

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter the researcher presented and described the results of the study. The data obtained from the observation and interview. The instrument that would be analyzed and elaborated to answer the research problem. The statements of this research were how did English teacher taught writing recount text by using language experience approach in online class, what were the problems encountered by English teacher in teaching writing recount text by using language experience approach in online class, and how the English teacher solved the problems in teaching writing recount text by using language experience approach in online class.

#### **4.1 Finding**

In this finding of research, the researcher used two kinds of instruments which were observation field note, and interview. For the first instrument, the researcher observed the classroom activities, problems and the problem solving in the learning process of the implemented of language experience approach in taught writing recount text in online class for two meetings: february 3rd and february 10th 2021. The first observation was held from 10.00 to 11.11 a.m. and the second observation was held from 10.00 to 10.35 am.

The second instrument, the researcher interview the teacher to know what were the problem encountered when taught writing recount text used language experience approach and how the English teacher solved that

problems. The interview was held on february 17th 2021 from 9.15 a.m- 9.45 a.m. the finding of instrument to know wheather language experience approach can help students in making recount text.

## **1. The implementation language experience approach in teaching writing recount text in online class**

### **1. The first meeting**

The first observation was done on Wednesday, 3rd February 2021.

#### **1. Pre-teaching activity**

Before the class was started, the teacher prepared attendance list, power point, cellphone, headshet, and room meeting. At 9.58 the teacher shared the link of google meet to the students and the students joined one by one. The class activity began when the teacher greeted the students and they were able to give response to the teacher greeting.

T: Assalamualaikum warakhmatullah wabarakatuh

S: Wa'alaikumsalam warakhmatulla wabarakatuh

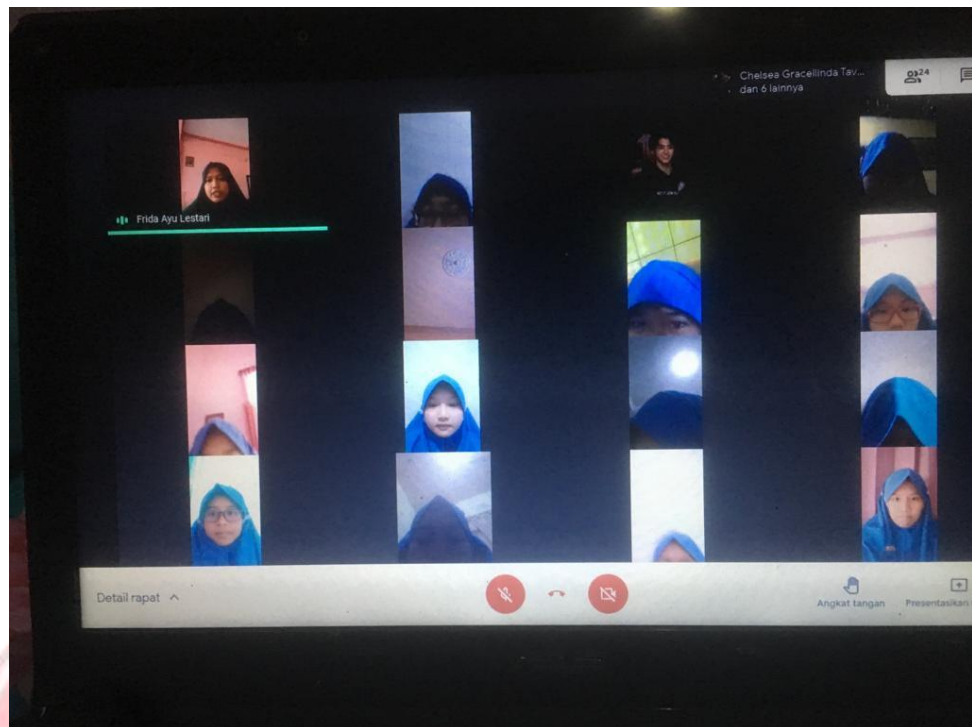
T: Good morning, how are you today?

S: Good morning ustadzah, fine

T: Where're your friend?

