

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents finding and discussion of the research. In this chapter the researcher classified into two sections. The first section presented the data collection from observation checklist and field notes to answer the first research question about implemented teaching writing using online magazine. The second section presented the discussion on the second research question about student responses from frequency of questionnaire of tenth grade students at MAN Sidoarjo.

4.1. Findings

In this chapter the researcher described and analyzed all the data collection through observation checklist and field note as the answer of research question mentioned in chapter one. The researcher described process of teaching writing descriptive text using online magazine to tenth grade student of MAN Sidoarjo.

4.1.1 The Process of Teaching Writing Descriptive Text Using Online Magazine

The researcher took the data of the research from field note and observation checklist from the process of teaching writing descriptive text by online magazine. In this observation, the researcher doing one meetings of the research. The research observation as follows :

4.1.1.1 The Process of Teaching Writing Recorded on the Filed note

The meeting conducted on Friday 25th January 2019. It took 2x45 minutes. There were 36 students in the X MIA 7 class with the teacher namely Mrs. Andriani Rachmania, S. Pd. The teacher entered the class on 12.30 pm, after jumatan pray. First, The teacher introduced the researcher and prepared the online magazine that used in teaching learning activity.

The problem came, the teacher's laptop didn't connect to Wi-Fi in the classroom. Finally the teacher did second plan. The student opened the online magazine using their own smartphone with the instruction from the teacher. The teacher checked one by one of students whether they could open the online magazine. The number of students who could open the online magazine just 15 students, so the teacher asked students to make group and every group consist of two or three students. And then, the teacher started teaching and 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.



Picture 4.1.1 The students made groups

Teacher : “Assalamualaikum. Wr.Wb.”

Students : “Walaikumsalam. Wr. Wb.”

Teacher : “Good afternoon, students?”

Students : “Good afternoon, ma’am.”

Teacher : “How are you today?”

Students : “I’m fine mom, 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 sekar introduce your identity.”

Writer : “Firstly, I want to explain my purpose come to your class. My name is Sekar Wulansari. You can call me Miss sekar. I am from STKIP PGRI Sidoarjo. Now I am in the seventh

semester. And my purpose is to take a data for my thesis which entitled “Teaching writing descriptive text using online magazine.””

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, when they met the teacher said “Good morning, teacher!”, “Good afternoon, teacher!” etc. It showed that greeting every meeting in the class as a habitual action. To made the students accustomed to speaking English.



Picture 4.1.2 The writer introduced her identity.

The pre teaching, after opening the class the teacher checked attendance list of X MIA 7. There were 36 students in the class on that day. Then at 12.50 pm the teacher started teaching and learning process using online magazine. Before the teacher taught main material, the teacher asked the students to did warm up.

Teacher : “Do you have favourite tourism object when you get a holiday? Please, raise your hand!”

Students : “Yes ma’am” (Almost all of the students raised hands)

Teacher : “Jihan, what your favourite destination?”

Jihan : “Borobudur temple ma’am, because near my grandparent’s house.”

Teacher :”That’s good jihan. Next I want ask question to you. Do you know about descriptive text? what is descriptive text?”

Students : “*teks deskripsi*”

Teacher : “That’s good” Now I explain about descriptive text. And now open your online magazine, please”



Picture 4.1.3 The student opened the online magazine

The while teaching, the teacher opened the first page in online magazine and explained about the definition, purpose, generic structure and languages features of descriptive text.

The second page, the teacher explained about the using of online media for teaching English especially for descriptive text. The students slowly understood the reason why the teacher used online magazine as a media for her teaching. The third until six page, the teacher explained about stories or example of descriptive text about tourism building or place for example Borobudur, Easter Island, Niagara Falls, and Jatim Park. Then, the teacher asked to all groups about the generic structure. And the student answered correct. The eighth page, the teacher explained about definition of descriptive writing. The ninth page, the teacher explained about characteristic and wrote descriptive text. And the last page, the teacher asked the students to make descriptive text about tourism or building object at least 100 word in the piece of paper and submitted to teacher twenty minutes again.



Picture 4.1.4 The student wrote the essay

In the end of the teaching and learning activity, the teacher gave feedback, some motivation to student's, and took a photo together between researcher and students. Because the time was almost over the teacher closed the class. The teacher greeted to student.

Teacher :“Because the time almost over, I close this class.

Assalamualaikum Wr.Wb.)

Student : “Wassalamualaikum Wr.Wb.



