students of smpn 8 percut sei tuan, the findings of this study for give one-take one technique will be shown as follow:

1. From data analysis the researcher found that the teacher used give one-take one technique in teaching writing descriptive text. The teacher applied this technique by implementing recommended steps. The teacher used the technique with a good way because based on the list of observation for teacher, the teacher did every steps of give one-take one technique without any steps that the teacher left. In pre-activities the teacher started the lesson by greetings, then the teacher checked the students' attendance list, and also gave the explanation about descriptive text at glance. in while activities, the teacher asked the students in their own words wrote their idea in the give one column. When their give one column was full, the teacher asked them to stand. When all team were standing, the teacher asked them to put up a hand and move to find a new learner. Then the teacher asked the students to work in pair and they gave one idea and took

one idea. The students wrote the idea they received in their own words in their take one column. When their form was full, the teacher asked the students to stand at the side of the room offering to give one to anyone whose form was not yet full. When all students had finished their forms, the teacher asked them to return to their teams and share the ideas they had received. After that they had to write them down in the form of descriptive text individually. In post-activities, the teacher asked the students to conclude what they had learnt. Then the teacher motivated the students by giving some advice.

2. According to the teacher the researcher found that the reason of using Give One-Take One technique because the technique was an appropriate and effective to be used in teaching writing descriptive text. It could be proven by the result of observation and interview by the teacher and students. In the observation sheet could be seen that the teacher used the technique in a good performance. The teacher followed the steps well. There was no step that was left by the teacher in teaching descriptive text. Then, The got got interested and followed every steps in a good performance from pre-activities, While-activities , and in Post-activities.

D. Discussion

The technique used by the teacher is Give One-Take One technique. The teacher applied the technique by implementing recommended steps. First the teacher opened the lesson by greeting to the students in English and the students answered that. After that the teacher checked the students' attendance list. The teacher called the students' name one by one. Then, the

students taught the students by using Give One-Take One technique. Before closing the lesson, the teacher asked the students to conclude the materials and gave a motivation to the students.

In pre-activities the teacher started the lesson by greetings, then the teacher checked the students' attendance list and gave an explanation about descriptive text at glance. In while activities, the teacher asked the students in their own words wrote their idea in the give one column. When their give one column was full, the teacher asked them to stand. When all team were standing, the teacher asked them to put up a hand and move to find a new learner. Then the teacher asked the students to work in pair and they gave one idea and took one idea. The students wrote the idea they received in their own words in their take one column. When their form was full, the teacher asked the students to stand at the side of the room offering to give one to anyone whose form was not yet full. When all students had finished their forms, the teacher asked them to return to their teams and share the ideas they had received. After that they had to write them down in the form of descriptive text individually. In post-activities, the teacher asked the students to conclude what they had learnt. Then the teacher motivated the students by giving some advice.

The result of this research indicated that using Give One-Take One technique in teaching writing descriptive text was good and appropriate. It was proved by the data, which showed in the table of observation and interview sheets. The researcher got the data through observation sheet and interview with the teacher and students about the use of Give One-Take One technique

in teaching writing descriptive text for the eighth grade students of SMPN 8 Percut Sei Tuan. As the additional data, the researcher also collected the students' writing descriptive text.

It can be proved from the research findings that the researcher observed the use of give one-take one technique in teaching writing descriptive text was applied by the teacher and did an interview with the teacher and also the students to see their opinion about the use of give one take one technique in teaching writing descriptive text. The teacher taught descriptive text by using the technique in a good performance, it can be seen in the observation sheet with the teacher where the teacher did all the steps of the technique well.

There were three steps in applying give one-take one technique. There were pre-activities, while-activities, and post-activities. Based on the result of observation the researcher found that give one-take one technique help the students' writing descriptive text. It can be seen from the observation result that the students' writing descriptive text by using give one-take one technique was good. The students were interested and followed every steps of give one-take one technique well. It was started from pre-activities, while-activities and post-activities.

In addition, the result of interview with the teacher and students showed that give one-take one technique was appropriate technique used by the teacher in teaching writing descriptive text. The technique was good and effective applied in teaching writing descriptive text because the students

could share each other and develop their ideas by using some information given from other learner.



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