

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents and describes the results of the research. Where the data obtained from observations and instruments to be analyzed and elaborated to answer the problems in research. The first is the result of the application of video in the teaching of writing text procedures for tenth grade students at SMK Wijaya Sukodono. And the second is the students' response to the video in teaching writing procedures to the tenth grade students at SMK Wijaya Sukodono.

#### **4.1 RESEARCH FINDINGS**

First this section explain the findings of observations made by the researcher. The researcher used research instruments including observation check list and questionnaire to take the data. The researchers observed during three meetings due to limited time. First the researcher goes to the class that has been determined and takes part in the class as an observer. Then, the researcher observes all activities carried out by the teacher and students in the teaching and learning process about how the teacher teaches writing the procedural text and the problems found by the teacher and students.

The teacher made teaching process into three activities, the first is opening, after that the main activity, and the last is the closing. In the opening, a teacher starts the class with greetings. Next the second is the main activity, which

is teaching - the learning process in writing procedure texts using video as a medium (pre-writing, writing, and post-writing), and after that students are asked by the teacher to write procedural texts. And then finally closing, a teacher gives a conclusion about the lesson used and asks students to submit their work

#### **4.1.1 Meeting I**

The researcher made the first observation on Saturday, February 8 2020. Subjects taken X Multimedia one class, that conducted of 29 students as the subject of the study At the first meeting there were twenty-five who were at the first meeting. At this first meeting a teacher explained the subject matter about making procedure texts without using video media.

##### **4.1.1.1 Opening Activity**

Before class begins, the teacher starts the class with an opening session, which is greeting. The teacher also greets the students and asks how they are doing and the students enthusiastically respond well to the teacher's greetings. They all responded enthusiastically. That way shows that they are interested in learning English at that time. Then the teacher asks the class president to led the prayer before learning begins, after that the teacher checks the attendance list of students, and the teacher asks students to prepare themselves for learning. Then I as a researcher was introduced by the teacher to the students.

Teacher : Assalamu'alaikum

Students : Waalikumsalam

Teacher : Good morning

Students : Good morning sir, I'am fine thanks. And you ?

Teacher : I'am fine too. Who is absent today?

Students : many sir

Teacher : How many students don;t come today ?

Students : four students sir

Teacher : Wow, so many students don't come. Why they don't come ?

Students : They are not yet an apprentice sir

Teacher : Oh, its oke , today I am not alone but with patner

Students : who is that sir ?

Teacher : These are students from STKIP PGRI Sidoarjo majoring in English education who have a thesis assignment to conserve you and me while learning English.



The activities in this section were always the same greeting in every meeting from the first until the second meeting.

#### 4.1.1.2 Main Activity

In this activity explained during the teaching and learning process in the classroom, the researcher observed how the teacher explained the English lesson material about the procedure text. Then the teacher gives some simple examples of procedure texts, which are about how to make fried rice, what tools and materials are needed and how to process the steps to make it. At this stage the teacher does not use media that are easily understood to students. The teacher gives questions to students. whether we will learn today, from what I gave an example? The response of students is quite good, students answer about the text of the procedure. Then the teacher continues to explain the lesson about the intent, purpose, language features and generic structure.

The teacher continued the learning material, the Teacher reviewed the lesson preview to the students to find out how far students still remembered or not about the procedure text lesson. The teacher again asks students about the procedure text. The response from students cannot give clear and correct answers to the teacher's questions, because students express their opinions simultaneously, so the teacher helps students to give clear and correct answers to these questions. A teacher explains about practicing to write a text procedure is a kind of text that aims to give us



instructions / steps to do something, so that the reader can feel, hear, and see what the writer feels, and see.

Teacher : Hari ini kita akan belajar materi teks prosedur, apakah kalian tau apa itu teks prosedur

Students : prosedur teks adalah sebuah teks yang memberikan kita perintah atau intruksi untuk melakukan sesuatu, apakah betul pak?

Teacher : That's right. Procedure teks is a piece of teks give us intructions for doing something, and the purpose procedure teks is to tell the reader how to do or make something thought a squence of actions or steps.

Students : cara membuat makanan atau minuman pak

Teacher : yes, good. Do you still remember the generic structure of procedure text and how many ?

Students : setahu saya ada tiga pak, but I am forget

Teacher : Okey, that's right. The generic stucture of procedure text is goal, material and steps. Ada yang tau apa yang dimaksud dengan goal material dan steps

Students : Goal untuk memberikan informasi tentang maksud dan tujuan yang akan dibuat, kalau material berisi daftar materi atau bahan-bahan yang akan dibutuhkan, sedangkan steps adalah langkah-langkahnya.