Picture 4.1.5 The writer took a photo together with the student of X MIA 7

4.1.2 The data from observation checklist

In the observation step, the writer was helped by the collaborator, Mr. Nanang Chusnul Ma'arif. It done during the teacher implemented the media in the classroom. The collaborator observed using the observation checklist. There were two

observation checklist; observation checklist for the teacher and observation checklist for the students.

The first, the result of the teacher observation checklist showed good in almost all of the aspects. But, there were some notes that were written by the collaborator and the researcher. The first, the teacher's voice might be louder so that the students listened lesson clearly. Then, the teacher paid attention to whole students, especially for the students who did not understand about the lesson.

Moreover, the teacher was good in handled and guided students. The teacher focused on some students or some groups of students. It made the student was serious in their writing.

The second was the result of the students' observation checklist. Based on the observation checklist, almost all of the students understood about the material that they learned because they were familiar with descriptive text.

The students also paid attention and took notes when the teacher explained about the material. But, there were a few student who did not understand about present tense. In the writing process, some of the student wrote enthusiast descriptive text using online magazine. But some of them were not serious in the writing and did not contribute in their group. They just asked the other member in their group made the descriptive text. The post teaching, when the teacher asked to student made summary of lesson, they responded

together orally. As the result, almost the student followed the whole activities in the classroom.

4.1.2.1 The result of students' responses toward the use of online magazine to teach writing descriptive text

The teacher distributed questionnaire about implementing teaching writing descriptive text using online magazine and asked the student filled the questionnaire with wrote the name, class, and number registration. The students' responses collected from result of answered questionnaires. Questionnaire administered find out the students' responses for each student. The questionnaire contained responses towards the using online magazine in the classroom. The writer gave the questionnaire form of multiple choices. There were two possible answer options in each questions.

The questionnaire consists of ten questions and it classified into five parts. The classification were as follow : the students' responses about learning English in number 1 and 2, the students' responses about the use material used in online magazine whether it was interesting or not in number 3 and 4.

The students' responses about using online magazine in teaching writing descriptive text whether it was interesting or not in number 5, the students' response about writing and selected topic of descriptive text whether it was interesting or not in number 6 and 7,

and the last the students' response about finding difficulty in writing descriptive text in number 8 until 10.

The result of questionnaires could be seen at appendix 2

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:

The Sum of The Student's Response of one Question

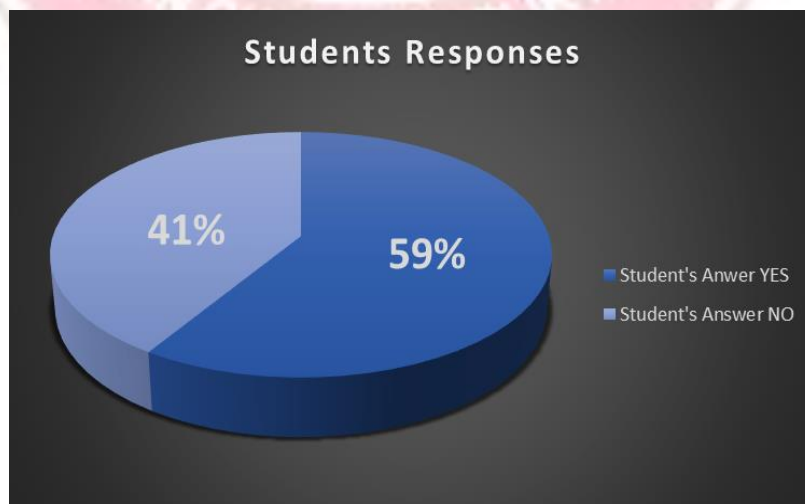
$$\frac{\text{The Number of The students}}{\text{The Number of The students}} \times 100$$

The counted percentage students' responses Yes/No questions in the following formula:

- a. The students answer Yes : $\frac{214}{360} \times 100\% = 59\%$
- b. The students answer No : $\frac{146}{360} \times 100\% = 41\%$

The percentage of recapitulation student's responses converted into a pie chart described in following figure :

Figure 4.1. Frequency chart of students responses



Based on questionnaire, the students answered yes were 59%. It meant, more than 50% of students like studied English using online magazine especially for descriptive text lesson. The students answered no were 41%. It meant, under 50% of students did not like studied English using online magazine.

4.2 Discussion

The analysis based on the statement of problem: the process of teaching writing descriptive text using online magazine and students' responses of teaching writing descriptive text using online magazine to tenth grade students of MAN Sidoarjo.

4.2.1 The implementation of using online magazine in teaching writing descriptive text

From the result of field note during the implementing of using online magazine, it is concluded that this media was successful applied in teaching writing. The students learned in enjoyable environment and were rapidly motivated. In the pre teaching learning activities, the teacher asked the student about the students' destination when they got a holiday. The student answered the question rapidly.

