

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter researcher presents the description of the data which were collected during the research. The finding and discussion including the answer to the research problem which are as follows (1) how is the implementation of teaching speaking recount text by creating vlog for the tenth grade students of SMA ISLAM Sidoarjo? (2) how is the students responses of teaching speaking recount text by creating vlog for the tenth grade students of SMA ISLAM Sidoarjo?. To answer the first research problem, the researcher needed to described the data from observation checklist and field note observation. Questionnaire draft to answer the second research problem.

4.1 FINDINGS

In this part, the researcher described the implementation of using Creating Vlog in Teaching Speaking Recount Text for the Tenth Grade Students of SMA Islam Sidoarjo. The researcher was done observation in two meetings. Duration of each observation was 2 x 45 minutes. It was concluding in X Science 1.

4.1.1. The Implementation of Using Creating Vlog in Teaching Speaking Recount Text for the Tenth Grade Students of SMA Islam Sidoarjo

The observation obtained two meeting, which were conducted on 11th March 2020 and 18th March 2020. In the first meeting only explained about the material of

recount text and make the story about students experience, and the second meeting collected assignments.

4.1.1.1 The First Meeting

The first meeting on Wednesday 11th January 2020. The teacher started the class at 10.00 a.m. The teacher entered the class followed by the researcher. The researcher sit in the back left corner to observed the teaching and learning process. After the teacher entered the classroom, the class situation becomes orderly. Before the teacher starting teaching learning process, teacher motivated students to be more diligent and useful. Sometimes the researcher come to in front of the class to observe the situation and take photos as documentation during the teaching learning process of the teacher.

The teacher opened the class at 10.15 a.m by greeted “Assalamualaikum Warohmatullahi Wabarokatuh,” and continued with saying “Good morning my students? How are you today?”. After that the teacher makes sure that all the students were present and pay attention on teacher not doing another activity. After absent one by one, teacher tell the leader of the class to lead the pray before study.

Teacher : “Assalamualaikum Warrohmatullahi Wabarokatuh”

Students : “Waalaiikumsalam Warrohmatullahi Wabarokatuh”

Teacher : “Good morning my students?”

Students : “Good morning mom”

Teacher : “How are you today guys?”

“Are you okay?”

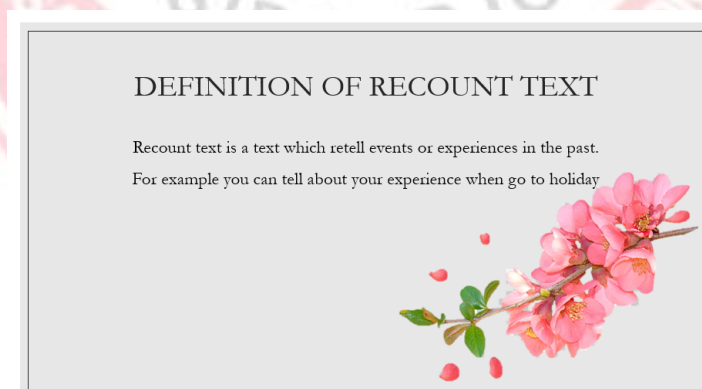
Students : “I’m fine mom, thank you and you?”

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

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

After the leader of the class lead to pray, the teacher prepared the material and provided constructed to collected their smartphones at the front desk of the class that has been provided. Then after the smartphone is collected all, the teachers explained about definition of recount text, the generic structure of recount text and language features of the text. The teacher asked about the definition of recount text before entered the point.

(Teacher give a slide about recount text)



Picture 4.1 Definition of Recount text

Teacher : “Guys, do you know what is the recount text based on own opinion?”

Students : (There are students who raise their hands to answer the teacher ‘s question)

Teacher : “Oke, come on Rafi you can explain the definition of recount text in your opinion”



