

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research finding and discussion of the research. In this chapter the researcher classified into two sections. The first section presented the data collected from observation filed notes answered the first research question about implemented teaching writing recount text using Jigsaw through Edmodo. The second section discusses the second research question about students response from frequency of questionnaire of tenth grade students at SMAN 1 Krian .

#### **4.1.Findings**

In this chapter the researcher describes all the data collected through observation, the observation field note and questionnaire as the answer of the research questions mentioned in chapter one. The researcher described process of teaching writing recount text using Jigsaw through Edmodo to tenth grade students of SMAN 1 Krian.

##### **4.1.1 The Process of Teaching Writing Recount Text Using Jigsaw through Edmodo**

The researcher took the data of the research from field note got from the process teaching writing recount text using Jigsaw through Edmodo. In this observation, the researcher did three meetings of the research. The research areobservation as follows:

#### 4.1.1.1 . The First Meeting of Observation Filed note

The meeting was conducted on Thursday 21<sup>st</sup> February 2019. It took 2x45 minutes. There were 36 students in the X MIA 6 class with the teacher namely Mrs. Theresia Karolina, S.Pd. The teacher entered the class to start the lesson at 08.30 am. The teacher introduced the researcher and the researcher set back of the class for observing the teaching learning process. The teacher was started teaching learning process. Before the teacher started teaching learning process, firstly the teacher opened the class and explained purpose the researcher came to class. The researcher and the teacher used full English for teaching the students.

Teacher : “Assalamualaikum. Wr. Wb.”

Students : “Waalaikumsalam. Wr. Wb.”

Teacher : “Good afternoon, students?”

Student : “Good afternoon, mam.”

Teacher : “How are you today?”

Students : “I’m fine mam, thank you, and you?”

Teacher : “I’m very well, thank you. Ok, leader of the class please lead to pray.”

Leader : “Before we start our study, lets pray together. Pray begins! Finish”

Teacher : “I’m not alone today; I am with Students College from STKIP PGRI Sidoarjo. Please, miss friska introduce your identity”

Researcher : “I want to explain my purpose come to your class. My name is Friska Hadi Pratiwi. You can call me Miss Friska. I am from STKIP PGRI Sidoarjo. Now, I am in the seventh semester. My purose is to take the data for my thesis which entitled “Teaching Writing Recount Text using Jigsaw through Edmodo”

Such activity made the students familiar with English daily language which practiced by the students not only inside class but also outside the class. During observation, they met the teacher said “Good morning, teacher!”, “Good afternoon, teacher!”. It showed that greeting every meeting in the class as a habitual action. To make the students are accustomed to speaking English.



**Picture 4.1.1 The teacher was opened teaching learning process.**

After opening the class, the teacher checked attendance list of X MIA 6. There were 36 students in the class on that day. Then at 08.30 am the teacher started teaching learning process by using Jigsaw through Edmodo. Before the teacher taught main material, the teacher asked the students to eksploration about historical event recount text.

Teacher : “Do you know about The Indonesia Independence Day in our country? Please raise your hand!”

Students : “Yes mam” (some students raised hands)

Teacher : “So, what is it?”

Students : “Battle of Ambarawa”

Students : “Youth Pledge”

Students : “G30 SPKI”

Students : “Battle of Surabaya”

Students : “Battle of Ambarawa”

Teacher : “That’s good!Is it very important to know the historical event The Indonesia Independence Day?”

Students : “Yes mam, *penting mam karena untuk mengenang jasa para pahlawan*”.

Students : “*Untuk menumbuhkan rasa cinta tanah air*”.

Teacher : “Good!. Nowi want you to make a group with my instruction”



After the teacher explore the students about historical event The Indonesia Independence Day. She asked the students about recount text.



**Picture 4.1.2. The teacher explained about recount text.**

Teacher : “What is the historical event included recount text?”

Students : “Yes mam”

Teacher : “Do you know about recount text. What is recount text”

Students : “Teks yang menceritakan masa lalu mam”

Teacher : “Do you like recount text?”

Students : “No mam because *masa lalu itu gak enak*”

Students : “Yes mam because *tanpa adanya masa lalu kita gak akan bisa seperti sekarang*”

Teacher : “It’s oke. What is the generic structure of recount text?”

Students : “Orientation, Event, and Reorientation” (all students answered)



Teacher : “Very good!. What is orientation?”

