

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the answers of the statements of the problems at the first chapter. The first statement of the problem is how the implementation of YouTube videos as media in writing recount text at eight grade students of SMP Sunan Ampel Porong. The second statement of the problem is what the teaching media is used by teacher before implementing using YouTube video in writing recount text at eight grade students of SMP Sunan Ampel Porong. To answer the statement of the problem , the researcher has done the observation and has done interview with english teacher.

4.1 Findings

The findings of this research were found on by observation done in two meetings and interview to the teacher. The researcher observed the implementation of YouTube video in writing recount text at the eight grade students of SMP Sunan Ampel Porong. The researcher interviewed the teacher to know what teaching media is used by teacher before implementing YouTube Video. In teaching learning process, the teacher made three parts, namely pre activity, whilst activity and the post activity.

4.1.1 Teaching Media used by the teacher before using YouTube Video

Based on the interview between the researcher on 15th February 2019 at 08.07 am, it was clearly show that the students felt interesting during the teaching learning process because the teacher used the picture as media. Furthermore, the teacher explained that he used discovery learning method. he taught since 2015.

after graduated from university. The teaching learning process had some difficulties especially in writing. The students felt shy to show the abilities who had less practices. The teacher said that most of the students had different abilities so that with the teacher used many strategies like jigsaw technique which were adapted situation and condition in the classroom. For knowing the characteristic of using picture could the students stimulated in teaching learning process. The teacher said that in application at the classroom the students felt excited like the material about recount text. The students used picture the teacher gave the questions after that. In teaching writing, the teacher gave some vocabularies and some examples of tenses for the students. The students wrote the vocabulary after that.

Picture 4.1.1 the interview with english teacher



In using media for recount text in teaching learning, the students became active in the class. The next question in the interview is about was when the teacher used media in learning process. The teacher answered when using picture he did not felt difficulties but the facility at school did not support in learning process. The next question was where how he knew about the media was easy for students in learning process. That he knew it from experiences when he studied at the university. The next question why he felt interested in using media. the teacher answer that using picture could motivated the students in learning process. The next questions whether connection between media on English material. The teacher answers there was connection between media in English material

4.1.2. Teaching Writing Recount Text Using YouTube Video

The observation the used curriculum of 2013. The curriculum of 2013 had five important component called 5M, They were observing (*mengamati*), Questioning (*menanya*) experimenting (*mencoba*), associating (*mengasosiasi*) and communication (*mengkomunikasikan*). The teacher used 5M in the implementation of YouTube videos as media in writing the recount text to the eight grade students of SMP Sunan Ampel Porong.

4.1.2.1 First meeting

The teacher started the teaching recount text by greeting the students. The students asked the teacher about the material used in the class. The teacher gave the questions to the students about the material after that.

4.1.2.1.1 Pre Teaching

The first observation was done by the teacher on February 20, 2019. The teacher choosed 8C class consisiting twenty eight students with sixteen boys and twelve girls. The teaching learning process started at 11.45 am until 13.05 am. In the first meeting, all of the students were coming.

The materials of this implementation were LCD, laptop and speaker that were prepared by the teacher before the teaching time. The teacher and the researcher entered the class. The teacher stood up in front of the students and the researcher sat behind the students in the class. During the class the researcher wrote the activities and situation in the class.

Before the class began, the teacher started the class with greeting. The teacher greeted the students and they gave good responses. The teacher used two languages, namely English and Bahasa Indonesia. Because most of the students did not understand what teacher meant. The teacher checked the attendance list before starting the lesson. There were twenty eight students of eight grade. The teacher stood up from his seat whether they had the experiences. Almost all the students said had the experiences. The teacher asked the students about what kinds of text were in English subject. Some of them answered correctly that the answers were recount text. After the warming up, he gave the information to the students that they would learn recount text by using YouTube videos.

Before the teacher explained the material about the recount text, the teacher gave some games called ice breaking. This ended of the class. The teacher

used ice breaking by using the elephant and ant. The students were excited of ice breaking and ready to join the learning activity process.

4.1.2.1.2. Whilst teaching

In the whilst teaching, the researcher found some utterances from teacher and students at the class.

Teacher: “*Assalamualaikum Wr.Wb.* Good afternoon students”,

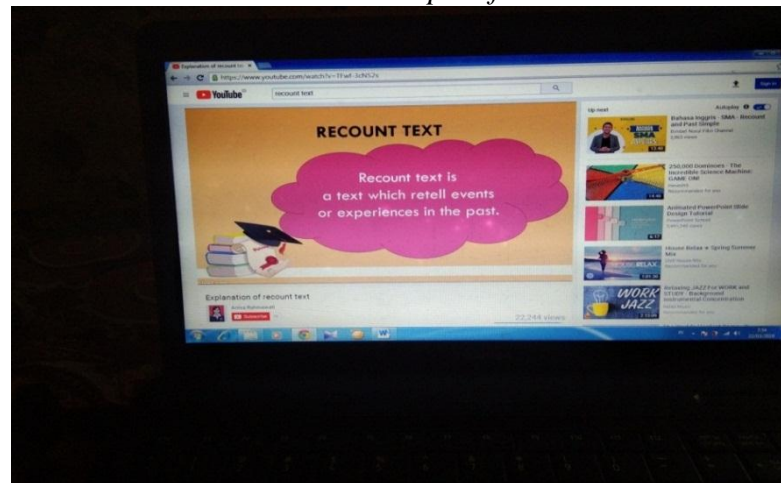
Students: “*Walaikumsalam Wr.Wb.* Good afternoon sir.

