

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher presents research finding and discussion. The data were obtained from field note observation, check list observation and Questionnaire. Those instrument will be analyzed to answer the research problems. The result on the research questions, How does the teacher teach speaking recount text by using facebook about students activities at Azzahra Course ? How are the student's responses in teaching speaking recount text by using facebook about students activities at Azzahra Course ?.

#### 4.1 Findings

The findings of this research are discussed based on the results of the field note observation, observation checklist and Questionnaire conducted by researcher. These findings had been interpreted and discussed in the sub-chapter below.

##### 4.1.1 **The implementation of the teaching speaking recount text by using facebook about students activities at Azzahra Course.**

Teaching speaking recount text by using facebook about students activities at Azzahra Course was conducted in two meetings and the role of researcher only as an observer. As the class began, the whole activities related to the teacher and students during teaching learning process in the class were observed by noting on the Field Note Observation.

#### 4.1.1.1 The First Meeting

The first meeting was conducted on Wednesday, April 22<sup>nd</sup> 2020. It was 60 minutes. The class began at 02.10 pm and finished at 03.10 pm. There were ten students, consisted of eight females and two males. The teacher introduced the researcher to the students and told them that the class would be observed.

##### 1. Pre-Activity

The teacher began the lesson by greeting the students.

Teacher : “ Assalammu’alaikum, Good Afternoon students .”

Students : “ Waalikumsalam, Good Afternoon, miss”

Teacher : “ How are you today?”

Students : “i am fine miss, thank you”

After the teacher opened the class by greeting, teacher asked one of the students to led pray and then the teacher checked the students’ attendance. Before continued the lesson, the teacher gave brainstorming that related with the material. The teacher explained the purpose of the study at the day.

Teacher : “students, before we are going to our material today, i have question, who can mention verb 1 and verb 2. For example (drink-drunk)”

Karin : “ go-went”

Reihan : “ play-played”

Teacher : “ Good Job for all of you, so do you know what is the text that used verb 2 ?”

Students : “ No, miss”

## 2. Whilst- Activity

In the class, the teacher asked to the students to pay attention for the material. The teacher focused on speaking recount text in teaching learning process. The teacher asked to the students in the class.

Teacher : “ anyone knows about recount text”

Students : “we do not know, miss ”

The teacher explained the material about recount text. The teacher explained the definition, generic structure, language feature and gave some example of recount text. After explained the material, the teacher asked to the students.

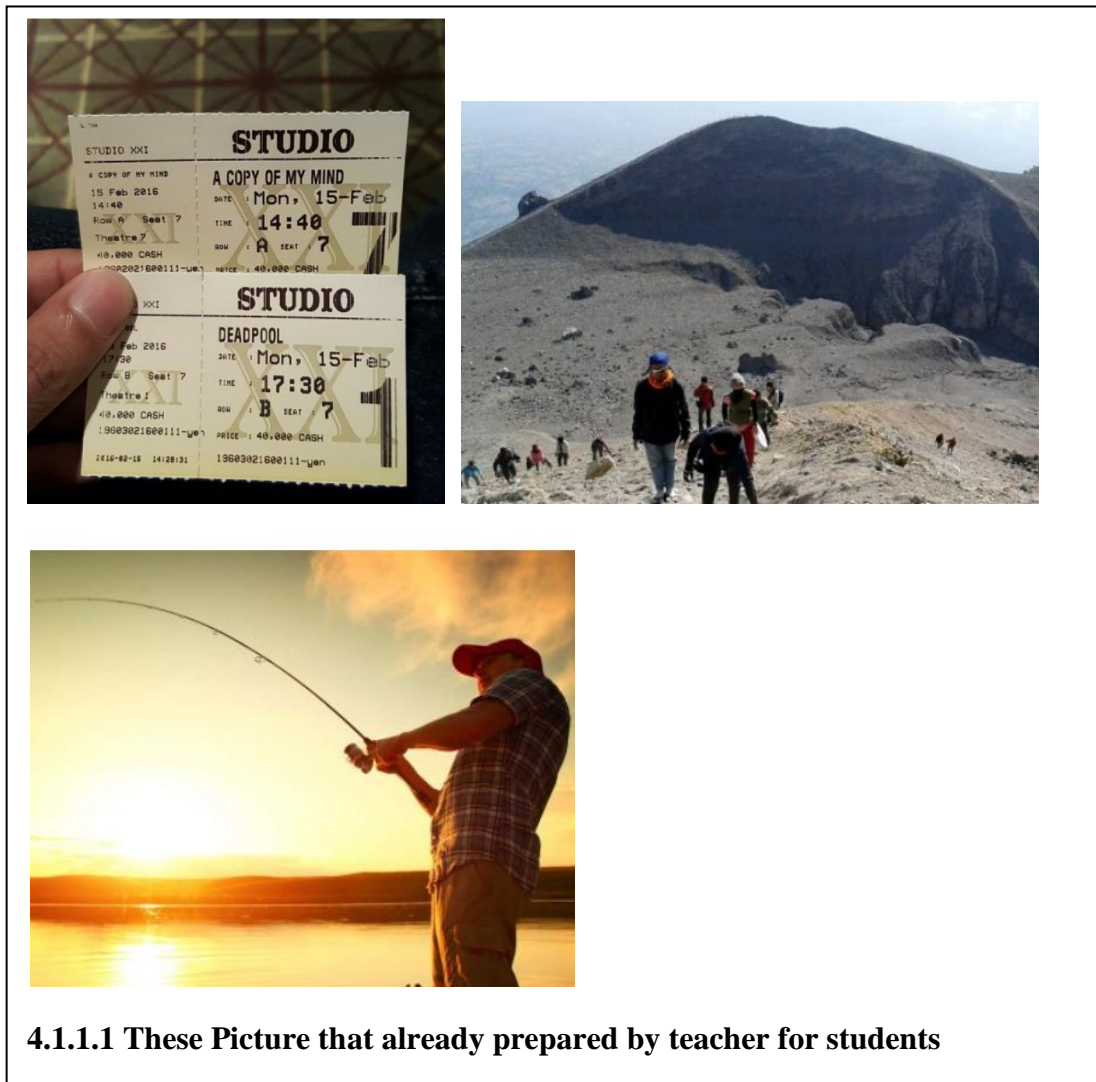
Teacher : “ do you understand? ”