S: I don't know ustadzah

T: Ok I'll checked who absent today

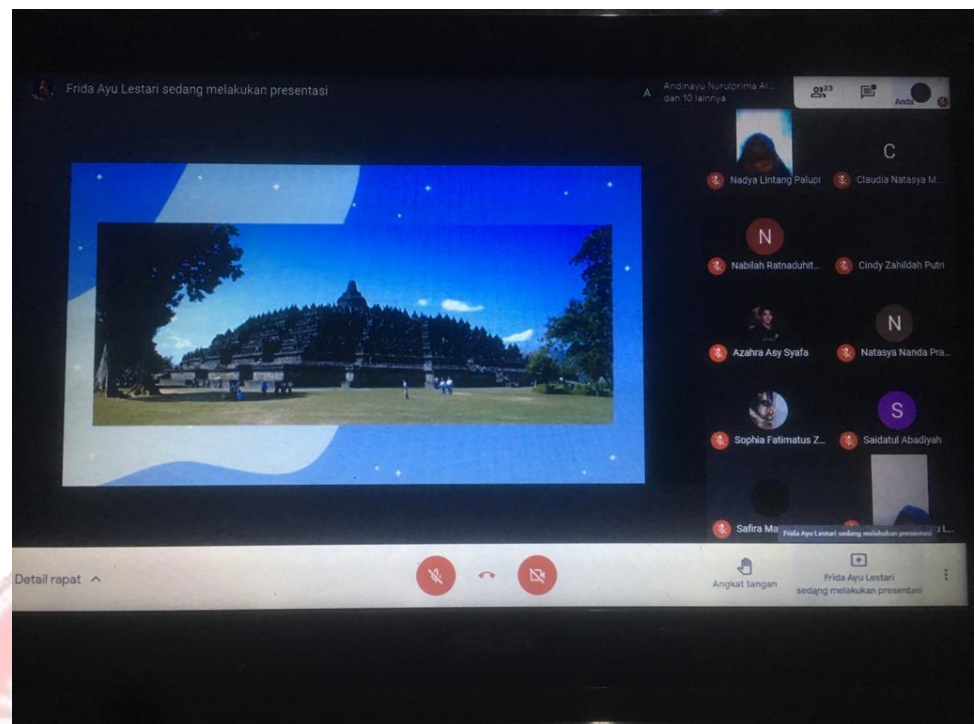


Picture 4.1 the online class situation in the first meeting

The activity in this section were always the same greeting in every meeting started from first meeting until second meeting. After checked the students, the teacher reviewed last material about how to make sentence in recount text.

After the teacher checked the students, the teacher asked to the students to prepare themselves for the lesson.

The teacher opened the slide of her power point, the teacher showed pictures of Borobudur temple, situation in the airplane, and Jeju island.



Picture 4.2 first picture on the PPT

T: What picture is this?

S1: Temple ustadzah

T: What temple is this?

S: Prambanan temple ustadzah

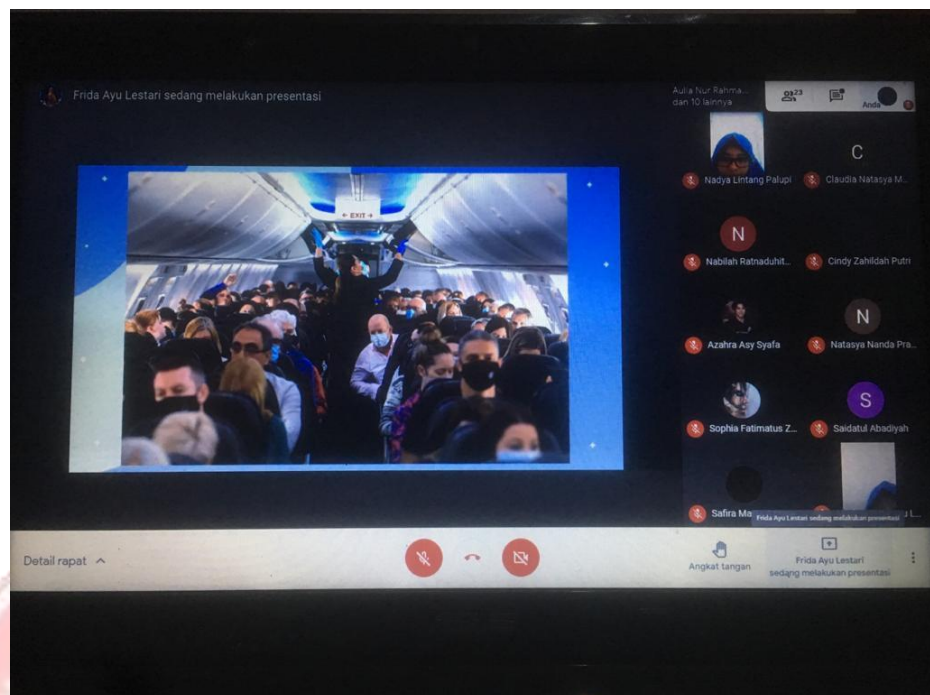
T: Do you ever went to prambanan temple ?