Teacher: “Students, do you know what is the recount text?”

Students: “No, Sir“

Teacher: “Ok I would like to explain about recount text. “Recount text is the text tells about the true event that happend in the past”

Picture 4.2.1the Example of recount text



(Source by: <https://www.youtube.com/watch?v=TFwf-3cNS2s>)

This picture described the definition of recount text. This picture mentions that the recount text is text which retell of experiences in the past.

Students: “Ok,Sir. “

Teacher: “Students do you know about YouTube”

Fai : “Yes Sir. YouTube is a media in internet”

Teacher: “Any answer for the definition for YouTube

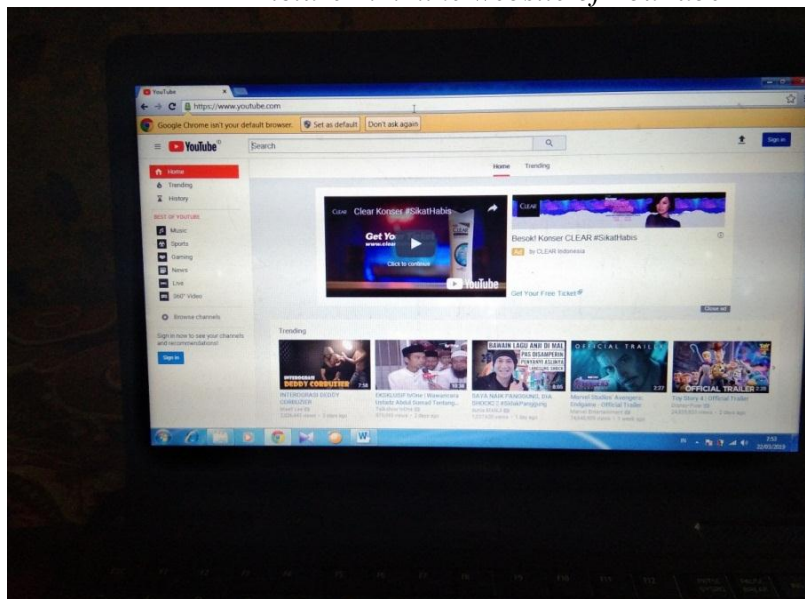
Marizcha: “Sir. YouTube is a platform form google when i search about music video,about movie and etc

Teacher: “ Good, what is your name”

Marizcha: Marizcha sir

Teacher: “ I will conclude that YouTube is New modern media espesiactly in education.Not only Video music,Movie but also as new knowladge.

Picture 4.2.2.the website of YouTube



(Source by: <http://www.youtube.com>)

This picture described about the website of YouTube video YouTube video that is the media of sharing video all of the world.

Teacher: “Ok, Good,”

Students: “ Sir, I want to ask you”

Teacher: “Yes”

Fai: “ I know YouTube is a new media but I dont know YouTube can make English subject become very fun

Teacher: “Yes Student, Because YouTube is a new modern media. You can access some of new information in terms of new videos

Fai:”Thank you Sir

Teacher:”Ok, Fai”

Picture 4.2.3the teacher greeting for the students before teaching learning process



(Source by: Taken in observation)

The teacher explained that the students learn new material. Before starting explaining about the materials, the teacher showed the material in the slide, The teacher gave information that the students pay attention about the slides of power point.

Teacher: “Students, do you know what will be learned today?”

Students: “No, Sir.”

Teacher: “Ok, then lets pay attention. I would like to play some videos.

Please pay attention and everything that you know about these videos,

Students: “Yes Sir”

The video was played and the students saw the videos. Those videos had some examples of recount text, the definition of recount text, purpose, and language feature of recount text.

The students were very excited to saw the videos. When the teacher did not played the videos to the students, the students did not have motivation in learning English. In contrast, when the teacher played the videos, the students very enjoyed the learning process.

The teacher continued the material. Before the teacher continued the material, the teacher reviewed previous lesson in order to know whether the students still remembered or not about the lesson. The teacher asked the students about recount text. Most of the students answered “*masa lalu*” . It was not clear to answer the question so the teacher helped them to give a clear answer.

Moreover, the teacher continued to explain the part realated to the recount text based on the videos. They were generic structure and language feature. The teacher said that the recount text consiting of orientation, event and re-orientation. Next, the teacher explained about the language features of recount text using adjective and simple past tense.

Teacher: “Students, what is the title of this video?”

