

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the description of the data which were collected during the research. In this chapter the researcher classifies it in two sections. The first section presents the data collected from filed notes observation and interview. The second section presents the result data of student's response in questionnaire.

#### **4.1 Findings**

In this part, the researcher describes the implementation of using YouTube Video in Teaching Speaking on The Talk About Idol to The Tenth Grade Students of Vocational High School 1 Jabon. The researcher doing observation in two meetings. Duration of each observation was 2 x 45 minutes. It was concluding in X-TB 2 which consisted of 30 students.

##### **4.1.1. The Implementation of Using YouTube Video in Teaching Speaking on The Talk About Idol to Tenth Grade Students**

###### **4.1.1.1. The First Meeting of Observation Filed note**

The first meeting was done on Friday 18<sup>th</sup> January 2019. The teacher starts the class at 07.00 am with greeting and check the students who was absent. It makes sure that all the students were present or doing another activity. The teacher reviews the previous lesson before starting the new lesson. It means the students must be remember and understand well about the previous lesson.

Teacher : “Assalamualaikum. Wr.Wb.”

Students : “Waalaikumsalam. Wr. Wb.”

Teacher : “Good morning, students?”

Student : “Good morning, mom.”

Teacher : “How are you today?”

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

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

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

After opened the class the teacher checked attendance list of the students. There were 25 students in the class on that day. Then at 07.15 am the teacher starts teaching learning process by using previous notes. Before going to new lesson, the teacher reviews the previous lesson. It means the teacher for warm up the students.



Picture 4.1.1.1 teacher doing absent the students

The teacher started the conversation with the students to make atmosphere in the class more enjoyable. Teacher asks to the students what the difficulties that they find out in previous lesson. The teacher doing question and answer section before entering the new material. The conversation as follow:

- Teacher : “okay students any question for the material yesterday?”  
Student : “nothing mom.”  
Teacher : “are you sure, students?”  
Student : “yes, mom.”  
Teacher : “okay, open your book page 67!” leader, please read the explanation”  
Student : yes mam.



Picture 4.1.1.2 Question and Answer Section

After finish the teacher explained the material that would be taught today about descriptive person. Then the teacher gave the explanation about what is descriptive text, what are the generic structure and give the example about idol which has known by the students. The teacher means the students more active in the class.

The teacher started to explain the material about descriptive text based on the book and power point. The teacher also gave some questions to stimulate the students. Firstly, the teacher gave the example about descriptive place. After the students understand the teacher gave the example about descriptive someone. Here is the conversation:

Teacher : “do you understand how to describe someone?”

Student A : “yes mom”

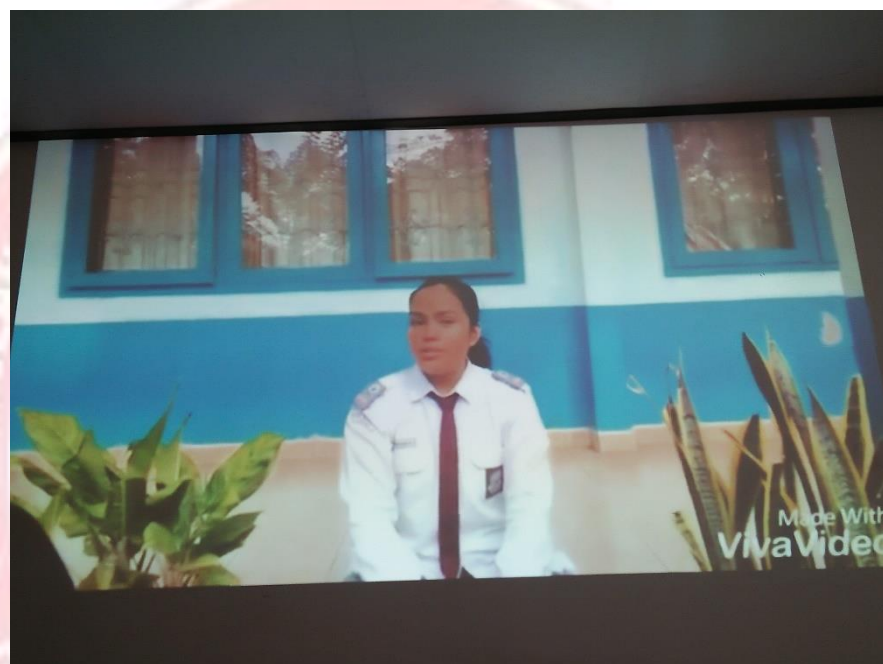
Teacher : “okay jadi kalian menjelaskan secara umum terlebih dahulu. And then more specific about their body”

Student A : “yes mom”



Picture 4.1.1.3 Teacher gave materials

The teacher gave the example from YouTube how the way describes about person and the students pay attention to watch the video. It means the student most easy to make describing person and easy describe person especially their idol to other.



