

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents and describes the result of the study. The data obtained from observation and the instrument that will be analyzed and elaborated to answer the research problems. The result about, how is the implementation of teaching writing recount text by using whatsapp peer-comment to the eighth grade students of MTs Darussalam Jabon? What is students' responses of writing recount text by whatsapp peer-comment to the eighth grade students of MTs Darussalam Jabon?.

#### 4.1 Findings of Observation

In this part, it will be describe the finding of the observation done. The observation was done in three times because the students should finish three basic competence in three meetings and each observation done by 2x40 minutes. The researcher attended the class and took part in the class as observer. The researcher observed all of the activity done by the teacher and students' activities in the teaching learning process of writing concerning how the teacher taught writing and the problem found by the teacher and students.

The teacher made teaching process into three activities, the first is opening, main activity, and closing. In the opening the teacher began the class by greeting to the students. And the second is main activity, it's teaching-learning

process in writing recount text by using whatsapp peer-comment, and after that the teacher give the example in whatsapp group and asked the students to write a recount text. And the last is closing, it was the time to the teacher gave conclusion the lesson and asked the students to submit their work.

#### **4.1.1 First observation.**

The researcher conducted the first observation on May 21<sup>st</sup>, 2019. The teacher chose class, that conducted of 25 students as the subject of the study. At the time, the twenty three students were present in the first meeting.

In this meeting the teacher explain the lesson about recount text without used whatsapp peer-comment.

##### **1. Opening**

When the bell rang, the teacher did not come to the class yet. She was still preparing the material for the upcoming class. Two students came to the teachers' office to pick their teacher up. Then, they three went along to the class, all the students are sitting down. Before the class began, the teacher started the class with opening session, namely greeting. The teacher greeted the students and they gave good response to the teacher greeting. All of them answered it enthusiastically. It showed that they were interested in learning English

at that time. After the teacher checked the students attendance list, the teacher asked the students to prepare themselves for the lesson.

Teacher : Assalamu'alaikumWr. Wb.

Students : Wa'alaikumsalamWr. Wb.

Teacher : Good morning students! How are you today?

Students : Good morning, Sir. I'm fine, and you?

Teacher : I'm very well thank you. Who is absent today?.

Student : Rizki and Kamil, Sir.

Teacher : Only Rizki and Kamil?

Students : Yes, Sir.

Teacher : Why they didn't come?

Student : Rizki was sick, but Kamil didn't give any information, Sir.

Teacher : Okay, no problem.

The activities in this section were always the same greeting in every meeting from the first until the second meeting.

The teacher explained the students why the researcher joined the class, "okay, Ms. Muthia akan mengamati kalian belajar, jadi dia akan bergabung di kelas kita hari ini." Some of students greeted researcher because the had already known the researcher in administration staff room in their school. After introduced the researcher, the teacher asked the leader of the class to lead pray together.

## 2. Main Activities.

The researcher observed how the teacher explained the lesson about recount text in teaching learning process but the teacher didn't use media to make them easy to understand. The teacher gave some questions about 'Meeting My Idol' as brandstorm to the students with the idea of recount text. The list of questions, 1) Have you ever met your idol? 2)Where did you met her/him? 3)What did you do when you met her/him? 4)What happened after that?.

The teacher started to explain what they would learn that day. The teacher didn't said first what the topic that they are will be learn. The students are given some questions for stimulus about the experience meeting idol. The students answered the questions with simple sentence. When the teacher asked, "Have you ever met your idol?" they answered 'yes', but there are the students answered 'no'. When the teacher asked, "Where did you met your idol?" there are different responses. They met the idol in the concert, restaurant, or other place. The teacher also asked, "What did you do when you met your idol?" the students responded with the different responses. There are the one who took a picture with her idol, shaken hand with him, just looked him from long distance, and other responses.

After gave the question as stimulus, "So, what will we study today?". The students gave good response, they answered recount text.

And the teacher continued to explain the lesson about the meant, purpose, the language features and generic structure.

Afterward, the teacher continued to explain the part that related to the recount text. The teacher explained that there were two components of recount text, they were generic structure and language features. The teacher said that generic structure of recount text consists of goal/aim, orientation, events and reorientation. And the teacher explained, goal is showing the purpose. Orientation is introducing the character. Events is chronological order to tell what happened and reorientation is the conclusion of the experiences. Next, the teacher explained about language features of recount text, they are using nouns and pronouns, using action verbs, using past tense, using conjunctions and time connectives, using adverbs and adverbial phrases, using adjective.

Teacher: Today we will study about recount text, do you know what is recount text?

Students: recount text adalah sebuah teks yang menceritakan tentang tindakan atau kegiatan yang terjadi di masa lampau dan biasanya menceritakan tentang pengalaman seseorang.

Teacher: Alright. Recount text is a piece of text that is used to tell other people about their experiences. Do you know the generic structure of recount text and how many?.

Student: Yes, ada empat pak.

Teacher: Apa saja, ada yang tau?

Student: Goal, orientation, events dan reorientation pak.

Teacher: Okey, that's right. Ada yang tau apa yang dimaksud dengan goal, orientation, events dan reorientation?

Student: Goal untuk memberikan informasi tentang maksud dan tujuan dari teks, kalau orientation untuk memperkenalkan situasi, event untuk menceritakan kejadian atau tindakan, dan re-orientation untuk menyimpulkan suatu kejadian.

Teacher: That's true, you're correct. Sekarang teks recount menggunakan tenses apa?

Student: Past tense, pak.

Teacher: Bagus, it uses simple past tense. Now I will give you example of recount text.

After explained the generic structure and language features, the teacher gave them the simple of example of recount text related to the theme 'Meeting My Idol' and discussed it by identified the orientation, events, and the re-orientation (task 1 in lesson plan). The teacher gave the students chance to ask if they didn't understand with the explanation. This was example of recount text which was given by the teacher to the students:

<b>Meeting a Star</b>	
On Saturday morning at 9:30, I was walking down Sunda Street. I looked for a record store.	} Orientation
A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was but I walked with him to the end of Sunda Street. He was very friendly and his face looked so familiar. Then, I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought that it was money. I said 'no' at first but he really wanted me to have it. Therefore, I took it. I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it.	} Sequence of events
I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive!	} Reorientation

**Figure 4.1 Example of Recount Text**

**Source :** Utami Widiati, ...[et.al.]. (2008). Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

After the teacher given the example of recount text, the next activity was finishing the task 2 with their pairs and practicing to write a recount text with re-arranging jumbled sentences become a good recount text (task 3). Then, the teacher asked the students to tell something in accordance with their experience. While the students were writing, the teacher walked around the class to control the class activity and make some discussion with the students, it was also help them who got difficulty in vocabulary and grammar. Then, the teacher asked the students difficulty and helped the students solve their problem. Ten minutes before the class ended, the teacher asked the every students come to submit their works. While waiting for the bell rang, the teacher explained a little bit about peer-comment and for the next meeting they will learn in the computer room and they have to bring their phone to use whatsapp and applying peer-comment.