Students: My Holiday in Bandung,

Teacher: “ Students, what is the event of “ My Holiday in Bandung”

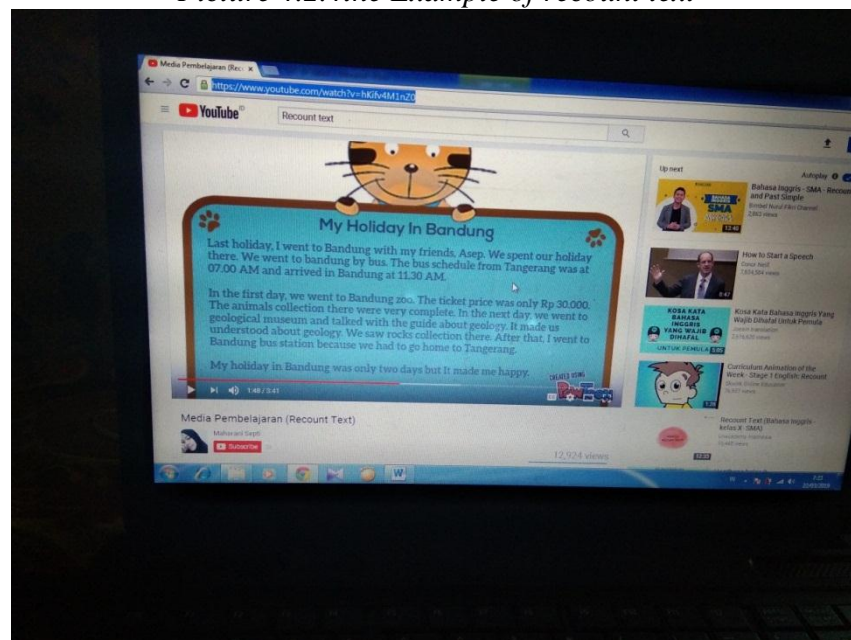
Students: “ In the Second paragraph, Sir”

Teacher: “ What is the re orientation

Students: “ In the last paragraph.Sir”

Teacher: “ OK. Students”

Picture 4.2.4the Example of recount text



(Source by: <https://www.youtube.com/watch?v=hKifv4M1nZ0>)

This picture described the examples of recount text with the title “My Holiday in Bandung”. The example consisted of orientation, event and re-orientation. In the orientation of recount text, the writer should use past tense like last holiday and the event used number and the conclusion of my holiday in bandung.

Teacher: “Ok, good What is orientation?”

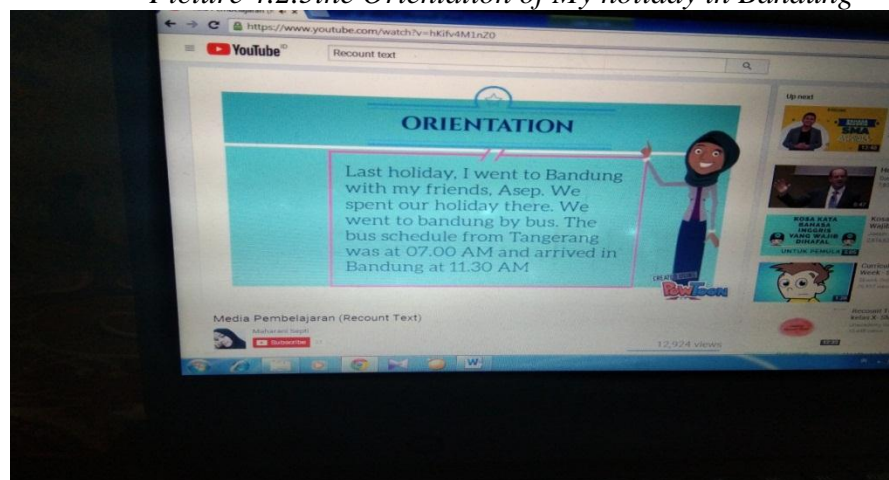
Students: “In the first paragraph it is last holiday. I went to bandung with my friends asep

Teacher: “ What is definition from Orientation?”

Students: “ Orientation is the first chapter or “ *pembukaan*”

Teacher: “ Good Job”

Picture 4.2.5 the Orientation of My holiday in Bandung



(Source by: <https://www.youtube.com/watch?v=hKifv4M1nZ0>)

This picture described the orientation in the example of recount text of Holiday in Bandung. In orientation, it consisted of time signal like last holiday.

Teacher: “Ok good, What are event and re-orientation?”

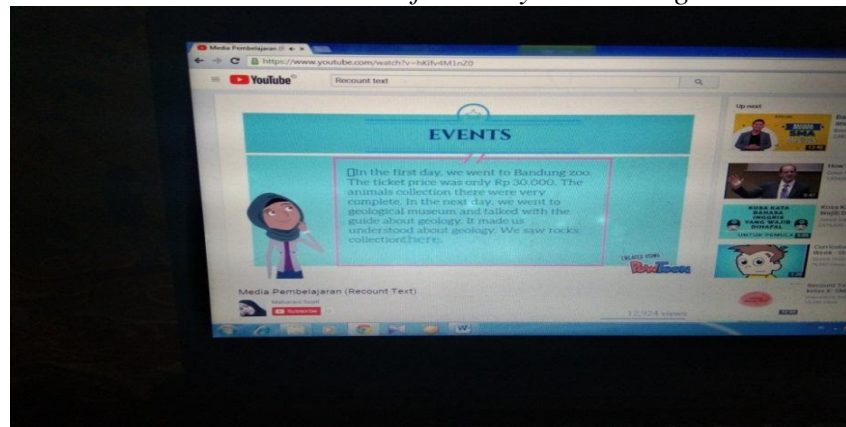
Students: “ The event in the second paragraph.Sir