Students : “Background of the story”

Teacher : “What is events?”

Students : “Chronological of the story”

Teacher : “What is oreorientation?”

Students : “*Kesimpulan ceritanya mam*”

Students : “Comments”

Teacher : “Reorientation is a personal comment about the event or what happened in the end. I think you have understand about recount text. What is the tenses used of recount text?”

Students : “Simple past tense mam”

After the teacher explain about recount text and the students had understand. The teacher asked the students to make groups with her instructions

Teacher : “Please, sit in groups of one group consists six students”

Students : “Done mom!”

Teacher : “In this text (The Battle of Surabaya) there are six paragraph for six members in your group. Student one getsparagraph one, student two getsparagraph two, student three getsparagrah three, student four getsparagraph four, student five getsparagrah five and student six getsparagraph six.. After you understand, included the generic stucture

of your part and finding the difficult vocabulary in each your part paragraph. Understand?”

Students : “Understand!”



#### 4.1.3. The students makes a original group

After the students finished to find the difficult vocabulary and understand about their part. The teacher asked the students to move in expert group.

Teacher : “Now, i want you to make a expert group. In expert group every students who get paragraph one. Please, make a expert group with other students who get same paragrah and so on. After that in your expert group you can discuss or ask about your paragraph for understand well before you come back to your original group”

Students : “Finish mam”

Teacher : “Please, come back in your original group, i want you to share your important point about what you have read in expert group into your original group and other members can ask questions for clarification”



**Picture 4.1.4. The students are in expert group.**

In the end of the first meeting, the teacher gave a quiz on the material and the students answered this question for students understanding. After that the teacher gave feedback, some motivation, and summarizer to students. Because the time was almost over the teacher closed the class. Next meeting, the teacher would use Edmodo application. Before the teacher closed the class, she asked the students to download Edmodo application.

Teacher : “Because the time it’s over, I will close this class. See you next week dear. Don’t forget to download Edmodo application. Wassalamualaikum Wr.Wb”



Researcher : “Thank you. See you next Thursday. Wassalamualaikum Wr. Wb”

Students: “Yes mam and miss see you too, Wassalamualaikum Wr.Wb”

#### **4.1.1.2 The Second Meeting of Observation Filed note**

The second meeting was conducted on Thursday 28<sup>th</sup> February 2019. It took 2x45 minutes. There were 36 students in the X MIA 6 class with their teacher namely Mrs. Theresia Karolina S. Pd. The teacher entered the class to start the lesson at 08.30 am. When the teacher entered the class students sit at their chair and already prepared they book, the students looked ready to continue lesson using Edmodo. The teacher was prepared the LCD, ask all students to tidy up the table, chair and take the rubbish under them until clean and then the teacher greeting in the class.

Teacher : “Assalamualaikum. Wr.Wb.”

Students : “Waalikumsalam. Wr. Wb.”

Teacher : “Goodmorning, students?”

Students : “Good morning, mam.”

Teacher : “How are you today?”

Students : “I’m fine mam, thank you mom, and you?”

Teacher : “Alhamdulillah everyone I’m good today, thank you. Ok, before we start our study, leader of the class please lead to pray.”

Leader :“Yes mam, before we start our study, lets pray together. Pray begins! Finish)”

After opening the class the teacher checked attendance list of X MIA 6. There were 36 students in the class on that day and there are not students absent. Furthermore, the class started at 08.30 pm. The teacher started teaching learning process, the teacher reviewed about what they learned on the first meeting, then turned on the laptop and start teaching.

In teaching learning process the teacher gave some question about the material form the first meeting and the students answer this question. Furthermore, the teacher opened the power point slide for explained how to used Edmodo.

Teacher : “Last week i asked you to download Edmodo.Have you download it?”

Students : “Yes mam”

Students : “Not yet mam”

Teacher : “It is oke. Now, you can download Edmodo now”

Students : “Thank you mam and i am sorry mam.”

After some minutes waiting the students download Edmodo. The teacher asked to the students again.

Teacher : “Finish. All students have finish download Edmodo?”

Students : “Finish mam!”

The teacher opened the power point and explained about definition Edmodo, sign in Edmodo, what are in Edmodo and so on.



**Picture 4.1.5. Home of Edmodo**

After the home of Edmodo was opened, the teacher asked the students to click “i am student”. After the students click, the home was changed the slide that was registant to make a profile Edmodo. The teacher quided the students what the students fill up. Someone asked the teacher and the teacher answered. The teacher helped the students who cannot entered the website of Edmodo.