S1: Ever ustadzah

S2: Never ustadzah

Next the teacher changed the slide in the next slide, the teacher asked again about the pictures in the power point.





Picture 4.3 second picture on the PPT

T: Oke and what picture is this?

S1: I dont know ustadzah

T: Nafisah, Medina, Iedelin, and the others gambar apa ini?

(Nafisah, Medina, Iedelin, and the others what picture is this?)

S2: Situation in the airplane ustadzah, benar ta ustadzah? Is it true ustadzah?"

T: Yaa good job Nadya. So, this is situation in the airplane. Kalian pernah naik pesawat? (Do you ever been in an airplane?)

S3: Engga ustadzah takut (Never ustadzah, I am scared)

S2: Pernah ustadzah pas kerumah nenek (Ever ustadzah when I went to my grandma's house)

S4: Pernah ustadzah (Ever ustadzah)

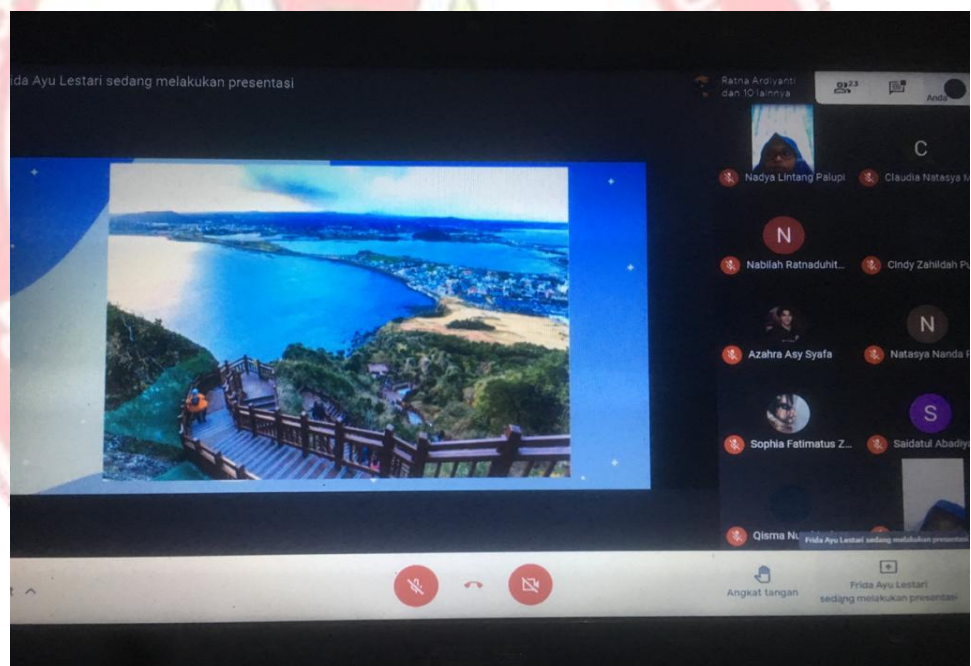
T: Kenapa takut? Dimana itu Sophia? Oh yang kompetisi ke Taiwan itu ta Medina? “Why you are scared? Where is it Sophia? Ohh when you had competition in Taiwan Medina?”

T: When do you go there Cindy? Do you never go to Prambanan temple?

S1: When I was child and when I was on 6 grade of elementary school ustadzah

T: Ok, let see the next picture

After that the teacher changed the picture and opened the next slide that there was Jeju Island.



Picture 4.4 third picture on the PPT

T: And what picture is this?

S1: Bali?

T: Is this Bali?

S2: Aku gak tahu ustadzah (I dont know ustadzah)

T: Do you know Jeju Island?