Teacher: “ Good jobs Students”and re- orientation”

Students: “ Re orientation at the last paragraph Sir”

Teacher: Good

Picture 4.2.6 Event of Holiday in Bandung

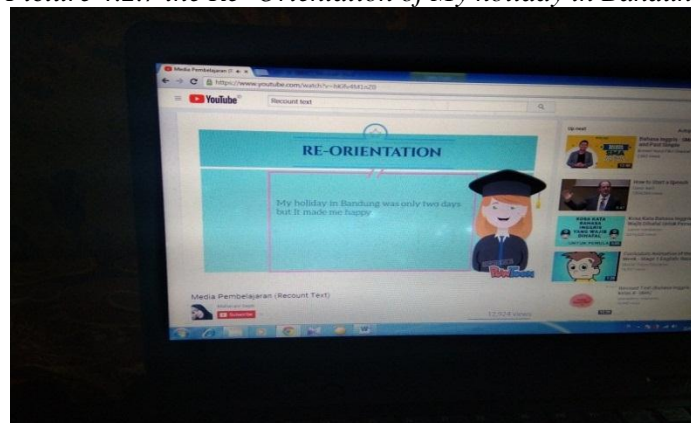


(Source by: <https://www.youtube.com/watch?v=hKifv4M1nZ0>)

This Picture described event. The event were cronological order in this example such as in the frist day and in the next day. They explained what they were doing in the first and next day after that.

Students: "In the second paragraph and last pargraph"

Picture 4.2.7 the Re- Orientation of My holiday in Bandung



(Source by: <https://www.youtube.com/watch?v=hKifv4M1nZ0>)

This picture described the re-orientation. In the re-orientation, it is explained that the finally tourism or conclusion.

Teacher: "Good job, Students, Excellent!"

Students: "Thank you Sir."

Teacher: " You are welcome,

Students: “ What is the definition from re orientation”

Teacher: “ re orientation means the conlution at the text”

Students: “ and then what is the definition from orientation”

Teacher: “ Orientation means “ *pembukaan* ” or first chapter at the text”

Students: “ OK. Sir.

Teacher: “ what is the definition From event”

Students: “ Event mean cronologica order Sir”

Teacher: “OK.Students”

Picture 4.2.8.process of Teaching Learning activity



(Source by: Taken on oberservation)

After explaining the generic structure and language feature,the teacher gave them the simple example of recount text. It was done the students wrote the recount text based on students’ experiences. This was the example of recount text which was given by the teacher to students.

The students wrote the recount text based on the experiences. He gave the time for them, If the teacher did not gave the time, the students did not on time to finish wrote the recount text.

During the learning process, the students felt silent and focused on the assignment. They felt interesting in writing the recount text. Therefore, the recount text was to tell the story in the past.

YouTube video could be stimulated students in teaching learning process especially in writing skill. After they watching Video from YouTube students ready to write the recount text based on his experiences.

Figure 4.1 Example of Recount text

My First Experience to Drive a car

Last year, when I was twenty years old, my oldest brother bought a car. That was Honda jazz RS. I wanted to know how to drive it. I persuaded my oldest brother to teach me to drive the car. But, my brother refused my request. He promised that he would teach me to drive the car about three or four years later, but I still whimpered. Finally, my brother accepted my request and he wanted to teach me to drive a car. Three days later, my brother and I went to the field to teach me how to drive a car. My brother was very patient to give me some directions. I was very nervous because that was my first time to drive a car. One week later, my family visited my grandmother in Bandung, about 4 hours from my home. Because that, I was alone at home. So, I had an opportunity to drive a car alone. I drove about 6 km but after that I got nervous and I lost my control because the street was narrow and I crashed the wall. After that I called my brother by phone to tell him about the accident. I imagined my brother would be angry. But the reality was exactly on the contrary, my brother was not angry. He just gave me some advices and since that accident, I promised I would always ask my brother's permission to drive his car.

4.1.2.1.3. Post Teaching

The bell was ringing, It was the sign that the English subject was ended at 13.05 am. The students were ready to back home. Before the students went home, the teacher reviewed the material that had been learned by the students. The teacher and the students prayed together before going home.

Teacher : “Attention, please!, Students, before go home, any question for today?”

Students: “No.Sir “

Teacher: OK. I will review the material today We will learn about recount text . Recount text is a piece of text telling what happend in the past, The generic sturctures of recount text is orientation, event, re- orientation. Please remember it, Students”

Students: “OK. Sir”

Teacher: Thank you for your attention. See you next meeting Don’t forget to studied about recount text at home”

Students: “Ok. Sir”

Teacher: “Please, lead to pray before going home”

Fai: “Before going home lets pray together, Pray starts”

Teacher: “*Wasaalamualaikum Wr.Wb*”

Students: “*Wa’alaikumsalam Wr.Wb.*”

4.1.2.2 Second Meeting

The teacher started greeting to all of the students. Before doing the learning process, the teacher greeted first. He gave some questions the relating to last material about recount text.