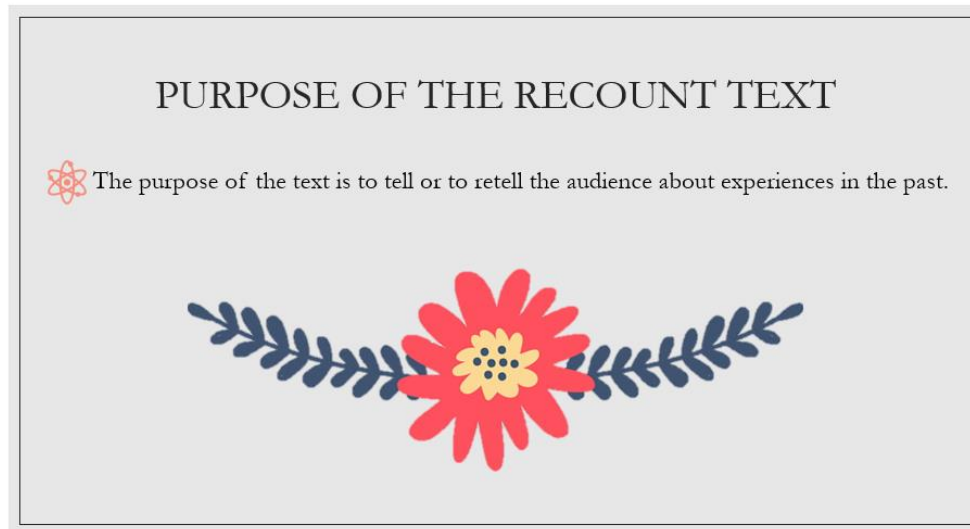
Picture 4.2 Student answer the teacher question

Students : “Based on my opinion recount text is a text to explain our experience”

Teacher : “Okey, good job Rafi”

“Okey, now please pay attention and lets check my powerpoint. So ,the definition of recount text is a text which retell events or experiences in

the past, for example you can tell about your experience when go to holiday”



Picture 4.3 Purpose of the Recount Text

Teacher : “Any question about the definition of recount text?”

Students : “No! mom”

Teacher : “Okey, next material is the purpose of the recount text, anyone know the purpose of the recount text?”

Students : “Mom” (with raise her hands)

Teacher : “Okey, the purpose of the recount text is?”

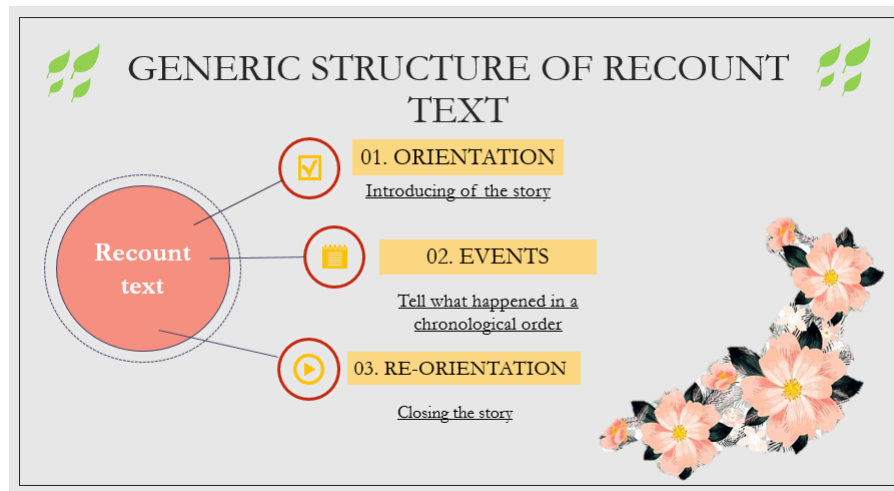
Students : “Based on my opinion, to tell the my experience in the past”

Teacher : “Good job!!, your opinion is correct. So, the purpose of the recount text is to tell or to retell the audience about experiences in the past.



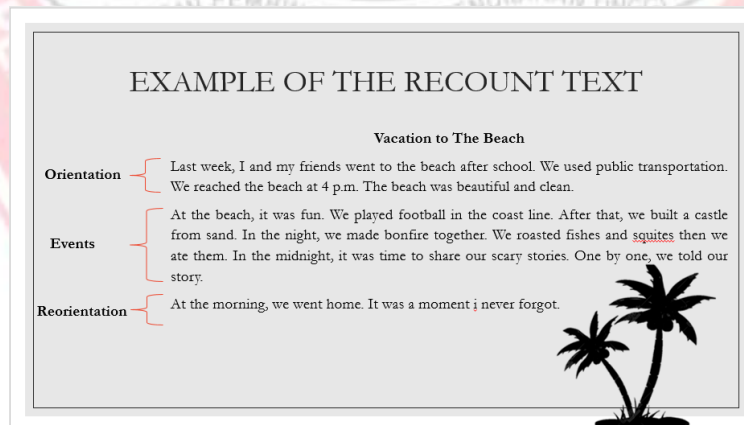
Picture 4.4 Student answer the teacher question

And the next slide it was purpose of recount text. While the teacher explained about the purpose of the text, all of students quieted and pay attention to the teacher, the students have a good attitude. Before the teacher continues to the next slide, the teacher asks to students if there are questions about the purpose of the recount text. And then there is no question from student, and the teacher continue the material. After explain the purpose, teacher opened the next slide is about generic structure.