### 3. Closing

In the end of the first meeting, the teacher asked the students difficulties. There was no question from the students about the lesson today. Before the teacher ended the class, the teacher asked the students to submit their work. Finally, the teacher ended the class by saying good bye.

Teacher: Any question? It's okay if you don't have any question I think time is over, thank you for your attention, see you next meeting.  
Wassalamu'alaikumWr. Wb.

Students: See you, Sir. Wa'alaikumsalamWr. Wb.

From this first observation, it showed the students did their work well. They could express their ideas and experience to write even though it just rearranged the text. So, they could minimize the difficulties which they faced in writing.

#### **4.1.2 The Second Observation.**

The second observation was done on May 22<sup>nd</sup>, 2019. This was the last observation done by the researcher to collect the data. In this meeting, there were 24 students in the class because one of them was sick. The teacher already prepared the different material.

##### **1. Opening.**

Before the bell rang, the teacher asked the researcher to prepare the computer room with him. The teacher has made sure that the computers are available and applicable to use by students.

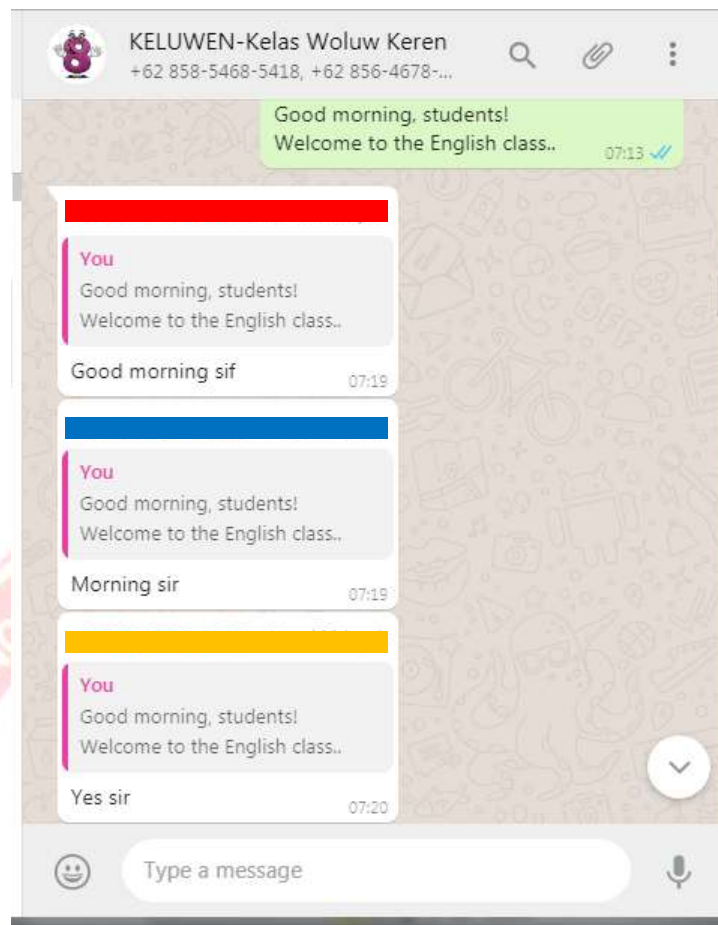
As the bell rang, the researcher along with the teacher entered the class. Today, the class is in computer room. The teacher greeted the students and made sure that each student got the computer. Then, the teacher checked the attendance list and found that there are twenty-four students came, so the one was absent because still sick.



The teacher conducted the class as same as the previous meeting. The teacher entered the class and greeted the students, asked their condition and checked their attendance.

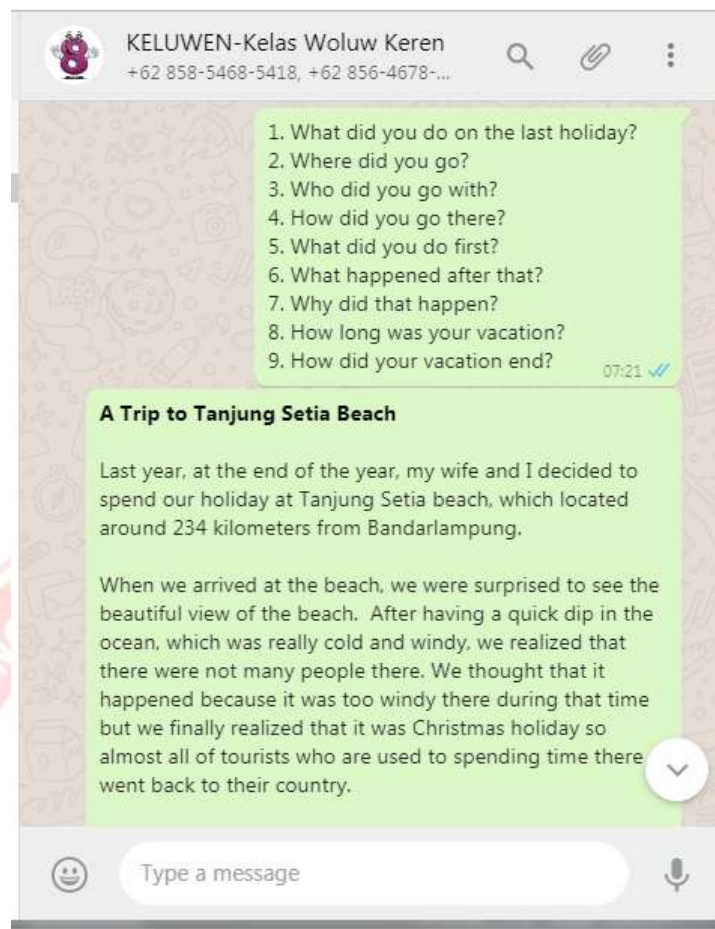
## **2. Main Activity.**

In the previous meeting, the teaching learning done in the classroom, but in this meeting the teacher ask the students to learning in the computer room that has prepared by the teacher. The teacher has made sure that the computers are available and applicable to used by students. The computers has connected with the internet, so the teacher asked the students to connect their whatsapp account in the whatsapp web in the computer. They have had the class group in whatsapp because the English teacher is their teacher class. The teacher opened a whatsapp group. To make sure all of the students has joined and ready for whatsapp group, the teacher can make the first post to let each students introduced themselves before started the class.