4.1.2.2.1 Pre teaching

The second observation was done by the researcher at 22nd February 2019. It started at 07.25 am until 08.00 am. In the second meeting, the researcher observed using the same technique.

The materials of this videos in teaching learning such as LCD, Laptop and speaker were prepared first by the teacher. The teacher and the the researcher entered the class. In the class, the teacher stood up in front of the students and the researcher sat behind the students. At the class, the researcher wrote the activities and situation.

Before the class began, the teacher started the class with greeting. The teacher greeted the students and they gave good responses. The teacher used two languages, namely English and Bahasa because most of the students did not understand what the teacher meant. The teacher checked the attendance list before starting the lesson. There were twenty eight students of eight grade after being checked. He stood up from him seat, before the students. The teacher asked them if they knew about experiences or not. Almost all of the students did not know the recount text. The teacher asked the students about what kinds of text was have English lesson. Some of them answered correctly that it was recount text. After

the warming up he informed to them that they would learn about recount text using YouTube.

4.1.2.2.2 Whilst teaching

Before beginning the lesson, the teacher greeted first to the students. The teacher checked the attendance list and all of the students were coming. At the class, he reviewed the previous subject that they had been studied. The teacher asked them about the language feature and generic structure related to the videos which they watched at the previous meeting. Most of the students could remember the generic structure and language feature. The teacher gave some examples of recount text in the paper after that.

Teacher: “Students, I want to give you some example of recount text”

Students: “Yes Sir”

Picture 4.2.9. The example of Recount text my holiday in Bali



(Source by: <https://www.youtube.com/watch?v=39zeZCr95gI>)

The example of recount text, the title is “Holiday in Bali”. The text consisting of orientation, event, and re-orientation. The teacher explained the second material after that.

Teacher: “Do you get the example of recount text?”

Student: “Yes, Sir.”

Teacher :” OK. I will give you 5 minute to read. After that please write the recount text based your own words. Don’t forget to give the orientation, event and re-orientation in your paper.”

Figure 4.2 The Example of recount text

My First Experience to Drive a car

Last year, when I was twenty years old, my oldest brother bought a car. That was Honda jazz RS. I wanted to know how to drive it. I persuaded my oldest brother to teach me to drive the car. But, my brother refused my request. He promised that he would teach me to drive the car about three or four years later, but I still whimpered. Finally, my brother accepted my request and he wanted to teach me to drive a car. Three days later, my brother and i went to the field to teach me how to drive a car. My brother was very patient to give me some directions. I was very nervous because that was my first time to drive a car . One week later, my family visited my grandmother in Bandung, about 4 hours from my home. Because that, I was alone at home. So, I had a opportunity to drive a car alone. I drove about 6 km but after that I got nervous and I lost my control because the street was narrow and I crashed the wall. After that I called my brother by phone to tell him about the accident. I imagined my brother would be angry. But the reality was exactly on the contrary, my brother was not angry. He just gave me some advices and since that accident, I promised I would always ask my brothre’s permission to drive him car.

Picture 4.2.10 The Teaching learning process Using YouTube Video



(Source by: Taken on obseravtion)

Next, the assignment had been done. The teacher asked about what they wrote.

Teacher: “I will call the students to show what the title recount text they write”

Dimas:” Watching Movie”

Teacher: “OK, The title is watching movie What are the orientation, event and re- orientation?”

Dimas:” Orientation is the first paragraph. Event is the second and re-orientation is the last paragraph “

Teacher: “weel done!

Dimas: “ OK. Sir”

Teacher: “ Ok I will call other students. Please stand up and show the recount text”.

Marizcha: “Sir, the title of the recount text is Holiday in Bali”

Teacher: “Please mention the parts of recount text”.

Marizcha: “The orientation in the first paragraph and the event in the second and third paragraph the last is re-orientation”.

Picture 4.2.11 Process of Writing Recount text using YouTube Video



(Source by: Taken on observation)

