

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher presented and describe the results of the study. The data obtained from the observation. The instrument used for analysing and elaborating to answer the research problem. The statement of this research was how did English teacher taught writing descriptive text by using brain storming in online class, what were the problems encountered by English teacher in teaching writing descriptive text by using descriptive text in online class, and how the English teacher solved the problems in teaching writing descriptive text by using brainstorming in online class.

Finding

In this finding of research, the researcher used two kinds of instruments which were observation field note and questionnaire. For the first instrument, the reseacher observed the classroom activities used field note, and the implementation of brain storming in taught writing descriptive text in online class for two meetings: june 4th and june 18th 2021. The first observation was held from 9.00 to 10.00 a.m. and the second observation was held from 10.00 to 10.35 am.

The second instrument, the questionnaire to the students to know the students respon when taught writing descriptive text used brain storming.

4.1. The implementation of Teaching Writing using Brainstorming technique

4.1.1.The first meeting

The first observation was done on Wednesday, 4th June 2021. Used online class and there are 25 students of VII-i, the english teacher and also the researcher.

Pre-teaching activity

Before the class was started, the teacher prepared attendance list, cellphone, and room meeting. At 9.00 the teacher shared the link of zoom to the students and the students joined one by one. The class activity began when the teacher greeted the students and they were able to give response to the teacher greeting.

T: *Assalamualaikum warakhmatullah wabarakatuh*

S: *Wa'alaikumsalam warakhmatulla wabarakatuh*

T: Good morning, how are you today?

S: Good morning our teacher, we are fine

T: Before we start our class today let's pray together, pray begin

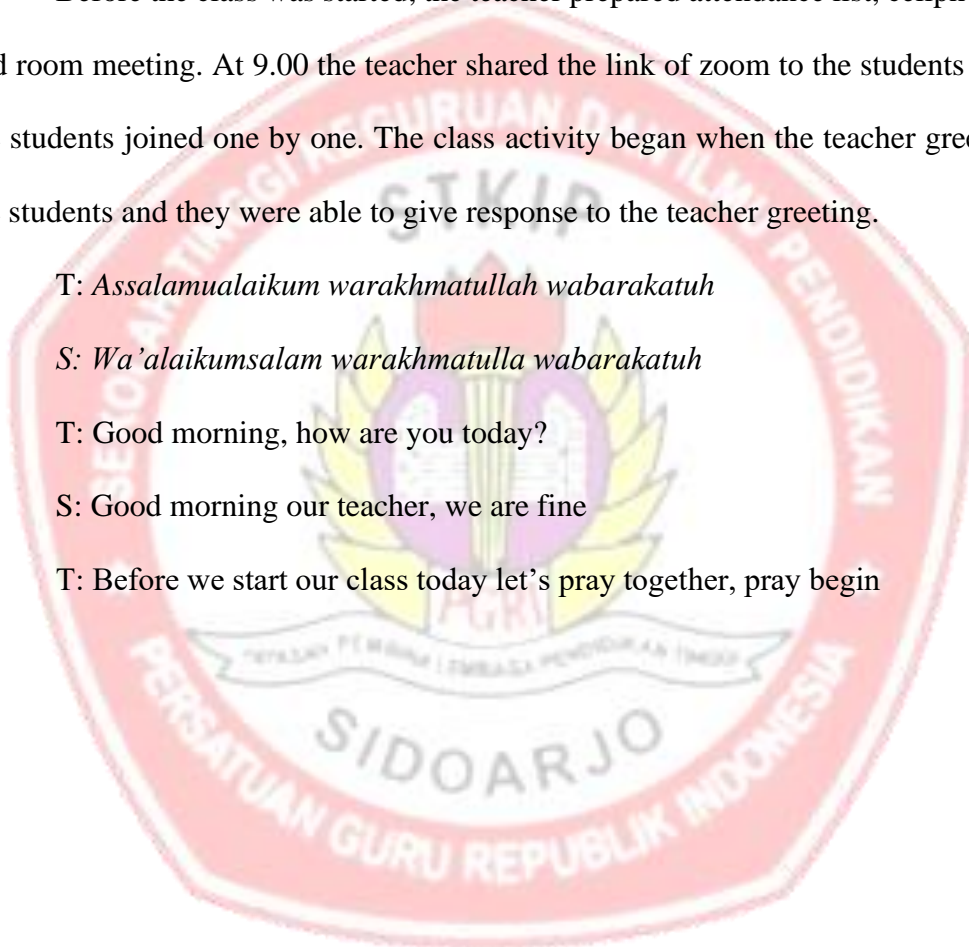




photo by Fika Fabillah

Picture 4.1 at SMPN 2 Wonoayu for permission to conduct a research.