Students : “ yes, i do miss”

Teacher : “ yes, good. Okay now, miss Nihla has some pictures, and you can choose one picture then, you should describe. These pictures happened in the past time. You can describe with simple word and just a few sentence. I give you 10 minute for prepare and then you can come forward to speak up. Have you get it ?”

Students : “okay miss”

The teacher asked the students to come forward to describe the picture. There are some students wrote keyword in the paper to help their memories. The teacher help the students who felt difficult to describe the picture. The students had practiced.



**4.1.1.1 These Picture that already prepared by teacher for students**

### 3. Post- Activity

The time showed at 03.10 pm, it was time to go home. The teacher asked to the students to pay attention. The teacher gave assignment for next meeting.

Teacher : “okay students, i will give you assignment. I will give the instruction. Please take six pictures about your activities, the picture must be in picture series. It means as like recount text (orientation, event and reorientation), for easier, you can take before, while,and after the activity. Then you can post on your facebook, after that you have to describe about

your picture use past tense. You can prepare and try to speak up and describe in your home. In the next meeting, you can show up and come forward to speak up and describe. Do you understand about the assignment? ”

Student : “yes, i did miss”.

Teacher : “ before, miss Nihla close the program, do you felt difficult to speak up and describe pictures with this technique.”

Students : “yes miss”

Teacher : “okay, we will try the different technique in the next meeting.”

After finishing all activities in teaching learning process, the teacher led the students to pray and close the program.

Teacher : “ that is all our study today, let’s close our study by praying together. Thank you very much. Wassalammu’alikum. See you next meeting.”

Students :”walaikumsalam, see you miss”

#### **4.1.1.2 The Second Meeting**

The second meeting was conducted on Monday, April 27<sup>th</sup> 2020. It was 60 minutes. At the time, the class began at 02.10 pm and finished at 03.10 pm. The teacher entered the class and waited students who not yet came. The lesson will be started by the teacher when the students were complite.

### 1. Pre- Activity

The teacher began the lesson by greeting the students.

Teacher : “ Assalammu’alaikum, Good Afternoon students .”

Students : “ Waalikumsalam, Good Afternoon, miss”

Teacher : “ How are you today?”

Students : “i am fine miss, thank you”

After the teacher opened the class by greeting, then teacher ask one of the students to led pray and then, the teacher checking the students’ attendance. Before continued the lesson, the teacher reviewed the materials that had taught in the previous meeting about recount text. Then, the teacher asked to the students about recount text.