**Figure 4.2 The First Posting in Whatsapp Group**

The other things the teacher has prepared recount text material, an LCD Projector and the review of previous material. After that, the teacher post the brandstroming question about holiday. The list of questions, 1) What did you do on the last holiday? 2)Where did you go? 3)Who did you go with? 4)How did you go there? 5)What did you do first? 6)What happened after that? 7)Why did that happen? 8)How long was your vacation? 9)How did your vacation end?.



**Figure 4.3 The List of Brainstorming Questions**

The students were more enthusiastic than the first meeting, because they used the media in their class. Before mentioning they are going to write recount text, the teacher posted the brainstorming question in the group wall and asked them to the students. The students answered the questions orally. Usually they will answer the question with simple words. The teacher helped the students managed their answer then the teacher told that they are going to learn about recount text with the theme 'Holiday'.

Teacher: Okey I want to ask you, what did you do on the last holiday?

Student 1: Mancing pak.

Student 2: Renang pak.

Student 3: Tidur pak.

Teacher: Ya, ada yang renang, ada yang pergi memancing, ada yang ke jalan-jalan, bersepeda, tidur, and it's better when you are on your holiday, you still remember to open your book.

Students: Ya pak.

Teacher: Oke, the next question, where did you go?

Student 1: Ke pantai

Student 2: Mountain, sir.

Student 3: Hanya di house, sir.

Teacher: Good! You can go anywhere when you have a holiday if it has a positive impact for you, oke?

Students: Oke, Sir.

Teacher: Next, who did you go with?

Student 1: Sama temen-temen pak.

Student 2: With my family.

Student 3: Sama pacar pak.

Teacher: With your girlfriend? Do you have?

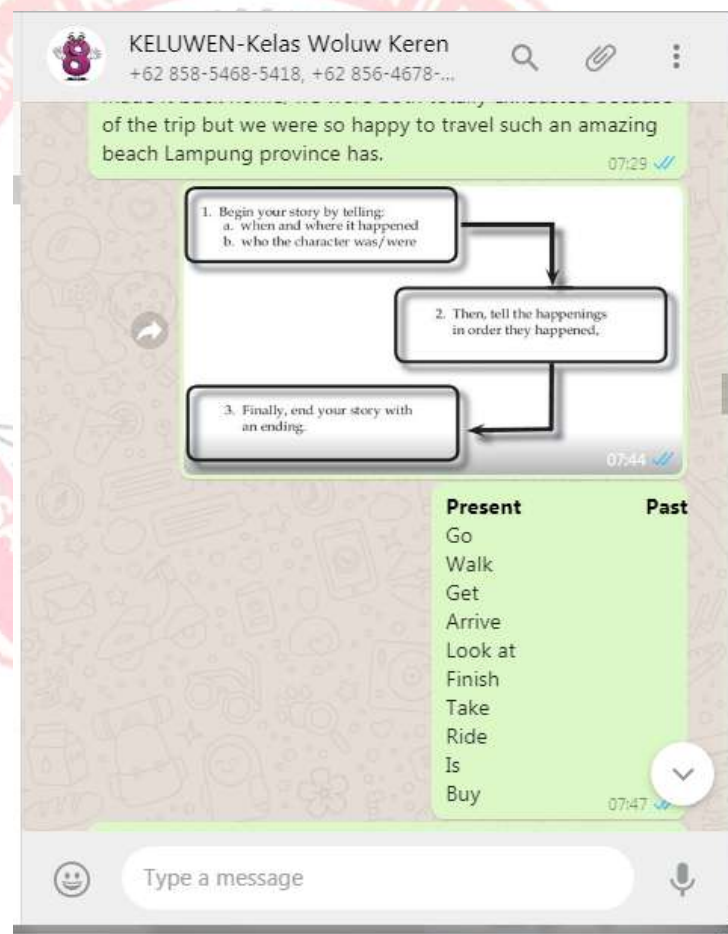
Student 3: Pacar orang pak.

Students: (they are laughing together)

The teacher continued to ask the students and each student had the different answer. The teacher reviewed the material and gave his students a chance to ask some questions related to material if they felt had some difficulties. So, before started the lesson, the teacher reviewed the lesson which had been given to the students. The teacher gave the example of recount text by posted the text on the whatsapp group wall (Figure 4.3).

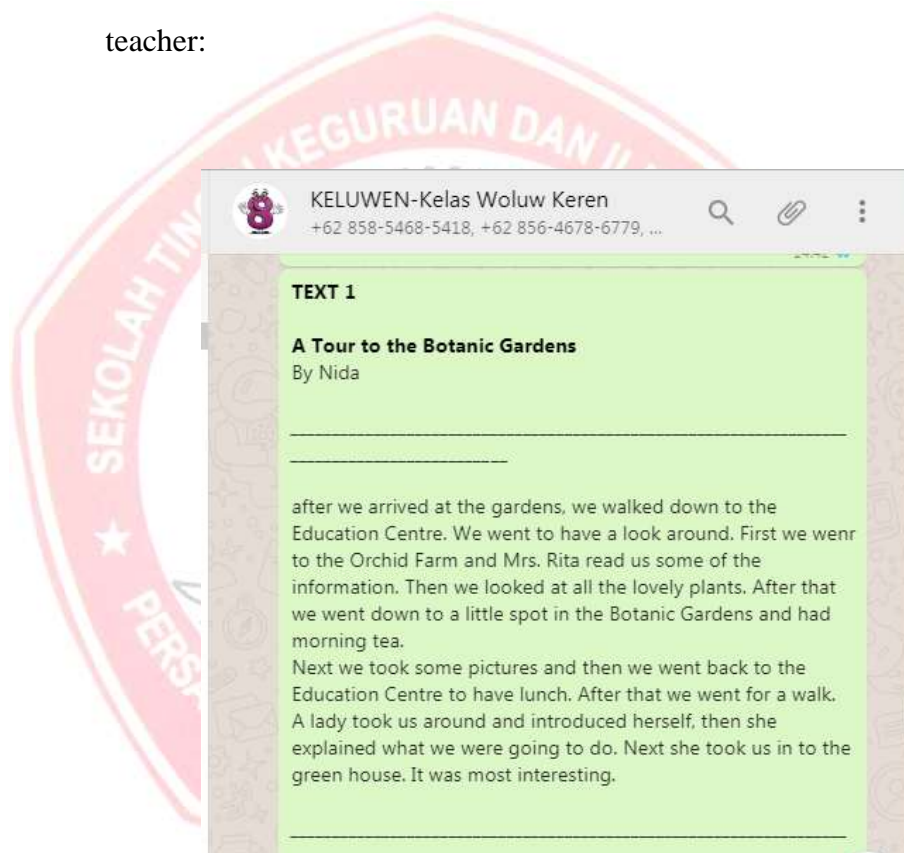
The teacher used the computer and the LCD projector to show the text to the class. The teacher asked some questions to the students related to the lesson in the previous meeting. The teacher