The while teaching, the teacher explained about descriptive text include first, definition. Second, generic structure. Third, language features. And the last, examples of descriptive text with analyzed generic structure e.g. Borobudur, Easter Island, Niagara Falls, and Jatim Park. The post teaching, the teacher gave the assignment to

students for making descriptive text about historical building or tourism place.

The teacher used online magazine for taught writing descriptive text in teaching and learning activity. When it applied in teaching writing of descriptive text, the class activity was good. In the meeting, the teacher made a group because Wi-Fi in the classroom didn't connect to the teacher's laptop. During learning and teaching activity in classroom, the student seldom faced difficulties. The student answered rapidly the writers' question and made a good essay of descriptive text.

After the student submitted their assignment, the researcher checked it. The entire student got an average score, because they found the topic; identify the main idea, language features, and generic structure of descriptive text well. The teacher used assignment as a daily assessment. It identified how far the students' writing ability or students 'understanding about the material and identified the students' result about the implementing of using online magazine. The student made essay at least 100 words. The teacher used a certain rubric scoring guide so that the researcher knew the ability of the students.

4.2.2 The data from observation checklist

Based on result of observation checklist, The teacher implemented teaching writing descriptive text using online magazine supported the expert by Cahyono and Widiati (2007:190) mention that

studies generally concern the used of internet services helped students improved their english proficiency. Therefore, from Lestari's (2004) study that online chat was effective way to make students more active involved in English written communication.

The success of this research was affected by two factors; the teachers' factor and the students' factor. The teachers' factor was the teachers' classroom management and the teachers' explanation. Classroom management was one of important thing in teaching process. An effective classroom management was essential for the students. The teacher had a good classroom management. The teacher controlled the student in group and made all members of the group wrote descriptive text. The teacher also guided the students and explained them clearly how to opened online magazine.

Second, the teachers' explanation. The teachers' explanation was an important aspect for the success of this research. Clear explanation was necessary presented the materials in a way that allowed the students developed an understanding about the topic. The teacher explained the material clearly and the teachers' voice was louder. It made the students easier listened to teachers' explanation and made them easier understood the materials.

Meanwhile, the students' factors were students' attention, participation and interest. The students' attention to the teachers' explanation affected to their understanding about the descriptive text,

generic structure and verb of descriptive text. It made the students had a better understood about the steps used online magazine.

The students' participation was also important in this research. The students thought that participation was 'essential' to their own learning. The students actively participated in the group discussion shared their opinion and confirmed their understanding among each other. They also participated wrote descriptive text in the group. It made them learned how to made descriptive text well. An important mode of feedback was reaction of feedback. The students made corrections between themselves. It made them developed their understanding about a good writing and being them more confident in writing.

The students were also more interested in writing. The students thought that writing in a group was better than individually. Online magazine was a good media made students briefer expressed their ideas and generated it with each other.

4.2.3. The students' responses towards using online magazine to teach writing descriptive text

The first question was about interesting in teaching English, most students stated that really interesting in English lesson (25 students) and was not interesting in English lesson (11 students). The second questions about difficulty in learning English, most student

stated that English was a difficult lesson for them (20 students) and English was easy lesson for them just (16 students).

The third question was using online magazine by the student whether it was frequently or not, most of them used it (20 students) and just (16 students) used it frequently. The fourth question, was about the interesting of using online magazine in teaching English in the classroom whether it pleasingly or not. Most of students gave a good responses about using online magazine (30 students) and just (6 students) gave bad responses.

The fifth question was about the relationship between using online magazine with achieving in the learning especially for English lesson whether it was impact or not, most of the students agreed that there was relationship between using online magazine with achieving in learning English lesson (22 students) and only (14 students) stated that there was not relationship between them.

The sixth question was about writing whether it was interesting or not, few of the students stated that interesting in writing (12 students) and more than twelve students stated that writing was not interesting. The seventh question was about write descriptive text whether it was interesting or not, few of the students stated that interesting in write descriptive text (15 students) and (21 students) stated that writing descriptive text was not interesting.

The eighth question was about difficulty in write descriptive text to identify generic structure, most of the student were not find difficulty to identify generic structure (32 students) and few of students found difficulty to identify generic structure (4 students). The ninth question was about difficulty in write descriptive text to find the topic, most of the student was not find difficulty to find the topic (31 students) and few of the students found difficulty to find the topic (5 students).

The tenth question was about difficulty in writing descriptive text to identify language features, most of the student was not find difficulty to identify language features (17 students) and some of the students found difficulty to identify language features (19 students).