Teacher : “ did you remember about recount text? ”

Students : “ yes, miss”

The teacher checked the understanding of the students. The teacher asked the definition, generic structure and language features that used in recount text. The students had answered correctly about the questions.

Teacher : “okay students Good Job, you already understood about recount text, so we are going to continue our material today. ”

### 2. Whilst- Activity

The teacher started to explain what they would learn that day. The teacher checked the assignment whether the students had done or have not yet finished. The students had finished the assignment. After that, the

teacher gave 5 minutes to prepared their own assignment that will be presented in front of the class.

Teacher : “okay students, the time is up. Then, you can present your assignment. I will call you one by one. Are you ready? ”

Students : ” okay miss”

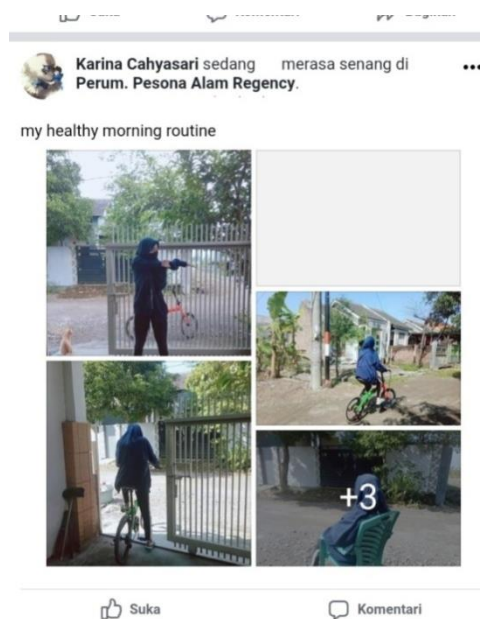
The students came forward one by one to presented their assignment. The students were presenting the assigment using mobile phone. They took a look the picture series. They described the picture series related to recount text. They described picture sequentially as like generic structure. The first and second pictures as orientation, the third and forth pictures as events,and the fifth and sixth pictures as reorientation. When the student presented the assignment, the other students had paid attention. There were different and same topic which presented by students. Sometimes, the student forgot the vocabulary of verb 2, and the teacher helped. The students finished the presentation one by one.

Teacher : “ Okay students, you all did well presenting the assignment, even though, you little bit forgot the vocabulary of verb 2, but you did well. ”

Student : “ Thank you, miss.”

The teaching learning process had done by the teacher and the students.

Picture 1



Picture 2



picture 3



#### 4.1.1.2 Picture series about students activities

Those picture about students activities that had done in the past time and already uploaded on the facebook. In the picture one, she did activities about healthy morning routine. She can speak up fluently, she remembered



the vocabulary. She did not ask teacher to help her. In the picture two, he did activities killing time before iftar. He felt difficult to memorize the vocabulary but he try to speak up even sometimes he forgot the vocabulary. The teacher helped him. In the picture three, she did activities making tajil for open fasting in the evening. She has confident to speak up although she has false in pronunciation. Sometimes, she forgot the vocabulary and the teacher helped her.

### 3. Post- Activity

The time showed at 03.10 pm, it would be going to home. The teacher asked to the students to pay attention. The teacher permitted the observer to distribute questionnaire to all the students and asked the students to fill in the questionnaire related to the material. After that, the students submitted the questionnaire to the observer. The time was ended, all students would go home. The teacher led the students to pray and to close the program.

Teacher : “ okay students, is there any question about material today? “

Students : “no, miss ”

Teacher : “perhaps our material today will be benefit for us, because time was over, let’s close our program today by praying together. See you then. wassalammu’alaikum”.

Students : “see you, miss. waalikumsalam ”.

#### **4.1.2 The students' responses in teaching speaking recount text by using facebook about students activities at Azzahra Course.**

The researcher used questionnaire to support the data during observation to know the students' responses in teaching speaking recount text by using facebook about student activities. In the end of teaching learning process, the researcher distributed questionnaire to ten students. And then, the researcher asked them to fill it by themselves without any compulsion from anywhere. There were ten questions to be answered. The task of students only answer "yes" and "no". The question classified into three categories, questions number 1,2,3 and 4 consists of perception on interest learning in English. Questions number 5 and 6 consists of perception on interest in speaking skill. Questions number 7,8,9 and 10 consists of perception media of learning English.