asked about social function, generic structure, and language features of recount text in order to remind them about recount text. Most of them open their book to answer the teacher questions, some other could answer it. The teacher explained once again in order to make them understand well with showed the diagram of recount text and changing the verb in present to past in the group wall, and also the teacher gave some additional explanation when the students ask the teacher.

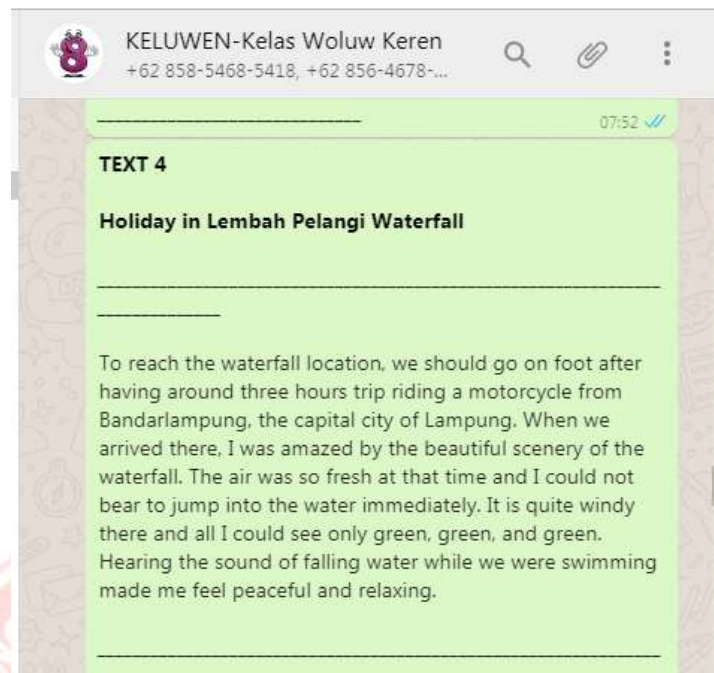


**Figure 4.4 Diagram of Recount Text**

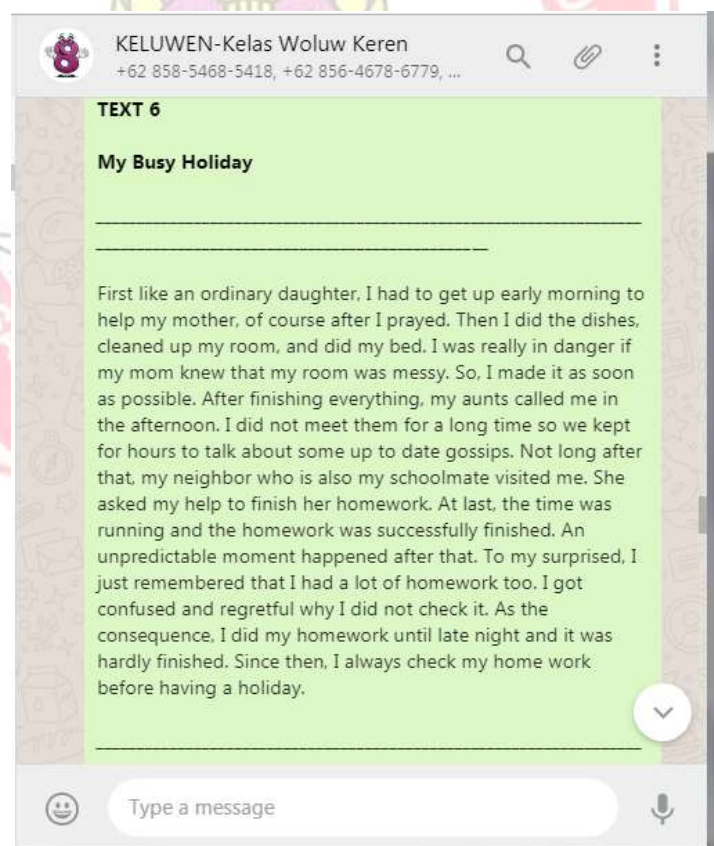
The next step is writing practice in pairs. Firstly, the class is divided into two groups: group A and group B. The students in each group worked in pairs with the friend next to her/him. The teacher posted some events and asked each pair in group A to write the orientation and each pair in group B to write the reorientation of the text (2 or 3 sentences). Here some events that had posted by the teacher:



**Figure 4.5 Events (1)**

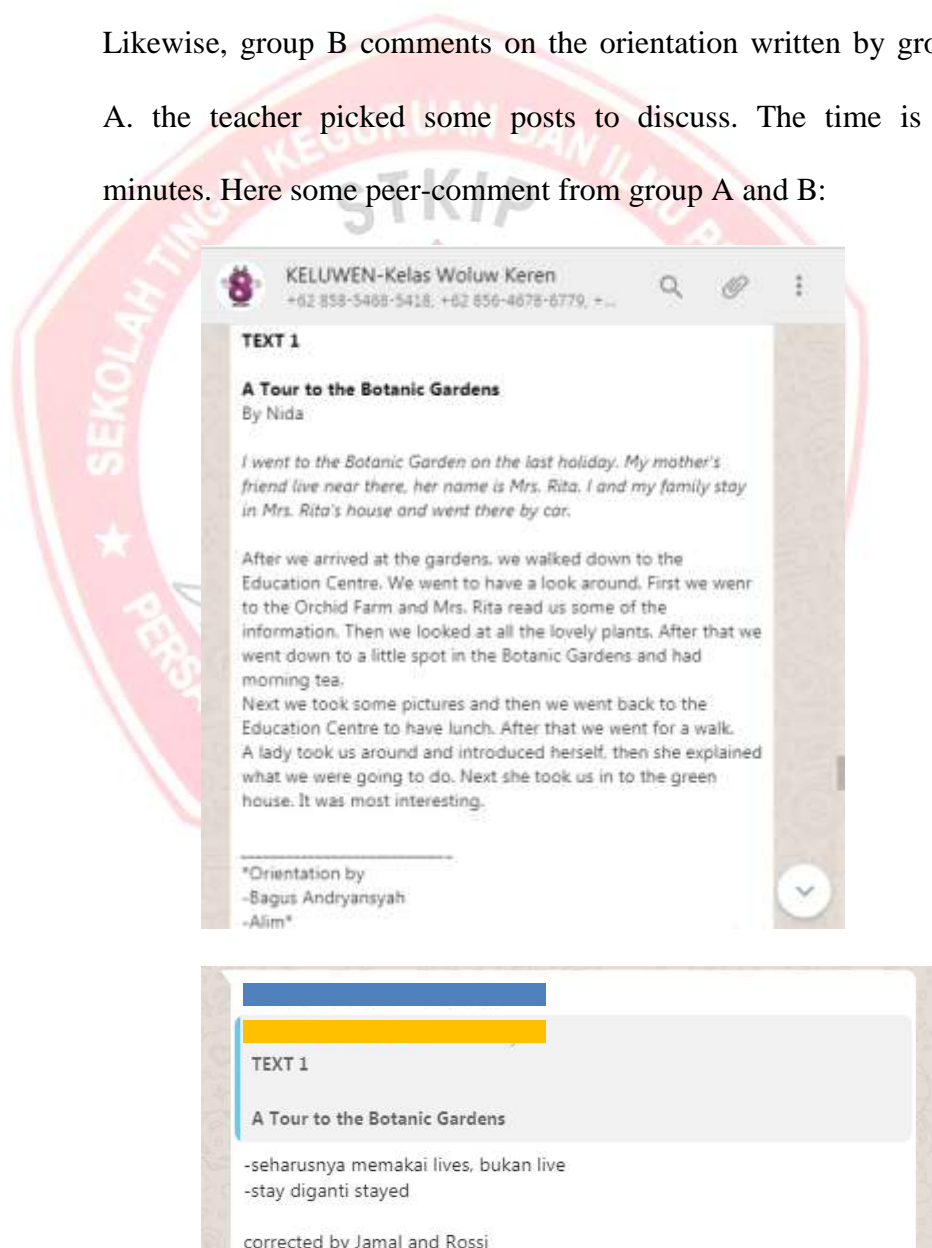


**Figure 4.6 Events (2)**



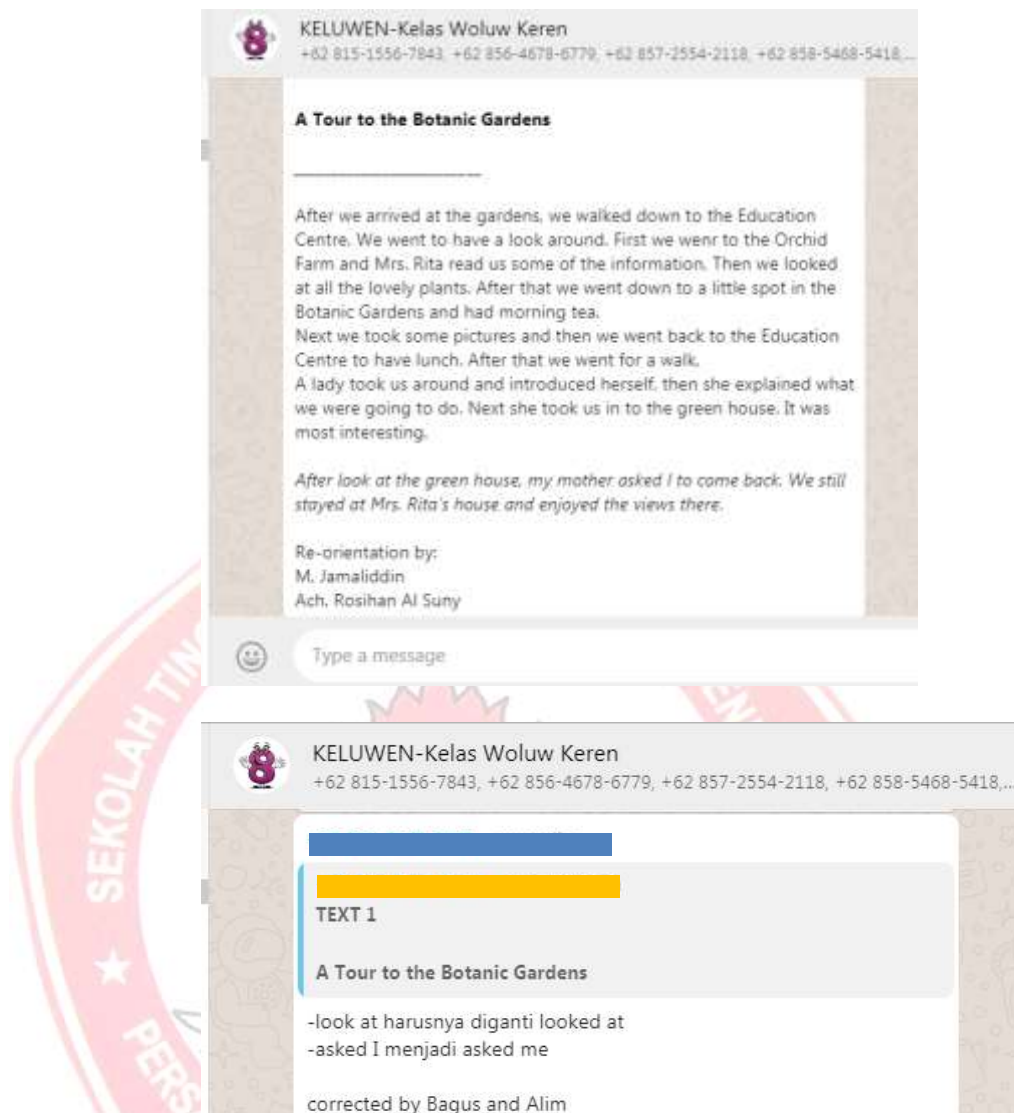
**Figure 4.7 Events (3)**

After the teacher posted the events, the pairs of A group posted the orientation, and the pairs of B group posted the reorientation by using whatsapp account of one of them mentioning the both names. Pairs in group A that have done with their orientation should check on the group B posts. The teacher asked them to comment on the reorientation written by pairs in group B. Likewise, group B comments on the orientation written by group A. the teacher picked some posts to discuss. The time is 15 minutes. Here some peer-comment from group A and B:



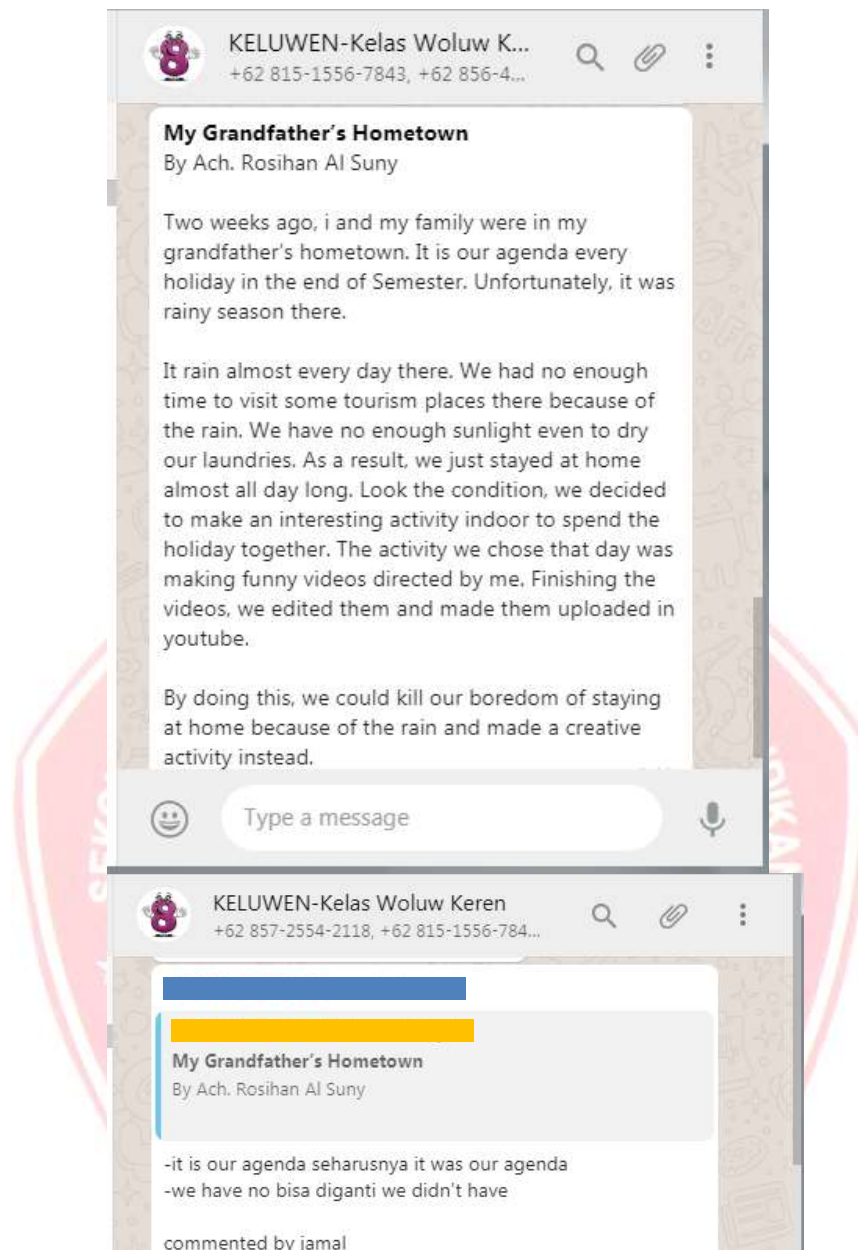
**Figure 4.8 Peer Comment in Orientation**