4.1.2.2.3 Post teaching

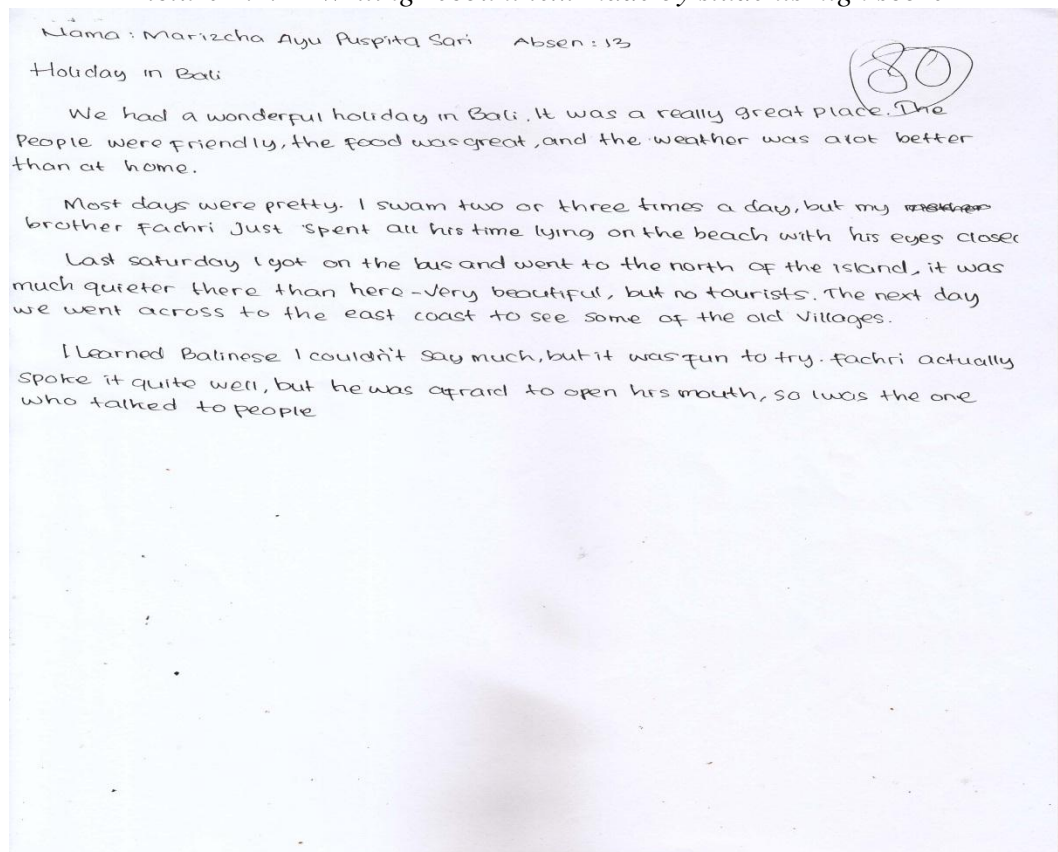
The bell was ringing, It was the sign that the English subject at 8.30 am. the students were ready to other lesson. Before the lesson ended the teacher reviewed the material that had been studied by the day.

At the end of the learning process, the teacher took the score from the assignment because in the first meeting the teacher explained the definition of recount text, language features and generic structure of recount text. From the assignment the teacher gave some of examples. The students wrote the recount text after that.

The students have score from the activity the teacher classified from three poin first is best work, middle work and lowest work. At the best work the teacher put two students and the name is marizcha ayu puspita sari she wrote the recount text best on the experinces and the title is “ Holiday in Bali” the second one the

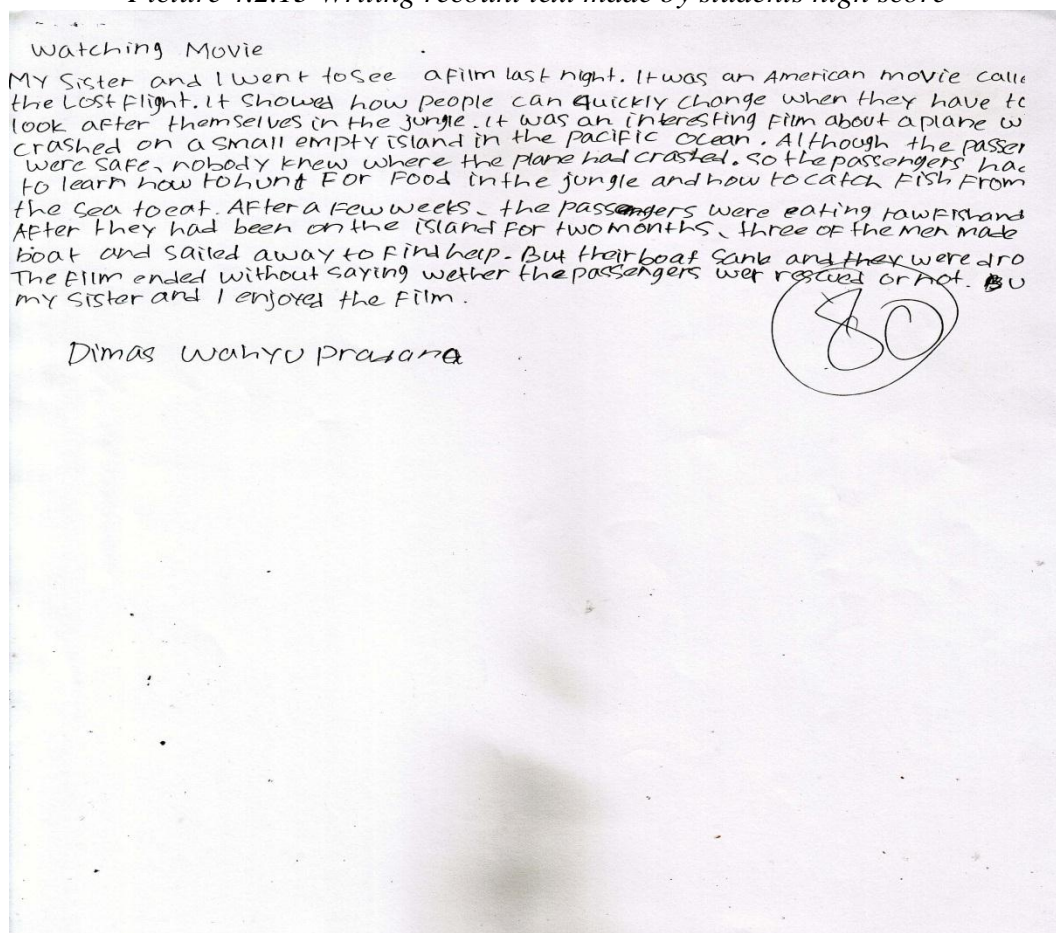
best work the teacher choosed Dimas wahyu pradana she wrote the recount text entitled “Watching Movie” They got the high score 80 because the aspect of writing is good.