Teacher : That's good, you're corret. Now I will give you example of procedure text.



After that, the teacher continues his explanation of the sections related to the procedure text. The teacher explained that in procedural texts there are three or two components, namely the first is the generic structure of procedure texts and the second is the linguistic features of procedure texts. Then the teacher gives a simple example of the procedure text related to their favorite food, because the teacher wants to know the extent to which students understand the explanation of the teacher students are given the task to write procedure texts about how to make something especially the procedure text in favorite food. This was example of procedure text which was given by the teacher to the students.

### ***How to Simple Fried Rice***

#### ***Ingredients:***

- *1 plate of cooked rice*
- *2 eggs*
- *1 teaspoon of salt*
- *2 medium onions, chopped*
- *1 cloves of garlic, chopped*
- *Chili powder (adjust based on your spicy level)*



- *1 tablespoon of tomato sauce*
- *1 tablespoon of vegetable oil*

*Utensils:*

- *Frying pan*
- *Stove*
- *Spoon*
- *Spatula*
- *Plate*

*Steps of how to cook fried rice:*

1. *Heat a medium frying pan and pour the vegetable oil.*
2. *After it's heated enough, add the garlic, onion, and chili.*
3. *Stir-fry the ingredients until it's tender.*
4. *Add the eggs and scramble it until half cooked.*
5. *Pour the cooked rice, then keep stir for a minute.*
6. *Next, add the seasoning such as the sauce, pepper, and salt, and mix them all with the rice. After it's well cooked, take the fried rice and serve on the plate.*

After the teacher gives an example of the procedure text, the next activity is the teacher instructing the group to practice writing the procedure text. Then the teacher asks students to make something according to their favorite food in terms of the procedure text. Meanwhile, when students work on the assignments of the teacher, the teacher goes around in the classroom to control class activities and discuss with students, to ask about difficulties so that the teacher can help those who have difficulty in making the procedure text. Then, the teacher helps students solve their problems.

#### 4.1.1.3. Closing Activity

Before the teacher closes the class, the teacher gives an evaluation of the material that has been taught, besides the teacher opens the question to students if there are difficulties and are not understood and finally the teacher asks students to submit their work. Finally, the teacher closes the class with an agreed goodbye. From the results of this first observation, students were enthusiastic in doing their jobs well without difficulty. Students can also invite their ideas and experiences to write procedural text.

#### 4.1.2 Meeting II

The second observation was made on February 15, 2020. This is the second observation made by researchers to collect data. At this meeting, there were 28 students in the class who were absent. In this meeting the teacher has prepared procedure learning text material using video media that is equipped with LCD and Projectors.

##### 4.1.2.1. Opening Activity

At this second meeting the teacher does the teaching in the same class as the previous meeting. The teacher enters the class by saying hello and asking their condition. Before the class starts, the teacher asks the class leader to led a prayer before the lesson begins. Besides the teacher greets the students and they respond well to the teacher's greetings. They



all responded enthusiastically. It shows that they were interested in learning English at that time. After the teacher absent students, the teacher asks students to be ready in learning English.

Teacher : Assalum'alaikum Wr.Wb

Students : Waalaikumsalam Wr.Wb

Teacher : Good morning, bagaimana kabarnya hari ini ?

Students : Morning too pak, Baik and you ?

Teacher : I am fine too, Are you ready studying English

Students : Ready sir.

Teacher : Who is absent today,

Students : just one student sir, that is doni

Teacher : Why they don't come

Students : Doni get sick sir

Teacher : Oh, It's oke



#### 4.1.2.2 Main Activity

At this second meeting the teacher always reviews the material at the previous meeting when the teaching and learning process, In

addition the teacher also gives students the opportunity to ask a number of questions related to the material if they find it difficult at the previous meeting. So, before starting the lesson, the teacher reviews the lessons that have been given to students. The teacher asks students about the generic structure, and features of the procedure text language to remind them of the procedure text. The teacher explains once more to make them understand and comprehends, and also the teacher gives some additional explanations because the teacher found some errors in the composition of student writing in the previous meeting.

Teacher : Siapa yang masih ingat tentang teks prosedur

Students : prosedur teks adalah sebuah teks yang memberikan kita perintah atau intruksi untuk melakukan sesuatu, apakah betul pak?

