

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter presents the result and discussion of research. The data collected from the observation and interview which are discussed based on the theory and concept from the previous chapter. This chapter is presented based on the research focus stated in the first chapter.

A. Result of Research

In the result of research, the researcher described about The Use of Online Media in Teaching Recount Text to the Ninth Grade of MTs. Shofyanul Abshor At Taman Sareh Village Sampang. The teacher uses Whatshap media aims to ease a students to write paragraph in recount text material, in this case, the researcher did an observations by entering directly to the whatshap group class to know how the teacher implements on the use of whatsapp media in teaching recount text prior the teaching and learning process begun.

1. The online media provide by the teacher in teaching recount text

Based on the research focus that researcher wanted is that to know what kind of online media that is used by the English teacher at MTs. Shofyanul Abshor, so in this the answer from the

teacher based on the interview : “The media that is used that only whatsapp group”¹.

From the answer above, it can be known that the online media that is used by the English teacher is only whatsapp. That application is very helpful in supporting the teaching and learning process moreover in this pandemic of Corona Virus needs a media that is able to decrease the spread of corona virus. So the system of education provides some online media and one of them is whatsapp application.

2. The teacher consideration in simplifying to teach recount text material

Here is a result of interview to the English teacher of MTs. Shofyanul Abshor in the use of WhatsApp application in teaching recount text to the ninth grade of Mts. Shofyanul Abhor, based on the interview results, so here are:

a) Teacher gives icebreaking to the students to remember their past experience

The reason above comes from the English teacher as here:

“The media that is used that only whatsapp group. And then one of my way in simplifying the material about recount text that is by giving such as icebreaking or warming up by asking about their past experience than I ask the student who is brave to retell what was experience by them”.²

¹ Shofiyah Rahman, the English teacher in writing subject of the ninth grade of Mts. Shofyanul Abshor (indirect interview via WhatsApp on Tuesday 15th March 2022)

² Shofiyah Rahman, the English teacher in writing subject of the ninth grade of Mts. Shofyanul Abshor (indirect interview via WhatsApp on Tuesday 15th March 2022)

From the answer above according to the question in the interview guideline. It can be concluded that the English teacher of MTs. Shofyanul Abshor did an icebreaking to the students before giving the all explanation about recount text such as by giving a question that the students have a past experience or not like that, then when they have afterwards the teacher asks the students to retell their story. Then, the English teacher informs that what the students has done just now is a half explanation about the material that will be explained by the teacher.

b) Teacher asks the students to write an example about their past experience

Also the English teacher here confirms again that:

“Need to emphasized again that I don’t only commend one of student to retell their story but I also give some explanation about recount text from the divination types and how to make it for example I inform them that recount text must use simple past about all it’s al about tenses that are used in the past and then after that I ask their comprehension to what I have explained to them to make sure that they have understood about the material. So after all, then I commend them to write an example about their history or their past experience by using the procedure of recount text³.”

Absolutely, if the material about writing so it must be there such a practice to make or write an example. But here, based on the reason above, the English teacher does not only commend

³ Shofiyah Rahman, the English teacher in writing subject of the ninth grade of Mts. Shofyanul Abshor (indirect interview via Whatsaap on Tuesday 15th March 2022)

them to retell but also ask them to write what was on their mind formed in the written. In case, this can be reached into the point of this material that is writing zone.

The researcher observed all the activities carried out by the teacher and the students' activities in the teaching and learning process of writing about how the teacher taught writing and the problems found by the teacher and students. The teacher made the teaching process into three activities, the first is opening, core activity, and closing. In the opening, the teacher starts the lesson by greeting the students. And the second is the main activity, namely teaching and learning the process of writing recount text using whatsapp group, and after that the teacher gives examples in the whatsapp group and asks students to write experience texts. And the last is closing, it's time for the teacher to conclude the lesson and ask students to submit their work

a) The research result of observation

1. The first observation

The researcher made the first observation on March 07, 2022. The teacher chose a class, which was carried out by 24 students as a learning subject. At that time, twenty-three students were present at the first meeting. In this meeting, the teacher explains the lesson about recount text by using WhatsApp group.

When 7-30 o'clock rang, the teacher enters the whatsapp group class. He is still preparing material for the next class⁴. Before the class starts, the teacher starts the class with an opening session, namely greetings. The teacher greets the students and they give a good response to the teacher's greeting. Everyone answered enthusiastically. This shows that they were interested in learning English at that time. After the teacher checks the attendance list of students in the whatsapp group, the teacher asks students to prepare for the lesson⁵.

Teacher: Assalamu'alaikum Wr. Wb.

Student: Wa'alaikumsalam Wr. Wb.

Teacher: Good morning students! How is life?