Picture 4.2.12 Writing recount text made by students high score



This picture described about writing process and final score from the best students her name marizca ayu puspita sari. She got the score 80 because in writing technique such as text organization, sentences formation grammar vocabulary mechanic and tidiness she got the high score, Therefore she is the first candidate.

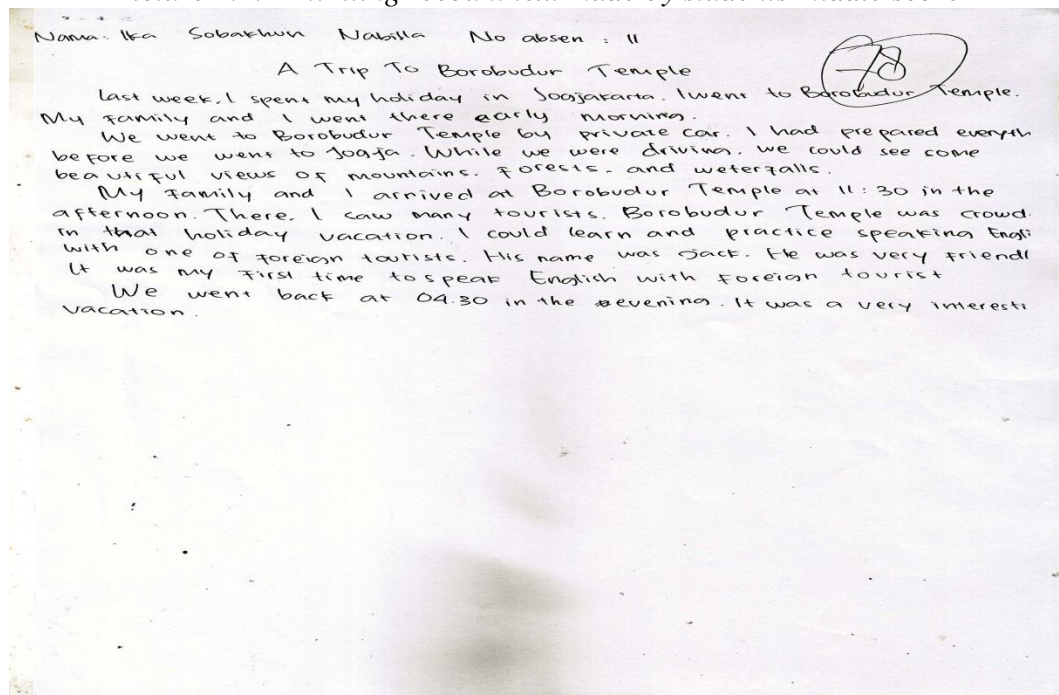
Picture 4.2.13 Writing recount text made by students high score



This picture describes about the second candidate who got a high score, his name is Dimas Wahyu Pradana. He got the score 80 because the writing technique such as text organization, sentences, grammar, vocabulary, mechanics, and tidiness is good. Therefore, he got the score is better than the other students.

After the description about the students who got the high score, the researcher concludes that the students understood about writing recount text using YouTube video based on the final result.

