

## CHAPTER IV

### THE FINDINGS AND DISCUSSION

In this chapter, the researcher elaborated the research finding and discussion about the result of data that were collected from the implementation of BBC news video in teaching writing news item text and the and the students' response after learning by using BBC news video.

#### 4.1 Findings

In this study, the researcher described and analyzed the data from the observation field note and the questionnaire. The observation had been done by two meetings. Started on 27<sup>th</sup> november 2018. The time was allocated for each meeting was 2x45 minutes. The researcher observed and analyzed the implementation of teaching writing news item text by using BBC news video and the students' response after learning by using BBC news video.

##### 4.1.1. The implementation of BBC news video in teaching writing news item text

First of all, the researcher prepared the lesson plan that should be made before the observation in the class. The lesson plan (see appendix) consisted of the school, subject, class, semester, time allocation, basic competence, indicator, objective of the lesson, the subject of the lesson, the method of lesson, the activity of the lesson

that divided into pre activity, main activity, and post activity, the media of the lesson, the source of the lesson, and the assessment.

The second is the researcher showed the lesson plan and told the English teacher about the pre activity, main activity, and post activity. The researcher also showed the BBC news media to the teacher before the observation in the class..

The third is the researcher prepared the question of questionnaire that made before the observation in the class. There are ten questions of the questionnaire. This questionnaire divided into three categories and it would be distribute to the students after the implementation of teaching writing news item text by using BBC news video.

#### ★ 4.1.1.1 The first meeting

The observation was done on 27<sup>th</sup> november 2018. It started at 06.30-08.00 in SMA Muhammadiyah 3 Sidoarjo. The teacher greeted all of the students then the students recited alquran and pray. After that the teacher checked the attendance list.

*Teacher: "Assalamualaikum "*

*Students: "waalaikumsalam"*

*Teacher : "open your Al-Quran now*

*Students : “yes miss”.*

In SMA Muhammadiyah Tulangan, every morning at 6.30 the students had to recite alquran together while hearing the students who recite al quran using aid audios as guidance. The teacher checked the students to make sure the students brought al-quran and recited al-quran together. After that the students prayed together.



**Figure 4.1.1 The students recite Al-Qur'an**

The teacher also greeted the students using English greeting and asked their condition.

*Teacher :”good morning, students. How are you today? “*

*Students: “good morning I’m fine miss, and you?”*

*Teacher: I'm great thank you." Now I will check your attendance list*

The teacher greeted and checked the students' attendance list. There were thirty nine students.

- The teacher introduced the researcher to students

*Teacher: "Students, there is a student from STKIP PGRI Sidoarjo. Please introduce yourself miss.*

*Observer: hallo, let me introduce my self. I am mely. I am from STKIP PGRI Sidoarjo*

*Students: "hallo miss Mel"*

Then the teacher. reviewed the last material to recall the students' knowledge and make sure they understand the material before moved to the next material.

The teacher began to explain about news item text. first the teacher showed the slide about the news and asked the students the topic and the main idea of the news. The teacher motivated the students to ask some questions related to the news given. Then the teacher showed the slide and started to explain about the definition, generic structures and the language features. Then the teacher gave an example of the

news item text and asked the students to analyze the generic structures and the language features.



**Figure 4.1.2 The teacher explain the news item text**

After that the teacher showed the BBC news video to the students then asked the students to write the important information about the video.

*Teacher : “Students, please pay attention on the video. Please write the important information or everything that you get from the video. I will play this video for two times.*

*Students : “Yes miss..”*

*Teacher: “Ok, I will play it. Please listen and watch it carefully”*

*Students: Yes miss.*



**Figure 4.1.3 The teacher showed the BBC news video**

After the video has finished. She asked the students about the videos.

*Teacher* : “what is the title of this videos?”

*Students* : “african made application”.

*Teacher*: “any other opinion?”

*Students* : “this African teenager, a future coding superstar”.

*Teacher*: “good”

*Teacher* : what is the video tells about?

*Students* : “the video tells about the locator application”

*Teachers*: “Great”.

*Teacher : "who made this application?"*

*Students : "Tomisin Ogunnubi"*

*Teachers: "good job."*

In the end of the teaching learning process the teacher asked the students the material to know that the students understand the material. After that the students concluded the material that they have already learned. Then the students mention about what they had already learned at that time. Because of the time is over, the teacher close the class.

*Teacher: "Thank you for your nice attention."*

*Wassalamualaikum. Wr. Wb"*

#### **4.1.1.2 The second meetings**

The second meeting started at 06.30-08.00. The teacher greeted all of the students then the students recited alquran and prayed together.

*Teacher: Assalamualaikum "*

*Students: waalaikumsalam"*

*Teacher : please open your alquran.*

*Students : yes miss*

After the students recited alquran, they prayed together.

*Teacher :* "good morning students. How are you today? "

*Students:* "good morning I'm fine and you?"

*Teacher:* I'm good thank you. Ok, I will check your attendance list."

After that the teacher checked the attendance list and reviewed the material in the last meeting about news item text. The aim of the teacher reviewed the news item text is to make sure that the students understand the material well. After the teacher reviewed the material, then the teacher asked the students to write the composition based on the important information that they have already written and asked them to analyze the generic structures of the text.