Picture 4.1.1.4 Students Watch the Video from YouTube

The students pay attention well about the video. After that the teacher gave the task to make describing person about their idol on the book first and the teacher will check the generic structure and check the grammatical to know the understanding the students. Before that, the teacher asked the students to make a simple sentence. The students must understand about descriptive text especially describing about person.



Picture 4.1.1.5 Student made simple sentence

The students start to do the task from the teacher. The teacher gave the explanation why the teacher asked the student to make describing text on the book first. Because the second task the teacher wants to know speaking ability from the students and then they must record their ability with the video. Furthermore, the students must prepare well before create the video.



Picture 4.1.1.6 Student made descriptive text

#### 4.1.1.2 The Second Meeting of Observation Filed note

In the second meeting was conducted on Friday 25<sup>th</sup> January 2019. It took 2x45 minutes, in this section the class start at 07.00 am. When the teacher entered the class, the students sit at their chair and already prepare their presentation. The teacher prepared the LCD and ask the students to prepare video that they will presentation.

Students made the video record about describing their idol at break time. After that they must collected the video to the teacher. It means the teacher can now the students speaking ability. The students must share their video on YouTube.

The students collect the video and the teacher show one of the results from the student in LCD to shorten the time.



PUTRI NUR WAHYUNI - XTB2 SMKN 1  
JABON

19x ditonton



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Bagi



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Simpan

Picture 4.1.1.7 Student show the video from youtube

The class finished at 09.00 a.m and the teacher so proud with the students because they could speak English very well than they speak in the class although some of them seem memorize the text. The students also more confidents to speak than before.

The teacher gives the explanation why she trains the method. The teacher wants to know speaking ability if the students have private time. They stated that English make them afraid and shy to practice English in front of the class.

In the end of the study the teacher shared some questionnaires in order to find out the student's response in using YouTube Video for describing person in speaking activity in the class. Then, after the students fills the questionnaires, they submitted their questionnaires to the teacher and finally the leader of X-BUSANA BUTIK to lead pray before took a rest.

#### **4.1.1.3 The First Meeting of interview for teacher**

The researcher used interview to know condition in the class. First, the researcher interview for teacher. Below is the result of interview.





Picture 4.1.1.8 Interview the teacher

### **1. Bagaimana pendapat ibu tentang pembelajaran Bahasa Inggris?**

Based on the interview, the teacher stated that if English learning more enjoy

because teacher always give warm up to stimulate them at beginning of learning. Sometimes the students feel shy to say something if they find a difficulty.

### **2. Fasilitas apa yang dimiliki untuk menunjang pelaksanaan pembelajaran?**

Based on the interview, the teacher stated that she uses a book and LCD to support process of learning English. The teacher reminds the students before class begin, they must read the material first at home.

**3. Media apa saja yang digunakan untuk proses pembelajaran Bahasa Inggris?**

Based on interview, the teacher stated that she uses book as media of learning and use a Hp to share the material before class begin. The teacher uses explanation model to teach the students. The teacher uses type record to teach listening.

**4. Apakah Bapak/Ibu sering menggunakan media yang berbeda pada saat pembelajaran?**

Based on interview, the teacher stated that she using different media at learning process.

**5. Bagaimana Bapak/Ibu melakukan evaluasi pembelajaran?**

Based on interview, the teacher stated that she always doing evaluation when they finish basic competencies.

**6. Kendala apa yang dihadapi Bapak/Ibu dalam proses pembelajarn?**

Based on interview, the teacher stated that the students not have many vocab in English and they shy to say something in English. They do not want to speak English and she must stimulate them to talk English.

**7. Apa yang Bapak/Ibu lakukan untuk mengatasi kendala dalam proses pembelajaran?**

Based on interview, the teacher stated that she always telling them to read the text for train the ability in reading and she doing short conversation to try speaking or their pronouncation.

**8. Apakah Bapak/Ibu selalu memberikan motivasi di sela-sela pembelajaran?**

Based on interview, the teacher stated that she gives the motivation in learning process. The students afraid if they hear English lesson. She trains to motivate them English is enjoy and easy for learned.

**9. Bagaimana cara Bpak/Ibu melatih speaking para siswa?**

Based on interview, the teacher stated that she doing conversation with the students. She says something in English and create question and answer section in English after she explanation the material.

**10. Bagaimana kemampuan speaking siswa menurut Bapak/Ibu guru?**

Based on interview, the teacher stated that the students in busana butik class is not bad but they need to practice English especially in speaking.