Teacher : That's right. Hari ini kita masih belajar tentang teks prosedur ya tetapi menggunakan video

Students : really sir

Teacher : yes, bapak nanti akan menampilkan video mengenai teks prosedur kemudian kalian tentukan goal material dan stepsnya

Students : yes, sir

Teacher : Now I will give you example of procedure text using video



After that, the teacher prepares and plays the video type procedure text. The teacher shows and shows the video in front of the class, the students are enthusiastic and enthusiastic when the teacher conveys that they will play the video compared to the previous meeting. In the middle of the video the teacher pauses the video and the teacher gives an explanation of the procedure text contained in the video to respond to students' understanding of writing the procedure text on how to make sandwiches from the video. And after the video has been played for 2 meeting then the teacher instructs the students to prepare a piece of paper, write their name and class on it and try to make their own how to make something based on the video that has been watched. To find out their ability to write, during the writing process, the teacher goes

around and always runs in class to help students if they experience difficulties in writing procedure texts, the teacher also gives some key words or difficult words to facilitate students in writing procedure texts.

#### 4.1.2.3. Closing Activity

As usual before closing the class the teacher gives an evaluation and questions and answers to students. The teacher announces to students to complete their work and submit it when they have finished their work. Then the teacher asks students if you feel happy and easy when you learn to write procedure texts using video media, then enthusiastic students answer together yes sir happy. However, from several students, they said that they were interested and it was new for them to learn to use video media. Finally, the teacher closes the class with the agreed goodbye. From the results of these observations. It can be concluded that students are greatly helped by using video media to write procedural texts. They feel that they don't find difficulties, so by using video media, students can get some ideas easily.

#### **4.1.3The Result of students response in teaching writing procedure text**

The questionnaire was used to determine students' responses to the application of the video in writing the procedure text. Researchers distributed questionnaire paper sheets to twenty-nine students. There are ten questions given to students with some YES or No answers and the answers are based on their choices.



The results table of student responses from the questionnaire sheet is as follows:

No	Question	Students		Percentage		Total Student
		Yes	No	Yes	No	
1	Has your teacher used video media before when teaching text procedures?	14	15	48%	52%	29
2	Do you agree to use video media to learn to write text procedures used in class?	25	4	86%	14%	29
3	Does video media help you to be able to provide ideas easily in writing text procedures using English?	27	2	93%	7%	29
4	Does learning to write procedure texts using video media appeal to you?	26	3	90%	10%	29
5	Can you understand the video using the procedure text?	25	4	86%	14%	29
6	Can you use the video to understand the generic structure and language features of the procedure text?	26	3	90%	10%	29
7	Is it difficult to use video to understand the idea of writing a text procedure?	2	27	7%	93%	29
8	Can you remember the steps in writing a text using a video?	22	7	76%	24%	29
9	Does the duration of the video text procedure used to make you bored?	15	14	52%	48%	29

10	Have you experienced any improvement or progress in writing after using video media?	29	0	100%	0%	29
----	--	----	---	------	----	----

From the table above the researcher describe as follows :

**Question number 1**

The students to the questionnaire number one. The was 52% of students answered that the teacher had never used video media in learning text procedures, while 48% of students answered that the teacher had used video media in teaching text procedures.

**Question number 2**

The students' response to the questionnaire number two, where 86% of students confirmed agreeing to use video media to learn to write procedure texts used in class, while 14% of students said that using videos to learn to write procedure texts used in class .

**Question number 3**

The students response to the questionnaire number 3 where 93% of students are helped to provide ideas easily in writing procedure texts in English lessons and 70% of students have not yet been helped in giving ideas easily in writing procedure texts in English.

#### **Question number 4**

The students response to the questionnaire number 4 where 90% of students are interested when learning to write procedure texts using video media, while 10% of students are not yet interested in writing procedure texts using video media.

#### **Question number 5**

The students response to the questionnaire number 5, where 86% of students understand the procedure text material using video media and 14% of students have difficulty understanding procedure text material using video media because this media is new to him.

#### **Question number 6**

The students response to the questionnaire number 6 where 90% of students understand the generic structure and language features of procedure texts because they use video media, whereas 10% of students do not understand the generic structure and language features of procedure texts when using video.

#### **Question number 7**

The students response to the questionnaire number 7 where 93% of students had no difficulty understanding the idea of writing procedure texts while 7% of students had difficulty understanding the idea of writing procedure texts.

### **Question number 8**

The students response to the questionnaire number 8 where 79% using video media students had no difficulty understanding the idea of writing procedure texts, while using video media students had a little difficulty understanding the idea of writing procedure texts.