Picture 4.5 Generic Structure of Recount Text

The teacher explained part of the generic structure of recount text as an example in the slide. After the students understand about the generic structure, teacher give a example text about the experienced and asked students to remembered again the structure. And some students raised their hand to answer the teacher question. And all the students answers are correct in dissecting the generic structure.



Picture 4.6 Example of the Recount Text

After the example of the recount text teacher informed all of the students to created the recount text based on the students experienced, the teacher gives students 8 minutes to created the story. The students were very enthusiastic to make the story. Then when it was 8 minutes, the teacher gave a sign as finished and all students finished their work and did not write anymore.



Picture 4.7 The students writing the texts

Teacher : “Okay my students, I need 2 people to come forward to read your story”

The students looks very excited and active when tells their story in front of the class. After two people come forward, and read their story. The teacher gives feedback to the students. After that the teacher closed the meeting because time is over.

Teacher : “Okay my students time is over, thank you for your attention, see you guys!”

Students : “Allright mom, thank you so much mom”

“be careful mom”

After the teacher said two people to come forward reading their texts. Then after reading their texts. The teacher summarizes the material that has been taught. At 11.40 a.m the teacher closed the meeting, because the time is over, and the teacher said “thank you for your attention, see you guys.”

4.1.1.2 The Second Meeting

The second meeting was held on 18th March 2020, the teacher starts the class at 10.00 a.m. The teacher begin the class with greeting “Assalamualaikum Warrohmatullahi Wabarokatuh.” When the students doing ice breaking activity, the students are very enthusiastic to hear the instruction the teacher how to playing the ice breaking.



Picture 4.8 The students doing ice breaking activity

When teacher gave some games to students, they are very active and happy. After doing the ice breaking activity, teacher returned to lessons as usual. The teacher repeated the material that was learned the previous week. Then the teacher said the students to made and collect the vlog.

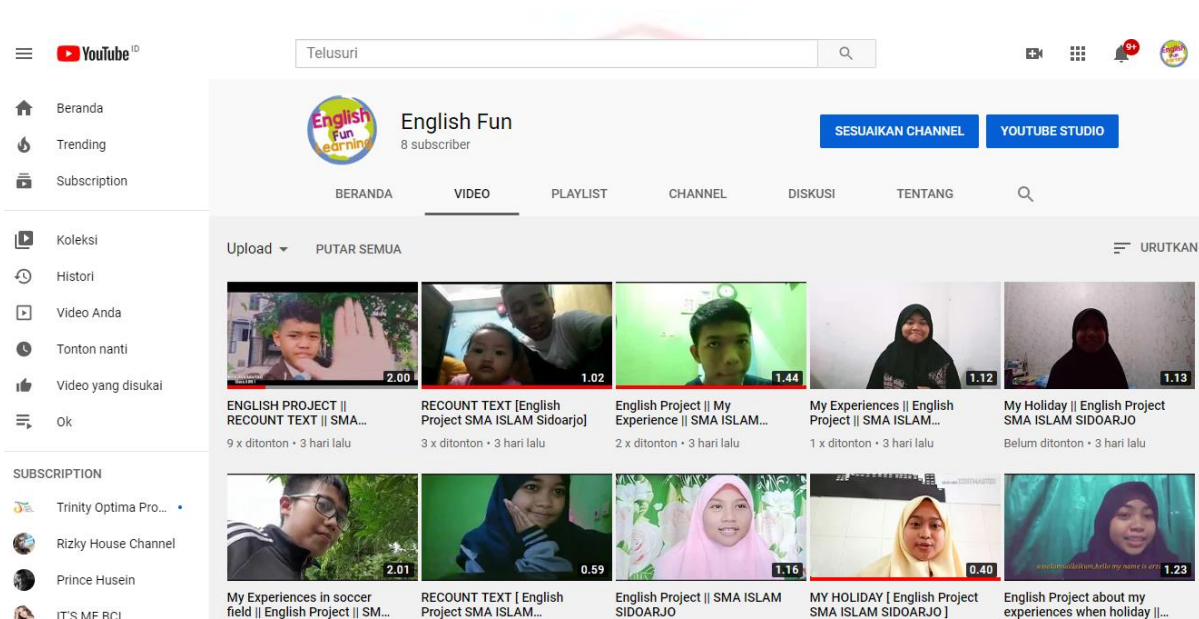


Picture 4.9 Example Recount Text Vlog

Before the teacher asking students to made the vlog, the teacher showed a vlog from Youtube relating their material about recount text. The purposes that is for exempling the students how to make vlog easily and correctly. When the teacher showed the vlog, students very enthusiasm to watch the vlog. After the teacher show the vlog, students given the task by teacher to vlog about their experiences based on the material taught by the teacher.