## **11. Kendala apa yang ditemui saat mereka melatih kemampuan speaking?**

Based on interview, the teacher stated that the students in busana butik class rarely to practice in English and they do not want to practice.

## **12. Faktor apa saja yang mempengaruhi kemampuan speaking siswa?**

Based on interview, the teacher stated that the students in busana butik class rarely to practice in English and they do not bring or open dictionary.

### **4.1.1.4 The First Meeting of interview for students**

To know condition in the class the researcher using interview. Second, the researcher interview for students. The researcher interviewed some research subjects. Below is the result of interview.



Picture 4.1.1.9 Interview the students

**1. Bagaimana pendapat kamu tentang pembelajaran Bahasa Inggris?**

Based on the interview, all interviewees stated that the learning process is enjoy make them happy because the teacher give a break joking around time to create good relationship with them. It is important in learning process to make us comfortable.

**2. Apa anda setuju jika pembelajaran berbasis internet diterapkan disekolah?**

Based on the interview, all interviewees stated that they agree with internet learning because all activity they need internet. One of media that using by teacher is Hp. The function of Hp to share the material easy and the teacher can get the information if the student finds difficulties.

**3. Model apakah yang di gunakan Bapak/Ibu guru dalam mengajar Bahasa Inggris?**

Based on the interview, all interviewees stated that the teacher using discussion and question and answer model in learning English process.

**4. Bagaimana suasana pembelajaran di dalam kelas?**

Based on the interview, all interviewees stated that the atmosphere is enjoy but sometimes the afraid if the teacher ask them to speak up.

The teacher always using English if she gives them question. they must answer with English it's made them afraid to doing mistake.

**5. Apakah anda mengalami kesulitan ketika mempelajari Bahasa Inggris?**

Based on the interview, all interviewees stated that they always find difficulties. They do not understand the material because they can understand the meaning. It can be misunderstanding between teacher and students. Furthermore, the teacher uses Bahasa after she explain the material using English.

**6. Apakah anda kesulitan menemukan kosakata dalam berbicara Bahasa Inggris?**

Based on the interview, all interviewees stated that they always find difficulties in vocab English to speak. They shy to speak in English because they not understand well the vocab. the teacher always tell us to bring dictionary.

**7. Apakah anda merasa malu berbicara Bahasa Inggris di depan kelas?**

Based on the interview, all interviewees stated that they not used to talk English. They shy to practice English in the class. When the teacher gives them question in English and they answer with English too. If the teacher not tell them to answer with English they do not practice.

**8. Adakah hal yang membuat anda tertarik untuk mempelajari Bahasa Inggris?**

Based on the interview, all interviewees stated that they interesting to learn English because the teacher always motivate them must can. English is international language the students must be good in English.

**9. Apakah guru Bahasa Inggris selalu memberikan motivasi anda tentang pelajaran Bahasa Inggris?**

Based on the interview, all interviewees stated that the teacher always give them motivation.

**10. Apakah anda tertarik mempelajari Bahasa Inggris ?**

Based on the interview, all interviewees stated that they interest to learn English but they shy to practice in speaking. They don have many vocab English to doing conversation. First, they must create sentence in note and then they can practice.

**4.1.2. The Students response of Using YouTube Video in Teaching Speaking on The Talk About Idol to Tenth Grade Students**

After teaching learning process was implemented in the class, the teacher gave the students a questionnaire of teaching speaking using YouTube video to describe person. Then, the teacher asked the students to

fill the questionnaires by themselves based on the teaching learning process. The result of questionnaires was presented in the table in the table 4.1 and chart.

After teaching learning was done, the researcher gave questionnaire to the student. The questionnaire consist 10 questions and the students answer yes or no. The question classified into three categories, questions number 1, 2, 3 and 4 consist perception on interest learning in English. Questions number 5, 6, 7, 8, and 9 consist perception media of learning English. The last question number 10 consist perception on difficulties of media learning.

Busana Butik class consist 30 students, but when the researcher doing observation there are 5 students was absent. Therefore, the researcher gets twenty five (25) questionnaires to doing research. The researcher distributed questionnaire for the students and explain how to fill it. Firstly they wrote the name and class then they can answer the questions based on themselves.