The activities in this section were always the same greeting in every meeting started from the first meeting until the second meeting. After prayed together, the teacher reviewed last material about how to make sentence in descriptive text.

The teacher asked to the students to prepare themselves for the lesson. Before that the teacher had prepared to divide the students into 6 groups, There were 5-6 student in every group and the name of groups taken from the names of various animals, namely: Giraffe, Elephant, Crab, Bear and Cat.

Main activity

The teacher instructed the students about the topic they were going to learn and the objectives of the lesson. The topic was about describing Rabbit. The Teacher formed the students into the groups, and asked the students of every group to discuss anything that comes in mind about the Rabbit. There were many students told their ideas about the Rabbit picture. Some of them spoke in Indonesian language. During the discussion, every student was free to express opinion without fear of being blamed. Actually, the researcher just asked the students to do the brainstorming activity without their knowing about Rabbit.

Before showing the description of rabbit as the example of descriptive text, the teacher asked the students to review about what is a descriptive text. Some students answered it doubtfully. The students had no significant difficulties in understanding the text. Almost all the words they mentioned in the brainstorming activity before reading could be found in the text.

- 1) Everyone in the circular group writes down one idea about Rabbit, and then passes a piece of paper to the next person, who adds some thoughts on Rabbit.

This continues until everyone gets their original paper back. By this time, it is likely that the group has elaborated on each idea of Rabbit extensively.

- 2) Lists the ideas and then directs the paper to the next person on the distribution list.
- 3) The second person can note new ideas or add to the ideas of the previous person.
- 4) This continues until the distribution list is exhausted. A follow-up “reading” meeting was then held to discuss the ideas recorded on the paper.
- 5) This technique gives the individual time to think deeply about the problem.



Every student was asked to write down his idea about rabbit on paper. Then this paper was passed on to their friends in order to get turn to write-down his/her ideas.

Step 1.

First student wrote on paper: I have rabbit, His fur is white and has black spots, second student wrote on paper: He has long ears and a short tail, next student wrote on paper: He also has cute red big eyes, fourth student wrote on paper: My rabbit likes to eat carrot and other vegetables, fifth student wrote on paper: When I release

my rabbit out of his cage, sixth student wrote on paper: He used to jump everywhere and hard to catch, seventh student wrote on paper: So, I could just put him on his cage because I'm afraid that he might running away, and then eighth student wrote on paper: I don't want to lost my rabbit because I love him very much.

Step 2

Made the lists of all ideas

I have rabbit, His fur is white and has black spots

He has long ears and a short tail.

He also has cute red big eyes!

My rabbit likes to eat carrot and other vegetables

when, I release my rabbit out of his cage. (the teacher added conjunction “when” he used to jump everywhere and hard to catch

So, I could just put him on his cage because I'm afraid that he might running away.

(the teacher add conjunction “so”) I don't want to lose my rabbit because I love him very much.

Step 3

Arranged all students' ideas to become paragraph. Deleted the irrelevant ideas, if any. Teacher explained how to make a paragraph entitled My Rabbit, as the following descriptive text bellow.

My Rabbit

1) I have a rabbit. His fur is white and has black spots. 2) He has long ears and a short tail. 3) He also has cute red big eyes! 4) My rabbit likes to eat carrot and other vegetables. 5) When I release my

rabbit out of his cage. 6) he used to jump everywhere and hard to catch. 7) So, I could just put him on his cage because I'm afraid that he might running away. 8) I don't want to lose my rabbit because I love him very much.