*Teacher :* Students, all of you had watched BBC news video about My locator application yesterday. So, in this meeting you have to create your own writing about the news item based on the video you had watched and the important information that you had already written. You had to compose the text by using your own opinion about the video. Please analyzed the generic structures of the text.



*Students : “Yes miss.*

After that the teacher asked the students to submit their news composition. Then the students was given feedback by the teacher. The feedback was in the form of teacher’s commentary about the text. After that the teacher asked questions about news item text to know the students understanding about the news item text. The students concluded the material that they have been learned. The time was over and the teacher closed the class.

*Teacher : ok, students. Because of the time is over. Thank you for your nice attention. Wassalamualaikum Wr. Wb*

#### **4.1.2 The students’ response after learning using BBC news video**

★ The teacher gave the questionnaire about the implementation of teaching writing news item text by using BBC news video to the students. Then the teacher guided the students how to answer the questionnaire. The teacher also asked the students to fill the questionnaires and wrote the name and class. After that, the students submitted the questionnaire to the teacher.

There are 10 questions of questionnaire. The answer options of questionnaire are yes and no. The students just needed to choose yes or no. The questionnaire is classified into three categories. They are: the students’ interest in learning English ( number 1 and 2), the difficulties

in learning English (number 3 and 4), and the students' perception toward the media in learning English(5-10).

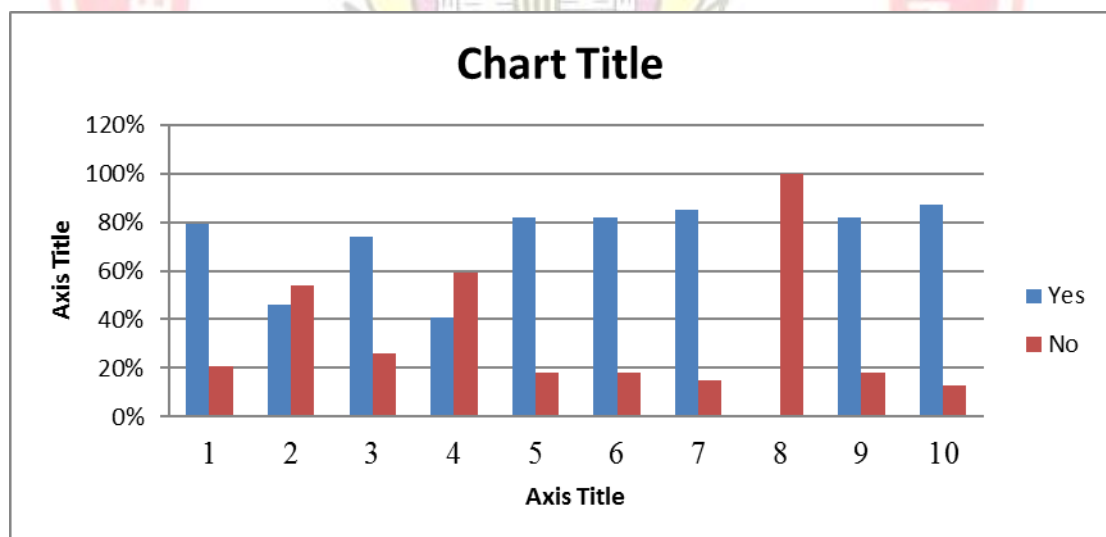
The result of the each students' questionnaire were presented in the table (see Appendix). it also presented into the pie chart. Based on the questionnaire table in the appendix, the researcher changed the result in to chart to make it simply and easily to read and understand the data.

The researcher using formula as follow: (Arikunto,2005)

$$\frac{\text{The Sum of The Student's Response}}{\text{The Number of The students}} \times 100 \%$$

**Figure 4.1.4 The Questionnaire Result for Each**

**Question.**



Based on the table and the chart above, the researcher describe as follow:

1. The first question was about the students like English. There were 79% of the students like English. Then, 21% students didn't like English. It means that most of the students like English.
2. The second question was about the students like writing. There were 46% of the students like writing. Then, 54% students didn't like writing. It means that most of students didn't like writing.
3. The third question was about the students difficulties in writing. There were 74% of the students have difficulties in writing. Then, 26% students didn't have difficulties in writing. It means that most of students have difficulties in writing.
4. The fourth question was about the students difficulties in learning news item text. There were 41% of the students had difficulties in learning news item text. Then, 59% students didn't have difficulties in learning news item text. It means that most of students didn't have difficulties in learning news item text.
5. The fifth question was about the students like BBC news video. There were 82% of the students like BBC news video. Then, 18% students didn't like BBC news video. It means that most of students like BBC news video.
6. The sixth question was about the students enjoy the learning by using BBC news video. There were 82% of the students enjoy the learning by using BBC news video. Then, 18% students didn't enjoy the learning by using

BBC news video. It means that most of students enjoy the learning by using BBC news video.