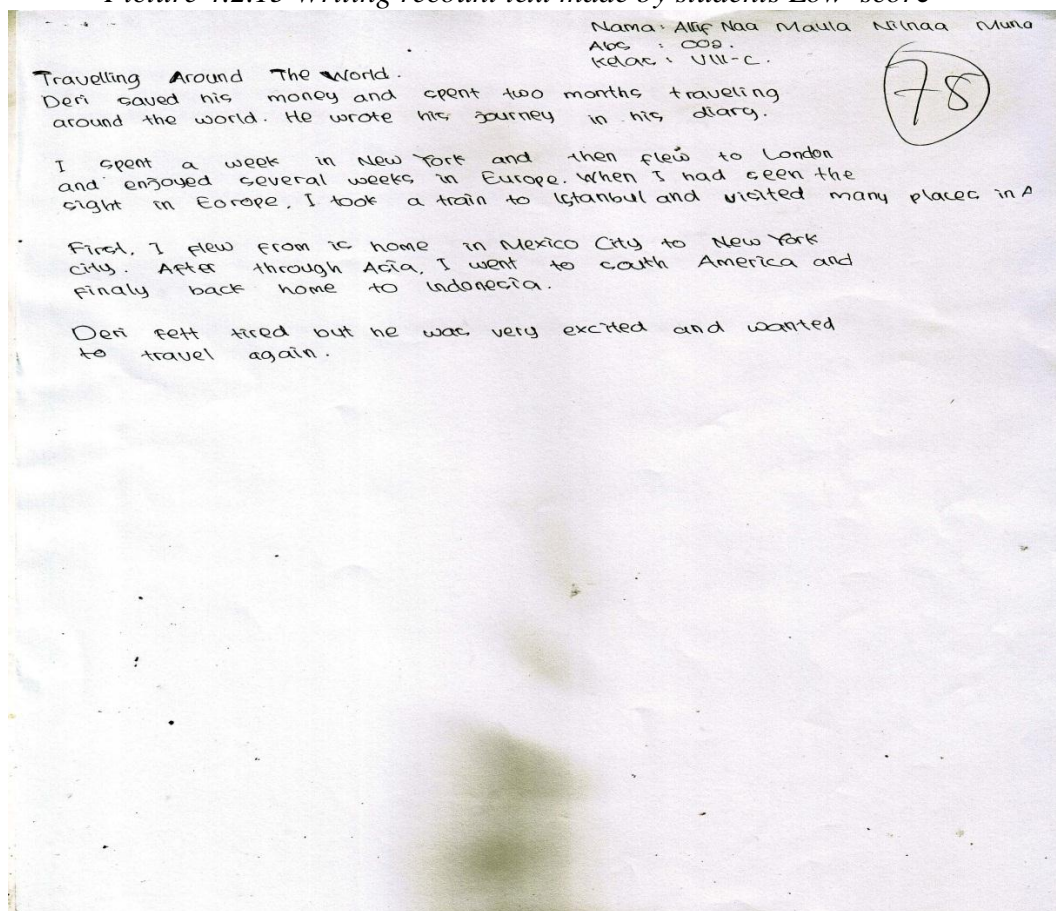
Picture 4.2.14 Writing recount text made by students middle score



The next about the middle score. In this research, the researcher find the middle score she got the score 78, the name is Ika shobikun nabila she write the recount text is good but in the sentencess and the mechanic she got the score is not good, therefore the researcher conclude she got the middle score.

The title of recount text made by ika is A trip to Borobudur Temple she write the recount text such as orientation, event, re-orientation is good and the language feature is good such as using past tense and using time signal. In orientation she write using time signal like last week, and the event she write we went to borobudur tempel she write the story what she do in there. The last is conclusion she write the story is happy ending because she intersting in the trip to Borobudur temple.

Picture 4.2.15 Writing recount text made by students Low score



This Picture describes about the lowest score she got the score 75. The title is Travelling Around The world the name is Alif Naa Maula the writing technique such as Text organization, sentences formation, grammar, vocabulary, mechanic, and tidiness the text organization she got the score 80 and tidiness is 90 but in the sentence formation, grammar, vocabulary and mechanic she got 70 therefore she got the lowest between the other students.

4.2 Discussion

In this part the researcher discussed about the findings that had been found by from the observation field notes, writing tasks, and interviews. All of the instruments were used to describe the implementation of YouTube video as

media in writing recount text to for the eight grade students of SMP Sunan Ampel Porong. Moreover the teaching for media used by the teacher before implementing YouTube videos on writing recount text for the eight grade students of SMP Sunan Ampel Porong.

4.2.1 The Discussion for Teaching Media used by Teacher

In this part the researcher discussion from teaching media used by teacher was based on the interview between the teacher and the researcher. The teacher using picture in teaching learning process. Unfortunately the media at school did not support the learning process. The researcher found that the teacher had some problems like students did not show the ability especially writing, it was because they felt shy. The researcher found that the technique used by the teacher was jigsaw technique. Additionally, the teacher used ice breaking before teaching learning process.

Next, the teacher explained about the media used in teaching learning activity. In teaching learning activity the teacher used picture to make the students feel comfortable and fun. The teacher said using picture series could the motivation of the students.

After the teacher know about YouTube video can be stimulated students at teaching learning process especially in writing skill. The teacher can be implemented in the class.

4.2.2. Discussion of Teaching Writing Recount Text Using Youtube Video

The students became active in writing activity using YouTube videos. In order to make students easy to writing the recount text. At the first meeting, the researcher found that most of the students knew about YouTube video and they did not knew about the recount text. The students felt confused about what the recount text was. The teacher gave some examples written in paper. The teacher gave some questions afet that, they unfortunately felt confused. Therefore the teacher played video from YouTube about recount text. The students felt happy, the teacher continued giving task, the students answered very quickly by raising hands. The teacher gave some question about the generic structure and language features. At the second meeting, the students wrote after they watched video played by the teacher when they saw the video. The condition in the class was silent when the teacher played the video. They focused on the LCD and they listened carefully. They also enjoyed as a result they felt confidence in writing the recount text.

Many students got the high score and the first one the student got the middle score and lowest score but they understand about the recaount text when the teacher using YouTube Video.