After teacher finished explaining the material, teacher gave students task. The students task is made video blog (vlog) in speaking english. And then the students could

upload the video in Youtube after finish the task. The teacher explained that how to upload the video in Youtube, teacher give account Youtube Channel to students.



Picture 4.10 Youtube Account for Students

This is an example of a Youtube account that has been created by the teacher. The teacher gives a Youtube account to students with the aim of uploading the results of their videos on the Youtube. The purpose to create an account to make it easier for students to watching the result of their videos. When students finish to uploaded video, they can inform the teacher when their task are done. After that the teacher can check their assignments via Youtube.

This is a description of the students task that have been uploaded on Youtube, his name is Robi Azka from 10 Science 1. Robi's made this video for fulfill the task of

the teacher to made a video blog (vlog) about his experiences. In the video Robi said that he had the experienced of vacation with his brother and cousin going to Depok City. When he went to Depok he took the train as his transportation. Robi tells when he arrived in Depok, he didn't understand where to go next. He tells that the vacation in Depok really fun and he enjoy his vacation. In his video Robi very good, enjoy and excited.

The second students is Moch. Mulyono from SMA ISLAM Sidoarjo. Mulyono is a grade 10 student in Science 1. In the video Mulyono very excited to create this video. He tells when semester vacation just stay at home with his family. In video Mulyono telling stories accompanied by his little sister.

After that M. Ghaza Al Ghozali students' of SMA ISLAM Sidoarjo. He tells about his experiences when the day off. When he is bored, he did activity like drawing, playing with his phone and helping parents. He is very grateful because when he is bored he can do these activities. In the video he look like nervous but he still fun and enjoy.

And then, is a students' tenth grade of SMA ISLAM Sidoarjo. Her name is Sefrina Nur Pratisa from 10 Science 1. In the video she tells about her sad experiences or sad moments. Sad experience is she fell from the motorcycle before she going to school. She felt in pain in her body and she couldn't think anything after she fell from motorcycle. In the video she very enjoy and fun to tells about it.

The next vlog is from 10 Science 1 students of SMA ISLAM Sidoarjo. Her name is Nikmatul Lailiyah. She tells about semester vacation and she just stay at home. She tells about when semester vacation she just doing the activities like cleaning her home, watching TV, playing handphone and sleeping. Lia tells that she very bored when doing the same activity again and she wanted very quickly to go back to school and meet her friends. In the video she very enjoy when tells her experiences.

Next students is Rafie Rahman. He very kind and active when teacher gives a question in the class. In the video he tells about his experiences in soccer field. Many people always playing football when the afternoon come at 3 pm – 5 pm, and the soccer field crowded with people. Around the soccer field there are many trees that surround the field. Rafie tells around the soccer field there is a table and chair, he likes to sit and relax there. He very fluency when telling story in the vlog.

After that is Firna Dwi Auliyah students of SMA ISLAM Sidoarjo. She tells about semester vacation. When semester vacation Firna just stay at home and she just doing the activities like helped her mother cooking, watching movie, cleaning the yard and the other. She look so nervous in the video but she still very fluency and fun.

Besides that Baitil Hasani, she from 10 Science 1 students of SMA ISLAM Sidoarjo. In the video she tells about her experiences when semester vacation. When last semester vacation she just stay at home. Hasani just watching tv, playing phone and sleeping. In the video Hasani tells that when semester vacation just stay at home

because she lives with her grandmother. When Hasani wants to go out, she only goes out when she buys the food she wants. Hasani tells that at the end of the year she and her grandmother saw fireworks in front of the house. Hasani looks so good in the video, she really active and very kind.

Next is Aulia Rahmah Putri, she from 10 Science 1 students of SMA ISLAM Sidoarjo. In the video she tells about semester vacation. When semester vacation Aulia just stay at home, she does some activities like helped her parent, playing handphone, and watching tv. In the night Aulia and family saw the fireworks. In the morning Aulia and family went to the mushroom hill and it took about 2 hours to get there. In the video Aulia looks really enjoy and fun while telling stories.