Teacher : “Please, opened your Edmodo now!”

Students : “Klik I’m a students ya mam”

Teacher : “Yes right. All students klik i’m a student”

Students : “Finish mam. Mam there are i’m a parent. For what mam?”

Teacher : “all of your parent can sign in Edmodo too”

Students : “Yes mam. Understand”

Teacher : “After klik i’m a student. Now, you can see there are steps you must to completly. My group code is 6zwmw”

Students : “*Mam kok ada surel mam.* What is it?”

Teacher : “Itis your email”

Teacher : “You must using your active email!”

Students : “Yes mam”

The image shows a 'Student Sign Up' form on the Edmodo website. The form is overlaid on a background image of a hand raised in a classroom. The form fields and their values are as follows:

- Group Code: nmi8nw (with a green checkmark)
- Student Name: Budi33 (with a green checkmark)
- Password: [masked with dots]
- Email: budi33@gmail.com (with a green checkmark)
- First Name: Budi
- Last Name: Sulaiman
- Terms and Conditions:  You and your parent agree to our Terms of Service and our Privacy Policy.

Yellow callout boxes on the right side of the form identify the fields: Kode Group, Nama Siswa, Sandi, Email, Nama Depan, and Nama Belakang. A yellow callout box labeled 'Centang' points to the checked checkbox. The 'Sign up' button is circled in red.

Picture 4.1.6. Sign in Edmodo



The teacher asked to the students to try make a historical recount and send to group. While the students were doing their work, the teacher walked around the class during the writing activity to help students who faced a problem or had any difficulties using Edmodo.

Teacher : “Have you finish make a profile in Edmodo and entered in group class on Edmodo?”

Students : “Done mam”

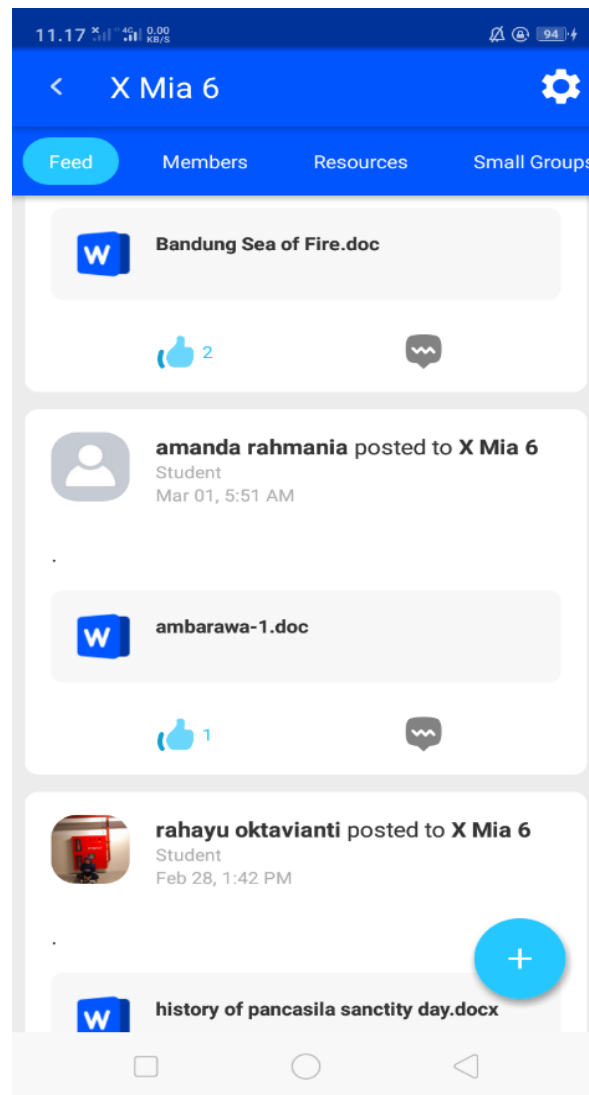
After the students was finished to sign in Edmodo and entered the teacher group class in Edmodo. The teacher asked the students to make a historical event.

Teacher : “Good! Now I want you to make historical recount. You can brows in the internet to know the background of history *tapi tidak boleh kamu browsing langsung kamu beri nama itu namanya plagiat jadi harus tulisan sendiri ya.* After that send in Edmodo to my revise. Understand?”