S1: Ohhh Korea

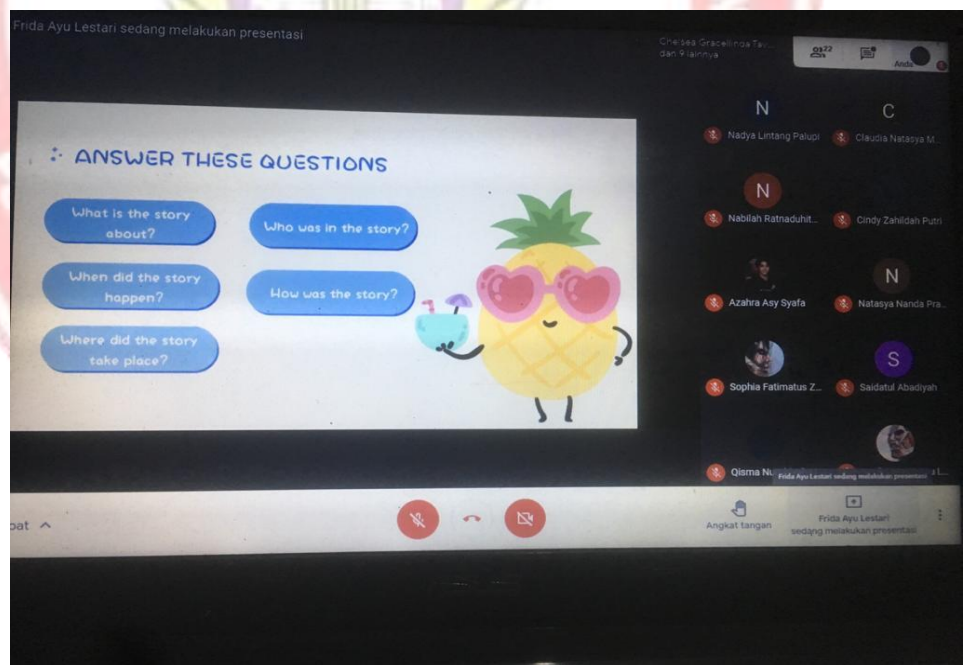
T: Yes Jeju Island is in the Korea

After the teacher asked about picture in the power point ad the teacher asked to the student about assignment that already gave in the last meeting but the students forgot if they should prepared one unforgatable experience because they said they had many assignments in another subjects so they were forget.

T: Have you prepare about some story guys?

S: Not yet ustadzah, forget

## 2. Main activity



Picture 4.5 The teacher board the student's idea

The teacher asked some questions one by one to the students to board their ideas and the other students while waited the teacher asked, they were prepared about the story that would told to the teacher.

### 3. Post activity

In the end of the first meeting, before the teacher ended the class, the teacher asked to the students to make a text based on their unforgettable experience.

T: Oke everyone, untuk minggu depan please make one story based on the your story today. Tadi kan sudah cerita dan saya kasih beberapa pertanyaan kemudian itu jadikan sebuah text ya nanti dikirimkan ke email saya. Ada yang masih bingung atau ada yang mau ditanyakan? (Ok everyone, for next week please make one story based on your story today, you told me about your unforgettable story and I gave you some questions after that please make it recount text and if finish send to my e-mail. Anyone still confused or any question?)

S1: Buat teks nya gimana ustadzah? (How to make the text ustadzah?)

T: Sesuai sama cerita kamu tadi, tadi kan ceritanya mau pulang dari rumah kakek ya nah kan tadi juga saya kasih beberapa pertanyaan seperti “when did the story happen, siapa saja yang ikut ke rumah kakek” nah itu dijadikan satu mulai dari awal



kamu berangkat hingga kamu sampai rumah. Masih bingung?  
 “In accordance with your story, the story was about going home from grandfather's house and I also gave a few questions such as (when did the story happen, whoever came to grandfather's house" now that was put together from the start you left your grandfather’s house until you arrived at home. Still confused?)

S1: Ohh gitu, engga ustadzah (Ah I see, no ustadzah)

T: Kalau sudah selesai kirim ke e-mail saya ya. Sudah bisa caranya kirim e-mail? “If finish please send to my e-mail, can you how to send via e-mail?”

S: Sudah ustadzah (Finish ustadzah)

Finally, the teacher ended the class by prayed and saying good-bye.

T: Ok, I think it’s enough for today. See you next meeting.