After that is the students tenth grade of SMA ISLAM Sidoarjo. Her name is Arza Amatullah Aljan she is from 10 IPA 1. She about her last holiday and she just stay at home. She does some activities at home like lying in the bed and play handphone. At the new year's eve her big family come to Arza house to celebrate the new year eve, and the they are roast the corns and take a picture together. In the next day Arza went to Malang with her family. And then she went to apple orchard, Arza pick many apple in there and she take some picture with her family. After that Arza went home with her family. In the video Arza tells that she really tired but she very happy.

After that there is M. Farid Abdillah from SMA ISLAM Sidoarjo. Farid is students of 10 IPA 1. In the video Farid tells his experience when semester vacation. Farid tells that he going to Bungkul Park in Surabaya with his family. He enjoyed the placed. After from Bungkul Park he went to Royal Plaza with his family. Royal Plaza is one of shopping places in Surabaya. In the Royal Plaza Farid buy some foods and drinks because he very hungry and thirsty. In the video Farid very enjoy to telling his story.

Next is Afaf Dwi Safitri student tenth grade of SMA ISLAM Sidoarjo. She tells her experience when came late to school. She come late to school because she watching television until midnight. In the video Afaf tells that her mother woke her up at 4 o'clock but Afaf ignored her mother because she still sleepy. After that she was shocked and woke up at 6 o'clock. After that she hurriedly got ready because it was too late and the road was very jammed. The distance from the Afaf house to school takes about thirty minutes. After arriving at school she got a punishment from the teacher because came late to school. In the video she really enjoy to tells about her experiences.

In the second meeting, only a few students entered the class because some of them took part in gerak jalan competitions, scout competitions and several other competition. After conducting the research a pandemic covid-19 emerged which caused loss contact with the students. And that happened a day after conducting research.

4.1.2 Students Responses

After finished the learning process, the teacher gave the students a questionnaire of teaching speaking recount text. And then, the researcher asked students to fill in themselves without coercion from the researcher. The questionnaire was administered in order to know the students response in learning speaking recount text by creating vlog. This instrument was distributed to 12 students. There were ten question in the questionnaire. The questionnaire was in the form of “Yes” or “No” questions.

Based on the result of the questionnaire, the researcher changes the result to present to make the reader easily to understand the data. Researcher using that formula as follow:

$$\frac{\text{The number of students who answer the options X } 100}{\text{The number all of the students}}$$

The questions were about 10 point. They were : question number 1 “I like studying recount text”, question number 2 “I have experience in creating vlog before”, question number 3 “Creating vlog is not difficult”, question number 4 “Creating vlog for studying recount text is challenging”, question number 5 “Creating vlog helps me to understand the recount text”, question number 6 “Creating vlog helps me to practice

speaking”, question number 7 “Creating vlog develops my idea in making video”, question number 8 “Sharing my vlog on Youtube makes me excited”, question number 9 “I am more motivated in studying English with such kind of project”, question number 10 “I like studying recount text by creating vlog”.

Table of the student’s response result of the questionnaire can be as follow :

NO	QUESTIONS	STUDENTS’ RESPONSE		PERCENTAGE
		A : Yes	B : No	
1.	I like studying recount text	12	0	100% (Yes)
2.	I have experience in creating vlog before	8	4	67% (Yes)
3.	Creating vlog is not difficult	9	3	75% (Yes)
4.	Creating vlog for studying recount text is challenging	9	3	75% (Yes)

5.	Creating vlog helps me to understand the recount text	11	1	92% (Yes)
6.	Creating vlog helps me to practice speaking	11	1	92% (Yes)
7.	Creating vlog develops my idea in making video	12	0	100% (Yes)
8.	Sharing my vlog on Youtube makes me excited	5	7	58% (No)
9.	I am more motivated in studying English with such kind of project	5	7	58% (No)

10.	I like studying recount text by creating vlog	6	6	50% (Yes)
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Table 4.1.2 Students response result of the questionnaire

Percentage of questionnaire results the researcher :

1. The first question was “I like studying recount text” and the percentage answered Yes were 100% and percentage answered No were 0%. It means that all of the students like to studied recount text.
2. The second question was “I have experience in creating vlog before” and the percentage answered Yes were 67% and percentage answered No were 33%. It means that all of the students already has experience in creating vlog before.
3. The third question was “Creating vlog is not difficult” and the percentage answered Yes were 75% and percentage answered No were 25%. It means that all of the students can creating vlog.
4. The fourth question was “Creating vlog for studying recount text is challenging” and the percentage answered Yes were 75% and percentage answered No were 25%. It means that studying recount is make the students challenged.
5. The fifth question was “Creating vlog helps me to understand the recount text” and percentage answered Yes were 92% and percentage answered No were 8%.