Students : “Understand mom”

Teacher : “In Edmodo you can send your assignment everywhere and everytime. If you are assigment get revise i will send private to you in Edmodo”

Students : “Yes mam”



**Picture 4.1.7. The capture from Edmodo**

In the end of the study in class the teacher gave feedback and some motivations to student's. Because the time was over the teacher close the class. She want on the next meeting class.

Teacher :“Time is up. Wassalamualaikum Wr.Wb”

Student :“Wassalamualaikum Wr.Wb”

In the last meeting the researcher shared some questionnaires of X MIA 6to know the student's responses in teaching recount text using Jigsaw through Edmodo. There were 36 students in the class on that day and there are not students absent. Then, after the students filled the questionnaires, they submitted their questionnaires to the researcher.

#### **4.1.2 Students' Responses**

After teaching learning process was implemented in the class, the researcher gave 36 questionnaire students of teaching writingrecount text using Jigsaw through Edmodo. The researcher distributed questionnaire about teaching writing recount text using Jigsaw through Edmodoand she asked the students filled the questionnaire wrote the name, class and their absent number. The students responses collected from the result of ansvere questionnaires.

Questionnaire administrated to find out the students responses for each students. The questionnaire contained responses towards the using Edmodo in the classroom. The researcher gave questionnaire from multiple choices. There were two possible answer option in each question using yes no question.

The questionnaire consist of ten questions and it classified into four parts. The classification were as follow: influences of media in learning English in number 1 and 2, the use internet in learning in number 3 and 4, the effective use of Edmodo for teaching learning in classroom in number 5 until 9, and the last the influences of media in learning in number 10.

Based on the result above, the researcher changed the result into percent so that the reader easily understood the data. The researcher used formula based on Arikunto, 2005 as follow:

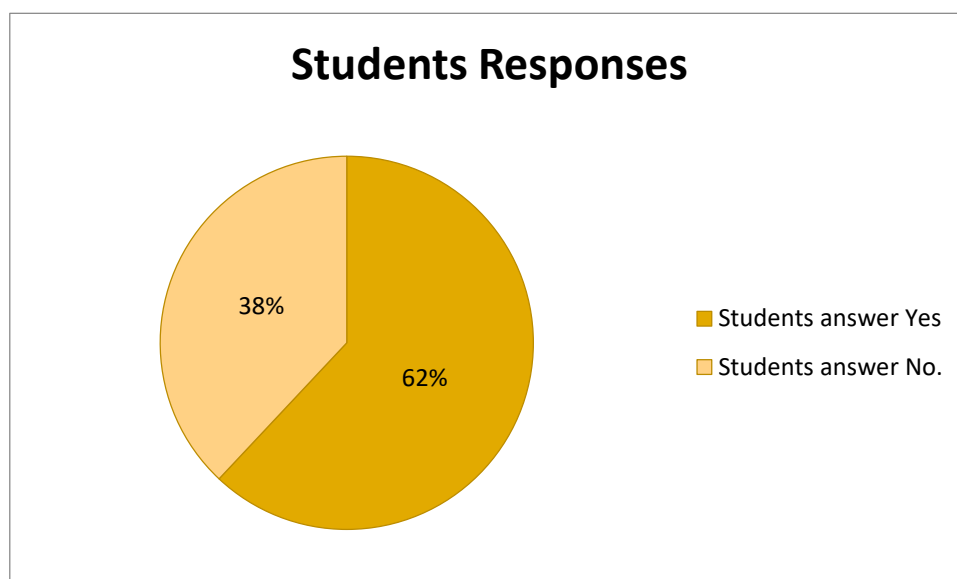
$$\frac{\text{The Sum of The Students Responses of One Question}}{\text{The Number of The Students}} \times 100$$

The counted percentage student's responses using Yes/No questions in the following formula:

- a. The students answer Yes :  $\frac{222}{360} \times 100\% = 62\%$
- b. The students answer No :  $\frac{138}{360} \times 100\% = 38\%$

The percentage of recapitulation students responses converted into a pie chart described in following figure:

**Figure 4.1.8** Frequency chart of students responses





At last finding sections was about students responses towards the implemented using Jigsaw through Edmodo. Based on questionnaire, the students answered yes was 62%. It meant, more half of students liked studied English using Jigsaw through Edmodo especialy for recount text lesson. The students answered No. was 38%. It means, under 50% of students did not like studied English using Jigsaw through Edmodo especialy for recount text lesson. They felt bored if studied English using Jigsaw through Edmodo.