Wassalamu’alaikum warakhmatullah hi wabarakatuh

S: Wa’alaikumsalam waralhmatullah hi wabarakatuh see you, ustadzah.

## **2. The second meeting**

### **1. Pre-teaching activity**

The second meeting was started on 10<sup>th</sup> february 2021. In this meeting, the class began at 10.01 a.m. until 10.31 a.m. The teacher started with made link of Google Meet and the teacher shared to the students. At 10.16 a.m the teacher opened the class

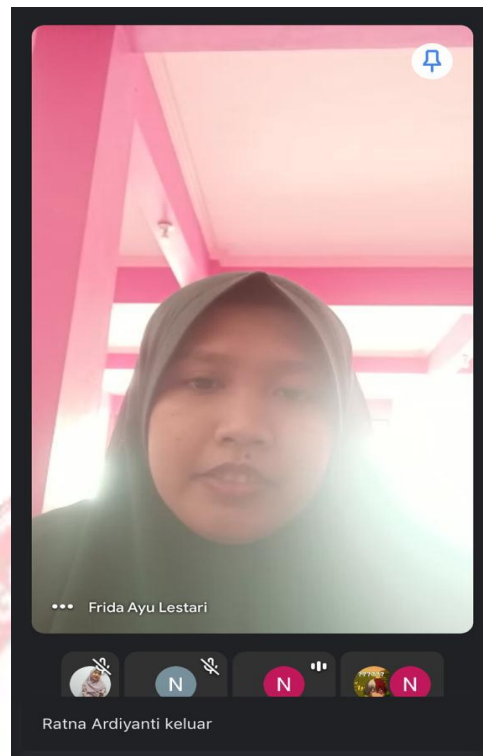
with greeting “assalamu’alukum warakhmatullah hi wabarakatuh, good morning every one”, asked the students’ condition and praid.

After that, the teacher check the attendance list by called one by one the students. Next, the teacher asked about the last assignment and some students said that forgot to finish their assignment.



Picture 4.6 the teacher checked the attendance list

## 2. Main activity



Picture 4.7: the teacher explained about the next assignment.

At 10.31 a.m. the teacher gave assignment to retell about their text used video.

T: Please make a video, jadi kalian menceritakan text nya kalian dan record menggunakan video kemudian videonya kirim ke e-mail saya. Usahakan jangan membawa text ya (Please make a video, so you retell about your text and record use video and then the video send to my e-mail. Try not to read your text)

S: Oke ustadzah

T: I will give 1 week to finish your assignment. Any question?

S: No ustadzah

### 3. Post activity

Finally, the teacher ended the class at 10.38 a.m. by saying good-bye and praying.

T: Ok, I think it's enough for today. See you next meeting.

Wassalamu'alaikum warakhmatullah hi wabarakatuh

S: Wa'alaikumsalam waralhmatullah hi wabarakatuh see you, ustadzah

## **2. The problems encountered by English teacher in teaching writing recount text by using language experience approach in online class**

There were many problems when the teacher taught writing recount text. The problems came from the teacher and the students.

### **1. First Meeting**

- 1) The teacher's voice was noisy because she was disturbed by the other teacher
- 2) Some students were passive, The teacher said they were active when in offline class but if in online class they were passive.
- 3) Some students signal's was error
- 4) The teacher asked to the students to speak English but it was difficult to make them speak up

### **2. Second Meeting**

- 1) Some students forgot if they should made recount text
- 2) Some students was absent

### **3. Problem solving from the teacher**



The teacher had problem solving for each problem that encountered when teaching writing recount text used language experience approach in online class, such as:

- 1) The teacher moved when the student said the teacher's voice was noisy. The teacher's voice was disturbed by the others teacher
- 2) The teacher gave an interesting topic and asked about their activities during the pandemic or their school subjects
- 3) Because they can't joined the learning process until finished and they do not know about the assignments finally the teacher asked to the student who leave the class to download the material in the e-learning system. So, they still can study by themselves, when they don't understand about the material or assignment they can asked to the teacher by WhatsApp. But if the student did not gave permission to the teacher, so the teacher gave the attendance list to the class guardian.
- 4) The teacher said "it's oke use English and Indonesian" and finally some students spoke up although still used Indonesian and English.
- 5) If the students forget about their assignments, so the teacher will gave time to finish it.
- 6) If the student did not attended the class then the teacher will inform his or her class guardian and if the student did not follow and there was no reason continuously then the class guardian called the student and the student followed the online class in the school.