### **Question number 9**

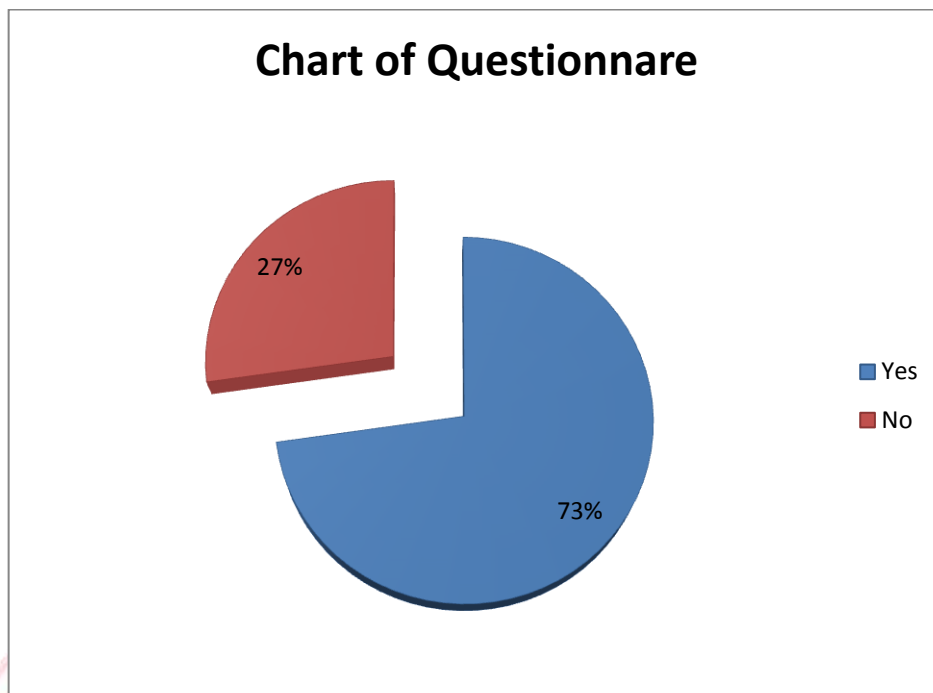
The students response to the questionnaire number 9 where 42% of students are not bored of the duration of the procedure text video being played, while 52% of students feel bored of the duration of the procedure text video being played, because the video is too long to bore them.

### **Question number 10**

The students' response to the questionnaire number 10 was 100% of the students of SMK Wijaya Sukodono, the grade 10 multimedia experienced an improvement and progress in writing the procedure text after using video media.

### **Chart of the students responses result of the questionnaire**





Based on the results of the questionnaire on the chart diagram, which consisted of 27% of students answering NO and 73% of students answering YES. So, it can be concluded that most of the 10th grade students of SMK Wijaya Sukodono agree with learning by using video. The students enjoy when using video in learning text writing procedures.

#### **4.2 DISCUSSION**

In this discussion explained based on observations, researchers during three meetings can conclude that video media can be implemented successfully and is useful for stimulating ideas to write procedure texts to students. When the video is implemented, the students are enthusiastic to give a response on the topic of the video, and it is explained that the video can help students be motivated and

interested in teaching writing procedural texts because with the video it is interesting, easily prepared, and easily organized.

As stated by Hammer (2001:02), one of the techniques to teach writing is by using video. Video allows contextual clue and meaning to be offered because video shows the partial applications, the body movements of speaker and meanings that are presented visually. It mean that video can create links between the materials being learned and the practical applications. Besides, video help students in getting ideas in writing (Hammer,2007:144)

In the video media, there is a conformity in the teaching of writing procedures in the level of vocational school. Because writing is one of the difficult jobs for students and many students make progress to express their ideas in written form when the teacher implements the video as a learning medium. And in conclusion the video can help tenth grade students of SMK Wijaya Sukodono to express their ideas and also help them in writing procedure texts.

And Based on the results of the questionnaire students' responses to learning media using video from the majority of students interested in the use of video media in teaching text writing procedures. Can be summarized and seen are 73% who like video media because they understand more and get more ideas from video, and while the remaining 27% of them do not like using video media because they are too long because the video duration is too long to make them bored and do not understand. From this it follows that video media not only

motivates students to write procedural texts, but videos also help them to get reality after watching the video.

According to Cheppy (2008:8-9) the result of video learning can give motivation and its effectiveness. It has a goal to make the students enjoy and enable them to write procedure text, because they have been watching the video. The students can give instruction the materials, and the steps what they look at as well as active their knowledge after watching the video.