Picture 4.2 the researcher wait for the English teacher to discuss material

Post Activity

The teacher gave some explanations about Brainstorming and Descriptive text. emphasized on some points, such as what is descriptive text and its purpose, the language features, the generic structure, and the sentence structure uses in

descriptive text. At the end of the lesson, The teacher gave a conclusion of the lesson and then make the closing to end the class.



Picture 4.3 online class



Picture 4.4 online class in progress

4.1.2. The second meeting

Pre-teaching activity

The second meeting was started on 18th June 2021. In this meeting, the class began at 10.00 a.m. until 10.35 a.m. The teacher started making link of Zoom but when discuss began, the teacher called every groups with vidcall in whatsApp and the teacher shared to the students. At 10.15 a.m the teacher opened the class with greeting “assalamu’alukum warakhmatullahi wabarakatuh, good morning every one”, asked the students’ condition and prayed.

After that, the teacher checked the attendance list by called one by one the students. Next, the teacher asked about the last material.

Main activity

The teacher asked each group to write a descriptive text about the animal like the name of their group; using brainstorming technique to organize their ideas.

In this activity, the researcher found that the students were able to do brainstorming well and effectively. They were not reluctant again and felt confident enough with their writing. They also made less errors in their writings. It indicates the improvement in their writing ability. After that the teacher gave some google form link to the students’ and asked the students to fill the form every group.



Picture 4.5 the discussion every groups.

Post activity

Before ended the class, the teacher repeated again in brief about writing the descriptive text and brainstorming. Further, the teacher ended the class at 10.35 a.m. by saying good-bye and praying.

T: Ok, I think it's enough for today. See you next meeting.
Wassalamu'alaikum warakhmatullah hi wabarakatuh

S: Wa'alaikumsalam waralhamdulillah hi wabarakatuh see you, our teacher.

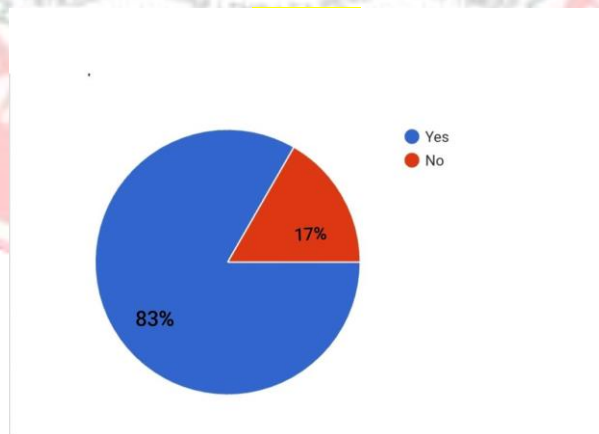
4.1.3. To find students' perceptions on the Implementation of Teaching Writing Descriptive Text by Using Brain Storming Technique

First, the teacher distributed questionnaires to the students, then she instructed to fill in the YES and NO black columns based on their perceptions. The teacher and the researcher help the students who have difficulty in filling the questionnaires. After all the questionnaires have been completed, the researcher collected them, then reading, calculating, computing, drawing conclusion the sum of Yes answers, and NO answers. Further, to figure in Pie Graph.

The results calculation of student's answers, YES answers were 83%, and NO answers were 17%.

Table no. 4.1. The results of students' perceptions

YES	209	83%
NO	41	17%



Graph. No. 4.1. Graphs of students' perceptions

4.2 DISCUSSION

In this part, the researcher discuss about the result of the observation to know how the implemented of used brainstorming in teaching writing descriptive text in online class and the students' perception in teaching writing descriptive text used brainstorming.

The implementation Steps of teaching writing descriptive text using brainstorming technique, based on the description above are as follows,

1. Teacher give Topic and a piece of paper to a group of students.
2. Teacher asks a student to write his idea freely on Rabbit.
3. Next, this student passes a piece of paper to the next student to add some thoughts on Rabbit.
4. All members have turned to write their ideas until distribution is exhausted..
5. Further, group makes a list all ideas recorded on the paper

The students' perceptions of teaching writing descriptive text using brainstorming technique. Based on the questionnaires of the students'are 25 students have chosen 83% YES answers and only 17% have chosen NO answers. The researcher found that the students felt comfortable when they wrote descriptive text on teaching writing using brainstorming.