## 4.2. Discussion

In this part, the researcher will discuss the result of the observation to know how the teacher implemented of language experience approach in teaching writing recount text in online class, the problems encountered by English teacher when taught recount text used language experience approach, and the problem solving in teaching writing recount text used language experience approach.

### 1. The discussion of the implementation of language experience approach in teaching writing recount text in online class

In this research the researcher only focused on how to implement language experience approach in teaching writing recount text in online class. How the implementation language experience approach in teaching writing recount text in online class, the researcher used observation field notes (see appendix 6). Harmer (2004: 11) explained the some steps of writing process.

#### *Step 1: Planning*

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

#### *Step 2: Drafting*

Drafting is the students' first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

*Step 3: Editing (reflecting and revising)*

After the student made their draft, they re-read their draft to see where it works and where it does not. Perhaps the order of the informations is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. They will help the students to make a revision of their writing. Revising is looking back over what has been written. It is important to check what ideas have already been included, to keep the coherence and flow of the writing, to stimulate further ideas and to look for errors. The key aspects of editing is by seeking and responding to the feedback of others.

*Step 4: Final Draft*

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps.

But in this research, the teacher only implemented 2 steps of teaching writing because of pandemic Covid-19 and In addition, the existence of a social distancing policy to minimize the physical distance from the spread of COVID-19 encourages all elements of education to close but learning process should still run. So, if all the steps were applied it will took a long time and prevent the material from finishing on time.

The first steps was planning, before the class was started, the teacher told to the students to prepare one unforgettable experience but no one prepared the unforgettable experience. Finally, the teacher directly board their idea used power point and the teacher asked some questions to the student and the students answered the teacher questions based on their unforgettable experience.

When the teacher board the idea, student had some difficulties to speak up about their unforgettable experience, they shy to express their ideas. Because used online class, the time was to short finally the teacher only board the idea in the first meeting.

Based on the steps of language experience approach (Taylor, 1992) there are 5 steps:

The teacher sat with the learner so that the learner can saw what was the students wrote.

1. The session begins with a conversation, which might be prompted by a picture, a topic the learner is interested in, a reading text, or an event the learner has participated in.
2. Once a topic evolves, the students give an oral account of a personal experience related to that topic.
3. The teacher may help the student expand or focus the account by asking questions to explore students' ideas
4. Then students write their experiences with the help of the teacher
5. Students take turn reciting the story



But in this research the teacher only implemented 4 steps of language experience approach and the teacher implemented language experience approach in online class used Google Meet because of pandemic Covid-19 and all schools implemented online class. Learning process can not be carried out directly face-to-face because there were still social distancing due to the covid-19 virus. So, the teacher can not implemented all steps but the teacher implemented only 4 steps and the teacher modify the last steps “students take turn reciting the story” become the students retell their story in a video and send to the teacher’s e-mail.

The second step of teaching writing was final draft, the teacher gave assignment to make recount text based on their unforgettable experience, and the students should collected the assignment into the teacher’s e-mail but not all the students submit the assignments.

## **2. The Discussion Of The Problems Encountered By The English Teacher In Teaching Writing Recount Text Used Language Experience Approach In Online Class**

There were many problems encountered by English teacher when taught writing recount text in online class used language experience approach, the problems came from the teacher, the students, and so on. The researcher also found some problems when the teacher taught writing recount text.

In the first meeting there were some problems, The first problem was the teacher’s voice was disturbed by the other teachers. This problem

because some teacher had the same time and the same place, the other teacher's voice was loud and the English teacher was not too loud. Finally the student can't hear the teacher's voice clearly and after that the teacher said sorry and moved to another place. When in online class, we should find the quiet place because if we were in the noisy place, we can't hear the voice and it made us hard to understand the teacher's explanation.

The second problem, the students were passive. All of teacher felt the same problem when they taught in online class, most of the students were passive because they felt bored, they can't meet their friends and they shy when they wanna asked something to the teacher. So, that why the students were passive when they had online class.

The teacher should think of the good strategies when they taught in online class, teacher also need to be creative in creating online learning that was attractive to student.

The third problem was some students had bad signals. Based on (Wantiknas: 2020) this was one of disadvantages of online learning process.