#### **4.1.2.1 The Result of Questionnaires**

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



The Sum of The Student's Response of one Question

$$\frac{\text{The Number of The students}}{\text{The Number of The students}} \times 100$$

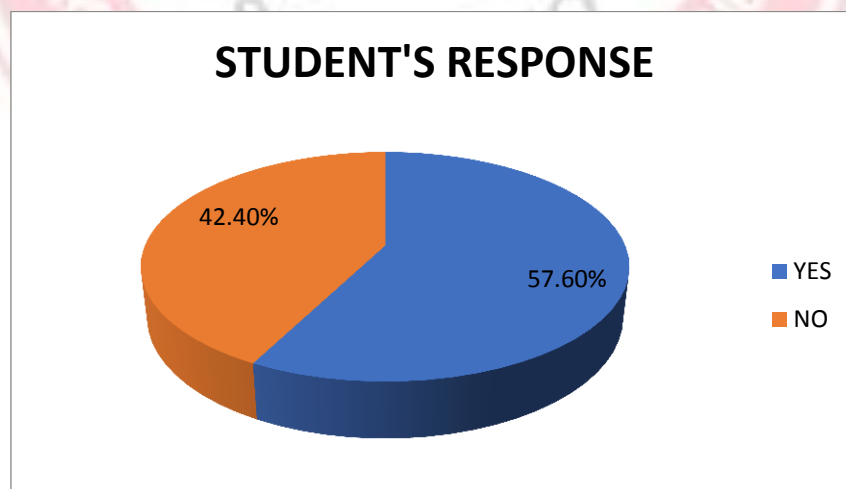
(Arikunto, 2005)

Based on the count percentage of students' responses, the count percentage student's responses YES NO questions in the following formula :

- a. Question number 1-10 students answer YES :  $\frac{144}{250} \times 100\% = 57,6\%$
- b. Question number 1-10 students answer No :  $\frac{106}{250} \times 100\% = 42,4\%$

Percentage recapitulation student's response is converted into a pie chart can be describes in following figure:

**Figure 4.1. Frequency chart of students responses**



## 4.2 Discussion

This part purposed to analyze the finding result. The result of collecting data from observation of teaching learning process, the implementation and students response of teaching speaking using YouTube Video on the talk about idol to tenth grade students of SMKN 1 JABON.

### 4.2.1 Discussion of the Implementation Teaching Speaking Using YouTube Video On The talk about Idol

Based on the result of the field notes observation the researcher found that the process of teaching speaking. The first meeting was as usual, the teacher said good morning and the students answer then the teacher called the students name to check attendance list. The teacher explained descriptive text and the teacher open questions and answer section to know understanding from the students.in learning, these questions can raised by both teachers and students to stimulate their thoughts based on (Yuniarti, 2011) thinking is not driven by answer but by questions to warm up the thoughts. Many students got bored because firstly the teacher doing explanation section and the students don't understand if the Teacher explains descriptive text to them with English. Therefore, the teacher uses combination language to explain descriptive text. When the teacher gave an example about describing idol in YouTube, many students got excited because it was new thing for them. The teacher asked to the students to describe their idol like the example

which has been given by the teacher. Firstly, the teacher asks the students made in the book then they try to speak by record the video. The teacher give task like the example to know student's speaking ability.

The second meeting the teacher collecting the video from the students and show the result speaking ability in English in YouTube by LCD. They looked enjoy and confidence to speak because they did not afraid look stupid in front of their friend. Modern learning media like YouTube are very favored by teenagers due the development of these technologies. Based on (Sanipar, 2013) YouTube is video sharing site that function as means for share videos online. Therefore, the students don't need to be shy to show their ability.

#### **4.2.2 Discussion of Students' Responses**

. Based on the questionnaire for the first questions about interesting in learning English there was fifteen (15) students state that they interesting to learning English and ten (10) students say no in English. Second questions about situation in learning take place, they ever feel bored or no. There were twenty (20) students said yes and five (5) students said no, because English was second language they don't understand in meaning its make them feel bored.

The third question about internet learning could using in their school. There were twenty (20) students choose yes with the questions and five (5) students choose no. Internet learning has modern media that can

use to teenager, so it's make them interesting like using cellphone or pc. The fourth question is about interesting learning using YouTube. There were twenty (20) students said yes and five (5) students said no. Point of fifth question was same about interesting learning using YouTube. There were twenty (20) students said yes and five (5) students said no.

In sixth question was about perception media in learning. They were more interesting used YouTube in process learning. There were twenty one (21) students said yes and four (4) students said no. Question number seven more specific perception about using YouTube can make them easy to speak or no. There were fifteen (15) students said yes and ten (10) students said no.

In question number eight was about perception media in learning using YouTube can make them confident. There were fifteen (15) students said yes and ten (10) students said no. Point of Nine question was same about perception media in learning using YouTube, but this point specific to know the media can make them motivated or not. There are sixteen (16) students said yes and nine (9) students said no.

The last question number ten was about perception difficulties in learning process English. This point explained was there difficulties when they used media YouTube in learning. There were fourteen (14) said yes and eleven (11) said no.