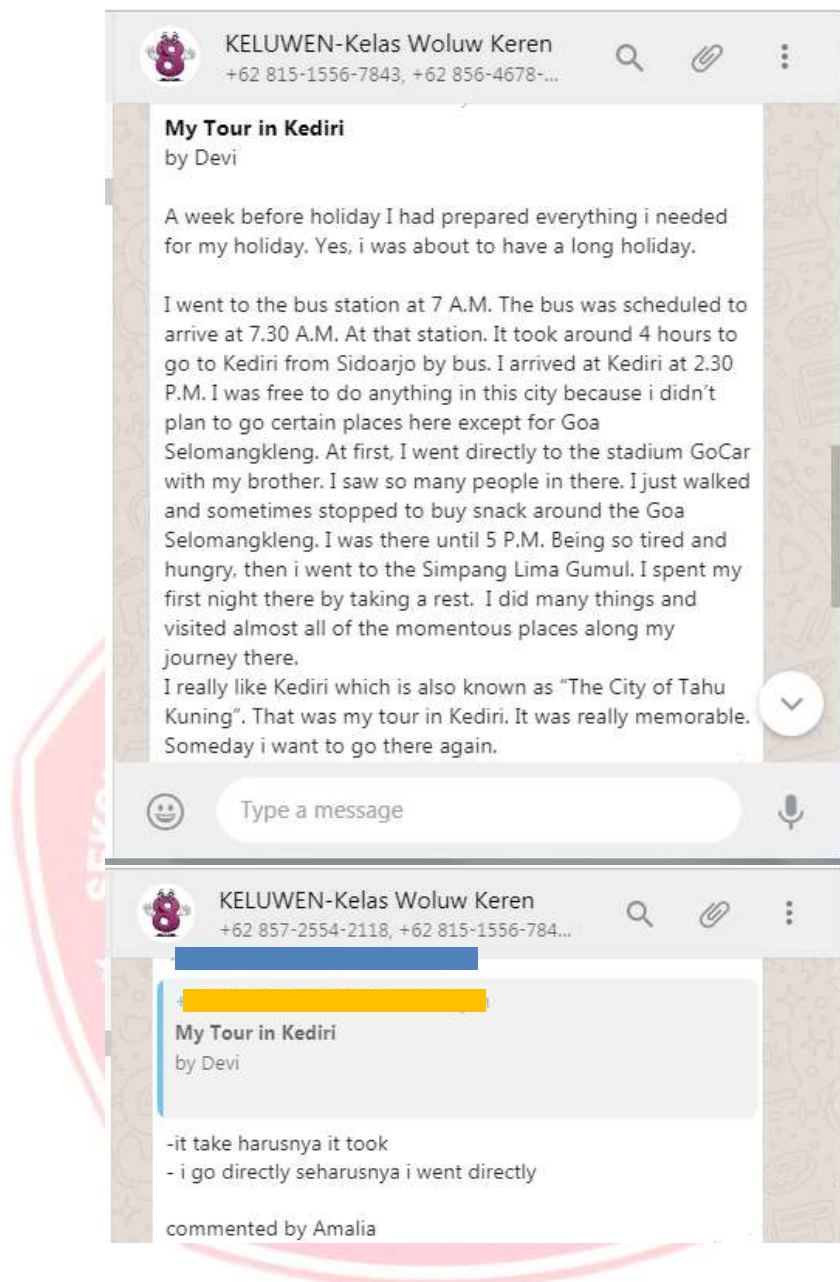


**Figure 4.9 Peer-Comment in Reorientation**

Next to assessed students' writing the students will be asked to write 'What did you do on the last holiday?'. The teacher gave 20 minutes for each student to make the draft and post it on the whatsapp group. Students then give comments to their next friend by reply to help each other to improve their writing within the given period (15 minutes). Each students should get replying from their friends. These are some of peer-comment:



**Figure 4.10 Peer-Comment in Student Writing (1)**



**Figure 4.11 Peer-Comment in Student Writing (2)**

### 3. Closing

The teacher checked whether all the students have posted their text. Giving comments and editing be finished later after the class. The teacher told the students that the final writing will be assessed. So

it should have been edited in two days. Then, the teacher asked if the students' problem in writing recount text and discuss it until the class is over. Before the teacher ended the class, the teacher asked, "do you feel easier when you write a recount in this class?" then they replied in together "yes, sir!". When the teacher asked the reason why, the teacher got various answer from his students. However, mostly of them said that it was interested and a new thing for them. It could help them to stimulate their ideas for their writing in easy way.

From the observation, it could be concluded that the students were very helped by using whatsapp peer-comment when writing. They felt that they can solve their mistake through their friends' comment, even some of the students did grammatical errors. By using whatsapp peer-comment, they could get some ideas and information. Thus, it made writing become easier.

#### **4.1.3 The Third Observation**

The third observation was done on May 25<sup>th</sup>, 2019. In this meeting, there were 24 students in the class because one of them was sick. The researcher already prepared the questionnaire to students, because the reseacher wanted to know the students' responses.

## 1. Opening

Before the class began, the teacher started the class with opening session, namely greeting. The teacher greeted the students and they gave good response to the teacher greeting. All of them answered it enthusiastically. It showed that they were interested in learning English at that time. After the teacher checked the students attendance list, the teacher asked the students to prepare themselves for the lesson.

Teacher: Assalamu'alaikumWr. Wb.

Students: Wa'alaikumsalamWr. Wb.

Teacher: Good morning students! How are you today?.

Students: Good morning, Sir. I'm fine,thank's. And how are you?.

Teacher: I'm fine too. Who is absent today?.

Students: There is one student who is absent, Sir.

Teacher: Rizky? Is he still sick?.

Students: Yes, Sir.

Teacher: Ok. Thank you.

The activities in this section were always the same greeting in every meeting from the first until the second meeting.

## 2. Main Activity

In the previous meeting, the teacher always reviewed the material before teaching learning process. The teacher also gave his students a chance to ask some questions related to material if they felt had some

difficulties. If the students did not ask to the teacher, the teacher would ask the student, did they still remember or not about the material in the last meeting. If the students did not remember. So, the teacher would explain again about what the meaning, purpose, general structure and language features of recount text until the students understood. The teacher always gave a different example. So, the students did not bore and got more ideas if every met they got different example. After the teacher explained the material, the teacher asked the students to made example and the students would read in front of their friends through individual or with their pair.

### **3. Closing**

When the teacher finished to review the material, the researcher asked the teacher an hour to got data from how was the students' responses about teaching writing recount text through questionnaire with whatsapp peer-comment in writing recount text could help them or not.

After conducting the observation in three times, the researcher found that the teacher applied whatsapp peer-comment well in teaching writing recount text. The teacher looked the difference between teaching using whatsapp peer-comment and without it. The students more interesting when the teacher asked them to learn with whatsapp peer-comment.

#### **4.1.4 The Result of Using Whatsapp Peer-Comment in Teaching Writing Recount Text.**

Based on the result of observation that was three times, the researcher got data that the teacher used whatsapp peer-comment well in teaching activity. The teacher wanted to compare between used whatsapp peer-comment and without it. In the fact the students more interested with learning used whatsapp peer-comment especially in writing recount text.

In the first meeting, the teacher did not teach to use whatsapp peer-comment in the class. The teacher wanted the students more understood the topic (recount text). But, the students found the difficulties when they made example from recount text. They did not develop or get ideas. So, the class became bored or not attractive.

In the second meeting, the teacher changed the class in the computer room and used whatsapp peer-comment when the teacher taught the students. The teacher explained the materials and applying whatsapp peer-comment in teaching learning process. The students enthusiastic in their class by using whatsapp, because most of the students more intersted and fun. The teaher asked them to make recount text, after they learning with whatsapp peer-comment that taught by him. The students could follow the learning process very well.

In the third meeting, the teacher reviewed the material in the last meeting about recount text. The teacher asked the students to explained again

what was they still remember the mean, purpose, generic structure, and language features from recount text. The teacher asked to the students which was more interest when the teacher taught with whatsapp peer-comment or without it. The students gave good responses about using whatsapp peer-comment in the teaching learning process, when was learning process use whatsapp peer-comment more interested and enjoyable. So, it could be said that whatsapp peer-comment gave good responses to develop or got their ideas.