Signals had a very important role because without a signal, online classes would not run well but we knew that not all regions had good signals as a result, online learning was hampered. Many students, teachers, and student's parents complained about this problem, but teachers should had a way to keep learning going. So from that problem

also had a negative impact for students and teachers. When the students had a bad signals, they can not received the material that had been delivered by the teacher and in the end the teacher was also hampered in delivering the material because it was late and did not match with the target time. If in one class had a bad signal, the teacher would repeated the material and the material received would be same in one class, but if only some students had a bad signal and the other students had a good signal then this was what all teachers worry because if the teacher repeated the material, the other students only silent and they feel bored because they had received the same material, but if the material was continued, the students who were left behind would be more left behind because they did not mastered the material and they never received the material before.

The fourth problem was the teacher asked to the students to speak English but it was difficult to make them speak up. This problem because of the student still shy or they lazy to speak up. But the teacher said to the researcher, according to the teacher when online classes, they were enthusiastic and obedient when the teacher told that they should speak English, but since the online class the students difficult to give advice.

The fifth problem was some students were forgot about the assignments that gave by the teacher in the last meeting, this was because the students had many assignments from the other subjects.

Students got many assignments because time of online class only one hour, before online class they had two hours learning process that's why the teacher only explained the material in one hour and gave assignments. This method made the students felt bored because the activity that did by the teacher was monotone, explained the material after that gave assignments.

The sixth problem was, there were some students who skip the lessons without informing to the teacher/class guardian/their classmates. This made those who skip lessons would miss the material and the teacher would not repeat all the material because it made the material not finished on time.

Some students skip the lesson because they had their reason, usually the students gave information to the class guardian and after that class guardian informed to the teacher but sometimes the students directly text the teacher.

### **3. The Discussion Of The Problem Solving From The Problems Encountered By English Teacher In Teaching Writing Recount Text Used Language Experience Approach In Online Class**

The teacher had solutions for some problems that encountered in teaching writing recount text, the teacher directly implemented the solutions when taught writing recount text.



The first solution, the teacher moved to the other place because if the teacher still in the same place, the students can not heard the teacher's voice.

The second solution from the teacher was gave an interesting topic and the teacher asked about their activities during pandemic or their school subjects. When the teacher started the lesson, the teacher always asked about the students condition and the students answered but the students feel bored and after that the teacher asked "are you feel bored guys?" and then the teacher asked about their school subject before English subject but only some students answered the teacher question. The students told to the teacher about their assignments and the students spoke bahasa and the researcher asked "is it ok ustadzah speak bahasa?" and the teacher answered "it is ok because if we purse them to speak English they will bored and out from this lesson". This activity it was around 10 minutes before the lesson started. After the teacher asked about the students' condition, the teacher started the lesson.

The teacher said to the researcher usually if they got lazy or felt bored, the teacher and the students played games "who wants to be a millionaire" or sometimes the teacher did not give assignments around 1-2 meetings so that the students did not feel bored with assignments.

The third solutions for the students who had bad signals, Actually, this problem also a very complicated because not all areas have good signals. If the student had bad signals they text the teacher and the

teacher asked to the students to download the material in the e-learning system that had been made by the school if the students did not understand, they can asked to the teacher by WhatsApp.

The fourth solution from the teacher was said to the students “it is ok if you speak in 2 languages “Indonesian and English and if you do not know about the meaning you can asked me” and this solution was effective for the students, then the students spoke Indonesian English. When the teacher force the students to speak English then what happens the students become passive and silent then they get bored. The students still lack of vocabulary that’s why they shy when they spoke English.

The fifth solution from the teacher, the teacher will motivate students to do and collect their assignments according to the schedule but when on the day but no one collected their assignments or even forgot about their assignments then the teacher gave them time off. Teachers also told to the researcher that before midterm or final semester exams all assignments should be clear but if the students did not collected assignments and this would be affects to the final scores stated in the report card.

The solution to the last problem was, the teacher would called the students one by one at the beginning but if a student did not came without permission then the teacher would asked her/his classmates but if no one knew then the teacher would note then gave it to their class guardian and the class guardian kept monitor of the students who's in

and out of the class. If the students did not follow the online class continuously and there was no clear reason then the class guardian called the student and the student will followed the online class at school.