##### **4.1.2.1 The students' response**

The students were asked to choose an appropriate answer from the options provided about teaching speaking recount text by using facebook about student activities. The researcher analyzed the result of questionnaire by using percentage. As follow :

$$\text{The result} = \frac{\text{Sum of the students' responses of one question}}{\text{The number of students}} \times 100\%$$

#### 4.1.2 The table of the students' responses results of the questionnaire

No	Questions	Yes	No
1	<i>Apakah anda menyukai pelajaran Bahasa Inggris ?</i>	80%	20%
2	<i>Apakah pelajaran Bahasa Inggris adalah pelajaran yang sulit dipelajari ?</i>	30%	70%
3	<i>Apakah pelajaran Bahasa Inggris pelajaran yang sangat penting ?</i>	90%	10%
4	<i>Apakah anda selalu bersemangat saat pelajaran Bahasa Inggris ?</i>	70%	30%
5	<i>Apakah anda menyukai pelajaran speaking ?</i>	30%	70%
6	<i>Apakah anda nyaman ketika diminta guru berbicara bahasa inggris sendiriran didepan kelas ?</i>	10%	90%
7	<i>Apakah anda menyukai berbicara Bahasa inggris dengan tema kegiatan anda sendiri?</i>	90%	10%
8	<i>Dengan menggunakan picture series, apakah anda mengalami kesulitan saat berbicara bahasa Inggris ?</i>	40%	60%
9	<i>Apakah dengan picture series yang di unggah difacebook merupakan cara belajar berbicara bahasa inggris yang menyenangkan ?</i>	80%	20%
10	<i>Apakah belajar bahasa inggris dengan mengunaka picture series yang diunggah difacebook dengan tema kegiatan anda sendiri dapat mengurangi rasa takut anda dalam berbicara bahasa inggris?</i>	80%	20%

Based on the table results of questionnaire above, the result will be described by the researcher.

- 1) The first question was “*Apakah anda menyukai pelajaran Bahasa Inggris ?*“. The percentage were 80% answerd Yes and 20% answerd No. It means that most of the students was apt to English lesson.
- 2) The second question was “*Apakah pelajaran Bahasa Inggris adalah pelajaran yang sulit dipelajari ?*“. The percentage were 30% answerd Yes and 70% answerd No. It means that English lesson was easy to be learned.
- 3) The third question was “*Apakah pelajaran Bahasa Inggris pelajaran yang sangat penting ?*“. The percentage were 90% answerd Yes and 10% answerd No. It means that English is important.
- 4) The forth question was “*Apakah anda selalu bersemangat saat pelajaran Bahasa Inggris ?*“. The percentage were 70% answerd Yes and 30% answerd No. It means that most of the students got emthusiasm when studied English.
- 5) The fifth question was “*Apakah anda menyukai pelajaran speaking ?*“. The percentage were 30% answerd Yes and 70% answerd No. It means that the students did not like speaking lesson.
- 6) The sixth question was “*Apakah anda nyaman ketika diminta guru berbicara bahasa inggris sendiriran didepan kelas ?*“. The percentage were 10% answerd Yes and 90% answerd No. It means

that most of the students were not comfortable when the teacher asked to speak up by him or her self.