#### **4.1.5 The Result of Questionnaire in Teaching Writing Recount Text By Using Whatsapp Peer-Comment.**

The students were given questionnaire from the researcher with some possible answer. The question was “yes or no” and the answer based on their self. The table of the students’ response result of the questionnaire can be seen as follow:

**Table 4.1 Students’ Response Result**

Question	Students’ Answer		Percentage	
	Yes	No	Yes	No
1.	21	3	87,5%	12,5%
2.	18	6	75%	25%
3.	20	4	83%	17%
4.	19	5	79%	21%
5.	7	17	30%	70%
6.	22	2	91%	9%
7.	18	6	75%	25%
8.	1	23	5%	95%
9.	22	2	91%	9%
10.	19	5	79%	21%

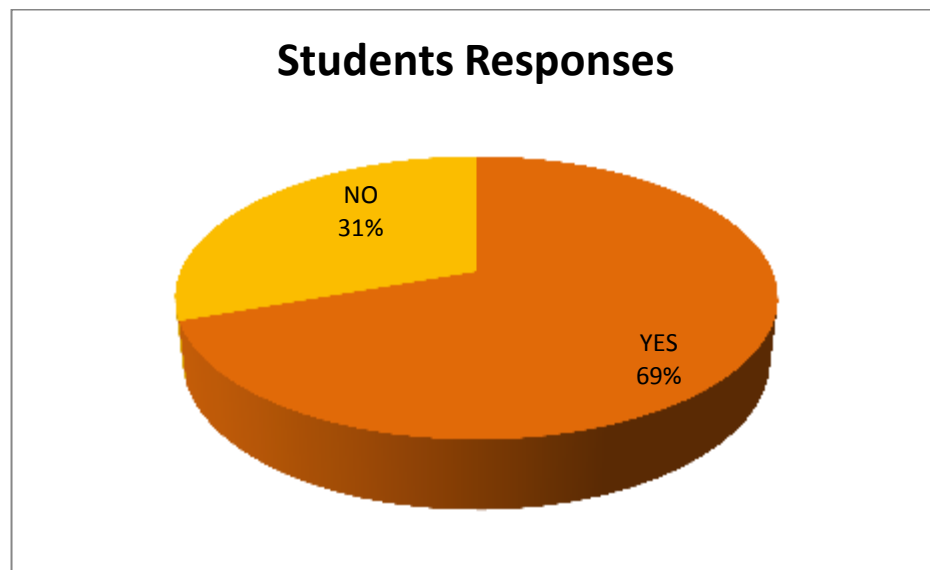


From the table 4.1, the researcher describe as follows:

- a. The students' response to the questionnaire no.1: there was 87,5 % of student was like because they felt learning by using whatsapp peer-comment make their time more efficient. While, 12,5 % of students was not really felt more efficient by using whatsapp peer-comment.
- b. The students' response to the questionnaire no.2: there were 75 % of students that was motivated to write English because they have knowing many vocabularies and structure, while the other students or 25% thought was not like to write English because they less vocabulary and didn't know the structure.
- c. The students' response to the questionnaire no.3: there were 83% of the students were interesting learn English with whatsapp peer-comment because they felt enjoy and more easy to get some ideas and there were 17 % of students not interesting to learn writing recount text by using whatsapp peer-comment.
- d. The students' response to the questionnaire no.4: there were 79 % of students have a new experiences to learn writing recount text by using whatsapp peer-comment because they felt enjoy using whatsapp as a media. and there were 21% of students felt difficulties to learn writing recount text by using whatsapp because this media is new for them.
- e. The students' response to the questionnaire no.5: there were 30% students felt not appropriate using whatsapp peer-comment and the

other students or 70 % have appropriated because they don't have many difficulties in learning writing procedure text.

- f. The students' response to the questionnaire no.6: the data showed that they were 91% students that didn't find the difficulties because they more understand and more get some ideas from comment their peer, and 9% of students was not like using it because they felt not comfortable with the comment.
- g. The students' response to the questionnaire no.7: the data showed 75% of students answered that they get new knowledge from comment and 25% get a little bit knowledge.
- h. The students' response to the questionnaire no.8: the data showed 5% of the students were prefer write in book than write in whatsapp. While 95% of the students like write in whatsapp because they accustomed type something through their phone.
- i. The students' response to the questionnaire no.9: through whatsapp peer-comment 91% of students there was progress or improve because they felt easier to understand comment from their friend and 9 % of students there was not progress because they felt lack of vocabulary.
- j. The students' response to the questionnaire no.10: the data showed that 79% of students were agree using whatsapp peer-comment in learning writing recount text because they felt comfortable in the class and 21% were not comfortable with the comment in their learning.



**Figure 4.12 Students' Response Chart**

Based on the result of questionnaire, there are 69% of students answered "yes" and 31% of students answered "no". So, most of the students agree with learning by using whatsapp peer-comment. The students enjoyed learning writing recount text using whatsapp peer-comment.

#### **4.2 Discussion**

Based on the the result of observation, the researcher could conclude that whatsapp peer-comment was implemented successfully and useful to stimulate the idea to write a recount text. When the whatsapp peer-comment were implemented, the students were anthusiastic to give opinion about the topic, and it was explained that whatsapp peer-comment could bring the students to a nice atmosphere in the class. So, it could make the students motivate and interested in teaching learning writing

because the implementation from whatsapp peer-comment was interesting, easy to prepare, and easy to organize.

As stated Amry (2014:18), the effectiveness of whatsapp social networking in comparison with face to face to learning in the classroom. He found that there are a lot of positive effects of using whatsapp for second language learning such encouraging collaboration and making students to get the audiences to read and respond to their writings. It means that whatsapp can give feedback for the students through response from other user.

Whatsapp peer-comment were appropriate strategy for the junior high school writing recount text. Because writing is one of the difficult jobs the students and many students got progressed to express their idea into written form when the teacher implemented the whatsapp peer-comment in teaching learning process. It could be concluded that whatsapp peer-comment were really helpful for eighth grade students of MTs Darussalam Jabon Sidoarjo to simulate their ideas and help them in writing recount text.

Based on the result of students' responses, most of the students were interested with the use of whatsapp peer-comment in teaching writing recount text. It could be seen 69% that was like using whatsapp peer-comment because they more understand and more get the feedback from the implementation of whatsapp peer-comment, and 31% of students were not like using whatsapp peer-comment because they felt not

understand. Through whatsapp peer-comment not only motivate them to write, but it also help them to get the reality with after get response from their peer. According Ferris in Hafidz (2013:685), peer-comment forms make students give feedback to the other students' writing easier. it has a goal to make the students enjoy and enable them to write recount text, because they have been receive response. The students can give intruction the materials, and the steps what they look at as well as active their knowledge through response from their friend in implementation of whatsapp peer-comment.