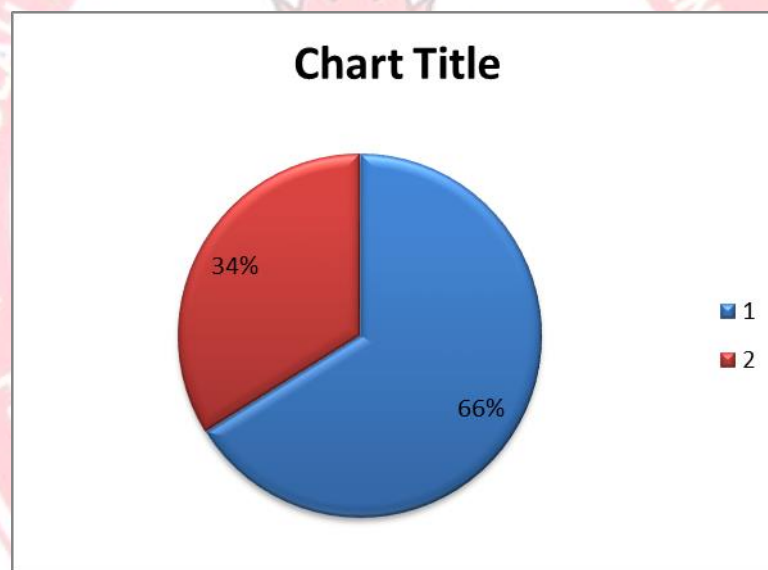
7. The seventh question was about the students interested in learning using BBC news video. There were 85% of the students interested in learning by using BBC news video. Then, 15% students didn't interested in learning using BBC news video. It means that most of students interested in learning using BBC news video.
8. The eighth question was about the teacher ever implemented the BBC news video in teaching news item text in the class. There is 100% students response that the teacher never implemented the BBC news video in the class. It means that, it's a new media for the students.
9. The ninth question was about the BBC news video can help the students in writing news item text There were 82% of the students think that BBC news video can help them in writing news item text. Then, 18% students didn't think that BBC news video can help them in writing news item text. It means that most of students think BBC news video is helpful in writing news item text.
10. The tenth question was about the students agree to implement BBC news video in learning news item text. There were 87% students agree to implement BBC news video in learning news item text in the class. Then, there were 13% of students disagree to implement BBC news video in

learning news item in the class. It means that, most of students agree to implement BBC news video in the class.

$$\text{a. The total students answer Yes } \frac{257}{390} \times 100\% = 66\%$$

$$\text{b. The total students answer No } \frac{133}{390} \times 100\% = 34\%$$

**Figure 4.1.5. The Total of Questionnaires Result in Percent**



Based on the pie chart above, show that there are 66% of students answer yes in the questionnaire and 34% students answer no. It means that most of the students agree in using BBC news video in learning English. The students also feel interested, enjoy, and feel easier in writing news item text by using BBC news video.

## 4.2 Discussion

In this part, the researcher discussed the implementation of teaching writing news item text by using BBC news video and the students' response after learning by using BBC news video.

### 4.2.1 The implementation of BBC news video in teaching writing news item text

There are two meetings in the learning process. In each meeting, the teacher always greeted the students, the teacher checked the attendance list and reviewed the subject from previous meeting. then the teacher explain about the news item text. News item text is needed to learn in order to make the students know what happened in the world. It also stated according to (Uhing & Sunardi, 2015: 2) news item text enables to help the students getting information from national up to world's events.

The teacher also showed the slide and explained about the definition, the generic structures and the language features. Then the students discussed about the example of news item text. They looked for the generic structures and language features of the text. The aim of this activity is to make the students understand every detail about news item text.

After that the teacher showed the BBC news video to the students. After watched the video,. They are asked to write the

important information about the news and composed it into news item text. They are also analyzed the generic structure of the text. The students felt enjoy and interested when watch the video. The video could bring a nice atmosphere for the students in the class. Thus, it could make the students feel interested and motivated in writing the text. According to (Harmer J. , 2001) one of the technique in teaching writing is using the video. Video could make the students easier to get the ideas. He also added that watching this video can make the students have the potential to create something which are enjoyable and memorable. It can create the creativity of students. This video can motivate the students and make the students interested because the students can see the language that is used as well as hear it. So, both of hearing and seeing is interesting to learn.

#### **4.2.2. The students' response after learning by using BBC news video**

Based on the result of questionnaire, many students like, enjoy, and interested in learning news item text by using BBC news video. The students also feel helpful to write the news item text by using BBC news video. It could be seen, there are 82% students like and enjoy BBC news video. There are 85% students feel interested in learning news item text by using BBC news video. There are 82% students feel helpful to write the news item text by using BBC news video. There are also 87% students agree to implement BBC news video in learning news item text in the class. It means that the

implementation of BBC news video in teaching writing news item text is easy to be used. The video is not only making the students interested and enjoy the learning but also motivating them in writing news item text. According to (Cheppy, 2007: 8) the result of the video could give the motivation and its effectiveness in learning. The goal of video is making the students enjoy and enable them to write the news item text. Most of the students also agree to implement the BBC news video in the class. This media can help the students in writing ability. It is stated in the total percentage of students questionnaire are 66% yes and 34% no.