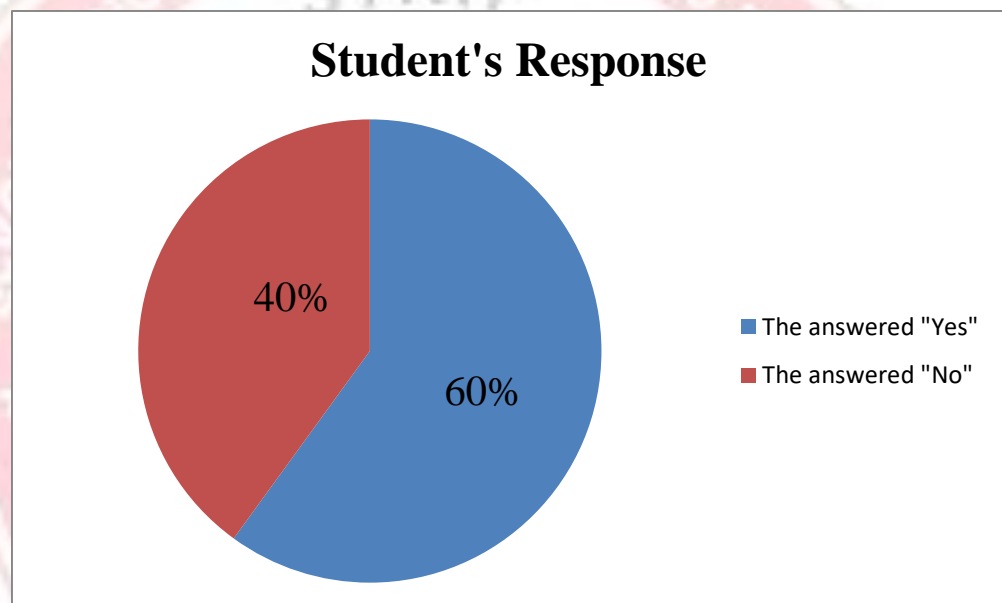
- 7) The seventh question was “Apakah anda menyukai berbicara Bahasa Inggris dengan tema kegiatan anda sendiri?”. The percentage were 90% answered Yes and 10% answered No. It means that most of the students was apt to speak using their own activities as theme.
- 8) The eighth question was “*Dengan menggunakan picture series, apakah anda mengalami kesulitan saat berbicara bahasa Inggris ?*”. The percentage were 40% answered Yes and 60% answered No. It means that the use of picture series could face the difficulties when they spoke in English.
- 9) The ninth question was “*Apakah dengan picture series yang di unggah di facebook merupakan cara belajar berbicara bahasa Inggris yang menyenangkan ?*”. The percentage were 80% answered Yes and 20% answered No. It means that picture series that have been uploading on facebook can help the students in speaking recount text.
- 10) The tenth question was “*Apakah belajar bahasa Inggris dengan menggunakan picture series yang di unggah di facebook dengan tema kegiatan anda sendiri dapat mengurangi rasa takut anda dalam berbicara bahasa Inggris?*”. The percentage were 80% answered Yes and 20% answered No. It means that most of the students were more

confident when speaking english using picture series that have been uploading on the facebook about their own activity as theme.

The researcher applied all of the students' answered in the table :

Question	Total	Precentage
Yes	60	60%
No	40	40%

**4.1.2 The researcher applied the students' responses in graphic :**



From the result, the researcher found 60% students are interested in teaching speaking recount text by using facebook about students activities. And then the students felt happy about the material because the material which given to the student about their own activity. The method is interesting and reducing the fear when they speak English.

On the other hand, 40 % students were not interested in teaching speaking recount text by using facebook about students activities. The students do not feel happy about the material, and the method is not interesting. It was not matter, because most of the students are interested interested in teaching speaking recount text by using facebook about students activities.

## **4.2 Discussion**

This part presents the discussion based on the findings of the study. the researcher discusses about the findings that had been found from field note observation, observation checklist and questionnaire. Those instruments were used to find teaching learning process in teaching speaking recount text by using facebook about students activities and to find out the students' responses in teaching speaking recount text by using facebook about students activities.

### **4.2.1 Discussion of the implementation teaching speaking recount text by using facebook about students activities**

Based on the result of the field note observation and check list observation on the implementation teaching speaking recount text by using facebook about students activities, there were some results that could be discussed and explained. The teacher explained the definition of recount text, generic structure and language feature. According to Anderson and Anderson (1997:48) recount text aim to give descriptions to the reader about an event happened in the past and written cronologically. The teacher teach speaking by describing picture series based on picture which given by the teacher. The teacher asked the students to

described the picture based on recount text. Some of the students wrote the key word in the paper and the teacher was patient to guide and corrects their mistakes.

In the second meeting, the teacher asked to the students to practice their assignment that already explained by the teacher in the previous meeting. The students practice in front of class one by one. The teacher still helped some of the students that forgot the vocabulary.

#### **4.2.2 Discussion of students' responses of teaching recount text by using facebook about students activities**

This part, the researcher presents the discussion of the answer of the second statement of the problems. There were ten students in the class who answered the questionnaire that was given by the researcher in the last meeting of observation. It can be known students' responses. There are two types of the students, there are positive responses and negative responses.

Based on questionnaire that had been calculated by the researcher, the researcher found 60% students interested in learning teaching speaking recount text by using facebook and the students felt easy to speak english using their own activity.

On the other hand, the researcher found 40% students are not interested in learning teaching speaking recount text by using facebook and some of the students felt hard to speak english. It was no matter, because almost the students interested and happy in using picture series that have been uploading on the facebook as technique in teaching speaking.