It means that creating vlog can helped the students to understand the recount text.

6. The sixth question was “Creating vlog helps me to practice speaking” and percentage answered Yes were 92% and percentage answered No were 8%. It means that creating vlog can helped the students to practice speaking.
7. The seventh question was “Creating vlog develops my idea in making video” and percentage answered Yes were 100% and percentage answered No were 0%. It means that creating vlog can develops the students idea in making video”
8. The eighth question was “Sharing my vlog on Youtube makes me excited” and percentage answered Yes were 33% and percentage answered No were 58%. It means that students don’t want to sharing they vlog on Youtube.
9. The ninth question was “I am more motivated in studying English with such kind of project” and percentage answered Yes were 42% and percentage answered No were 58%. It means that students get difficulty
10. The tenth question was “I like studying recount text by creating vlog” and percentage answered Yes were 50% and percentage answered No were 50%. The percentage is balanced, it means that the students like studying recount text by creating vlog.

4.2 DISCUSSION

In this part, the data obtained two meetings. The researcher discusses of observation checklist, field note and questionnaire. The observation included the teaching learning process and task for students.

4.2.1 Implementation of Using Creating Vlog in Teaching Speaking Recount Text for the Tenth Grade Students of SMA ISLAM Sidoarjo

Data in the first meeting, the researcher found that the implementation of teaching speaking recount text by using creating vlog almost done effectively, excited and goodly it related with the statement of Beena (2016) found that students showed great interest and enthusiasm while using Vlog. In the research the students very excited, active and enthusiastic to study recount text. In the first meeting the teacher only explained about the material such as definition, purpose of the text, generic structure and the example of recount text. The students were more active when the teacher answered some question to the students. After the teacher explained the material, students were given the task by the teacher to write their experiences story. When the teacher gives the students task to write their experiences story, students are very interested and happy. After they finish writing stories about their experiences, the teacher tells students to read the results of their text, and the students read the story.

The second meeting was held on 18th March 2020, the teacher repeated the material that was learned the previous week. Before start the material, teacher gives ice breaking to student. The students very active, excited and happy when the teacher give ice breaking. After ice breaking the teacher give the questions to students to remember the previous material. After that the teacher explain the material and the students pay attention to teacher. And then the teacher gives the video blog (vlog) to students as an example for their task. After the students watch the video, teacher gives the task to students create the vlog by telling their experiences and upload to the video in Youtube.

4.2.2 Students Responses

After the teaching strategy was implemented, the students gave a piece of paper that contained the questionnaire of learning process.

From the questionnaire the researcher got the result that there were more students like using creating vlog, they could very interested, enjoy the study, make the students challenging to create the vlog, confidence and understood the material. It related with statement of Paramitha S (2017) found that use of vlog in the Youtube channel can motivate students and make students confident to speak English because they were given enough time to think of what they wanted to talk about and it was done in the place they found familiar.

The first previous study is from Dewi Suryani Ningrum (2018) in Teaching Speaking of Descriptive Text By Using Tour Guide Technique to the Tenth Grade Students at SMAN 1 Wonoayu Sidoarjo. The result of this study is make students more interesting in the class, and helping them to more active and make them more understand and give them a different situation in learning English. The similarities of this study between the researcher is uses teaching speaking and research design use descriptive qualitative research. From this study the differences are about use descriptive text in teaching speaking and technique of this study use tour guide technique.

The second previous of the study conducted by Sesilia Pungki Afrientya (2018) in The Implementation of Conversation Starter in Teaching Speaking Recount Text at the Tenth Grade Students of SMA Muhammadiyah 3 Tulangan. The result of this study is can motivate the students to speak in front of the class and they can retelling their past experience confidently. The similarities of this study is use recount text in teaching speaking and the research design use descriptive qualitative research. From this study, the different this study between researcher is use conversation starter technique in teaching speaking.

The similarity between the researcher and the previous of the study used Teaching Speaking, subject, and research design. The researcher and second previous of the study used of Recount text. While the difference was finding of the researchers.