## **4.2 Discussion**

The discussion based on the statement of problems: the process of teaching writing recount text using Jigsaw through Edmodo and the students responses of teaching writing recount text using Jigsaw through Edmodo to the tenth grade students of SMAN 1 Krian.

### **4.2.1. Discussion of the Implementation of Teaching Writing Recount text using Jigsaw through Edmodo**

In the first meeting, based on the result of the field notes observation during the implement of using Jigsaw through Edmodo, it is concluded that this media was successful applied in teaching writing recount text. The students learned in enjoyable environment and were rapidly motivated. Before going to material the teacher asked the students as a warm up about historical event. The students answer the question rapidly.

The while teaching, the teacher explained about recount text include definiton, generic structure, langauge features, and examples of recount text with analyzed generic structure, found difficult vocabullary e.g The Battle of Surabaya.

After the teacher explain about recount text and the students had understand. The teacher asked the students to to make Jigsaw group with the teacher instructions.

The instruction are follows: First, the teacher asked the students to make original groups consist six group. Second, the teacher gave each student in their group one of the topic from the text about historical event. Third, the teacher asked the students in each member should learn different segment of the information, Fourth, after the student was finished to learn the information in their group, the teacher asked each member who learn same segment discuss it together. This group is named “expert group”. Fifth, in expert group, the teacher asked each member to discuss and look for the best way how to explain information for their beggining group. And the last, after discuss finished, all members in expert group return to their beggining group, and each of them start to explain the information their friends in their group. Next meeting,the teacher taught the students used Edmodo and before closed the class the teacher asked the students to download Edmodo.

In the second meeting, the teacher started teaching learning process, the teacher reviewed about what they learned on the first meeting, then turned on the laptop and start teaching. The teacher gave some questions about the material from the first meeting and the students answer this question. Furthermore, the teacher open the power point slide for explained how to used Edmodo.

After the students understand how used Edmodo and sign in Edmodo. The teacher asked to the students to try make a historical event and send to group. While the students were doing their work, the teacher walked around the class

during the writing activity to help students who faced a problem or had any difficulties to use Edmodo. And then, the teacher checked their assignment from Edmodo. The students were also more interested in writing. Edmodo was a good media made students briefer expressed their ideas and generated it with each other.

#### **4.2.2. Discussion of Students' Responses in Teaching Writing Recount Text using Jigsaw through Edmodo**

The first question was about students interesting learning English. All students in the class stated that really interesting in English lesson (36 students). The second question was about media the teacher used in teaching and learning English, most students gave yes answer (20 students) and no answer (16 students).

The third question was about internet based learning English implemented in schools, most of the students gave yes answer about internet based learning English implemented in schools (29 students) and just (7 students) gave no answer. The fourth question was about using internet in teaching and learning process. Most of students gave a good responses (29 students) and just (7 students) gave bad responses.

The fifth question was about what the students feeling using Edmodo in teaching learning process. Most of students felt happy and enjoyed using Edmodo with yes answer (25 students) and did not happy using Edmodo with no answer (11 students) because most of the students was confused in using Edmodo. The sixth question was about interesting using Edmodo in teaching and learning

process. Most of students gave yes answer (22 students) and gave no answer (14 students).

The seventh question was about with Edmodo the students can more easier in writing English. Most of students gave yes answer (18 students) and gave no answer (18 students). The eight question was about Edmodo can make the students confidence for in writing English. Most of students gave yes answer (18 students) and gave no answer (18 students).

The ninth question was about Edmodo can motivate the students in writing English. Most of students gave yes answer (23 students) and gave no answer (13 students). The tenth question was about difficult using Edmodo in writing English. Most of students gave yes answer (12 students) and gave no answer (24 students).

At the last discussion was about students responses towards the implemented teaching writing recount text using Jigsaw through Edmodo. Based on the questionnaire, the students answered Yes was 62%. It meant, more half of students liked studied English using Jigsaw through Edmodo especially for recount text lesson. The students answered No was 38% . it meant, under 50% of students did not like studied English using Jigsaw through Edmodo. They felt bored if studied English using Jigsaw through Edmodo.