Student: Good morning, sir. I'm ok, and you?

Teacher: I am well thank you. Who is not present today?

Student: Abd rosid and Alfiah, Sir.

Teacher: Only Abd Rosid and Alfiah?

Student: Yes sir.

Teacher: Why did not they come?

Student: Abd Rosid is sick, but Alfiah did not give information, sir.

Teacher: Okay, no matter.

⁴ The first observation was on Monday, 07th March 2022. It was started from 07:30 until 09:00

⁵ See appendix III

The activities in this section are always the same greeting in every first meeting until the second meeting. The teacher explained to the students why the researcher joined the class, “OK, he. Will be watching you study, so he will join our class today.” Some of the students were greeted by the researcher because they already knew the researcher in the administrative staff room at their school. After introducing the researcher, the teacher asked the class leader to lead the prayer together.

a. The main activity

The researcher observed how the teacher explained the lesson about recount text in the teaching and learning process but the teacher did not use the media to make it easy to understand. The teacher gave some questions about Meeting My idol as a brand storm to the students with the idea of an Experience Text. List of questions:

- 1) Have you met your idol?
- 2) Where did you meet him?
- 3) What do you do when you meet him?
- 4) What happened after that?

The teacher begins to explain what they will learn that day. The teacher does not say in advance what topics they will study. The students were given several questions for stimulus about the experience of meeting idols. Students answer questions in simple sentences. When the teacher asks, “Have you ever met your idol?” they answered yes, but there were students who answered no. When the teacher asks, “Where did you meet your idol?” there are different

responses. They meet idols at concerts, restaurants, or other places. The teacher also asked, "What do you do when you meet your idol?" students answered with different responses. Some took pictures with their idols, shook hands with them, only watched them from a distance, and others responded. After asking the question as a stimulus, "So, what are we going to learn?" today?" The students gave a good response, they answered the recount text.

And the teacher continues to explain the lesson about the intent, purpose, language features and generic structure. After that, the teacher continued to explain the part related to the recount text. The teacher explains that there are two components of recount text, they are generic structure and language features. The teacher said that the generic structure of recount text consists of goals, orientations, events and reorientations. And the teacher explains, the goal is to show the goal. Orientation is character recognition. Events are a chronological order to tell what happened and reorientation is a conclusion from experience. Next, the teacher explains about the language features of recount text, they use nouns and pronouns, use action verbs, use the past tense, use conjunctions and conjunctions of time, use adverbs and adverbial phrases, use adjectives.

After explaining the general structure and linguistic features, the teacher gives a simple example of recount text related to the theme 'Meeting My Idol' and discusses it. The teacher gives an example as below:



b. Closing

At the end of the first meeting, the teacher asked the students the difficulties. There were no questions from students about today's lesson. Before the teacher ends the lesson, the teacher asks the students to submit their work. Finally, the teacher ended the lesson by saying goodbye.

2. Second observation

The second observation was made on March 14, 2022. This was the last observation made by the researcher to collect data.

a. Opening

At 7-00, the teacher conducts the same class as the previous meeting. The teacher enters the classroom and greets students, asks their condition and

checks their attendance⁶. The teacher opens a whatsapp group. To make sure all students have joined and are ready for the whatsapp group, the teacher can make a first post to introduce each student himself before starting the class.

After that the teacher gives a list of questions⁷,

- 1) What did you do last holiday?
- 2) Where did you go?
- 3) Who did you go with?
- 4) How do you go there?
- 5) What was the first thing you did?
- 6) What happened after that?
- 7) Why did it happen?
- 8) How long is your vacation?
- 9) How did your vacation end?.



⁶ The first observation was on Monday, 14th March 2022. It was started from 07:30 until 09:00

⁷ See appendix III

The teacher helps students organize their answers then the teacher tells that they will learn about recount text with the theme of Holiday.

Teacher: Okay I want to ask, what did you do on the last vacation?

Student 1: Fishing, sir.

Student 2: Swimming, sir.

Student 3: Sleep, sir.

Teacher : Yes, some go swimming, some go fishing, some go for walks, bike rides, sleep, and it's better when you are on your holiday, you still remember to open your book.

Student : Yes sir.

Teacher: Okay, next question, where are you going?

Student 1: To the beach

Student 2: Mountain, sir.

Student 3: Only at home, sir

Teacher : Good! You can go anywhere on vacation if it has a positive impact on you, okay?

Student: Okay, sir.

Teacher: Next, who did you go with?

Student 1: Same with friends, sir.

Student 2: With my family.

Student 3: Same with your boyfriend, sir.

Teacher: With your girlfriend? Do you have?

Student 3: Sir's boyfriend.

Student: (they laugh together)

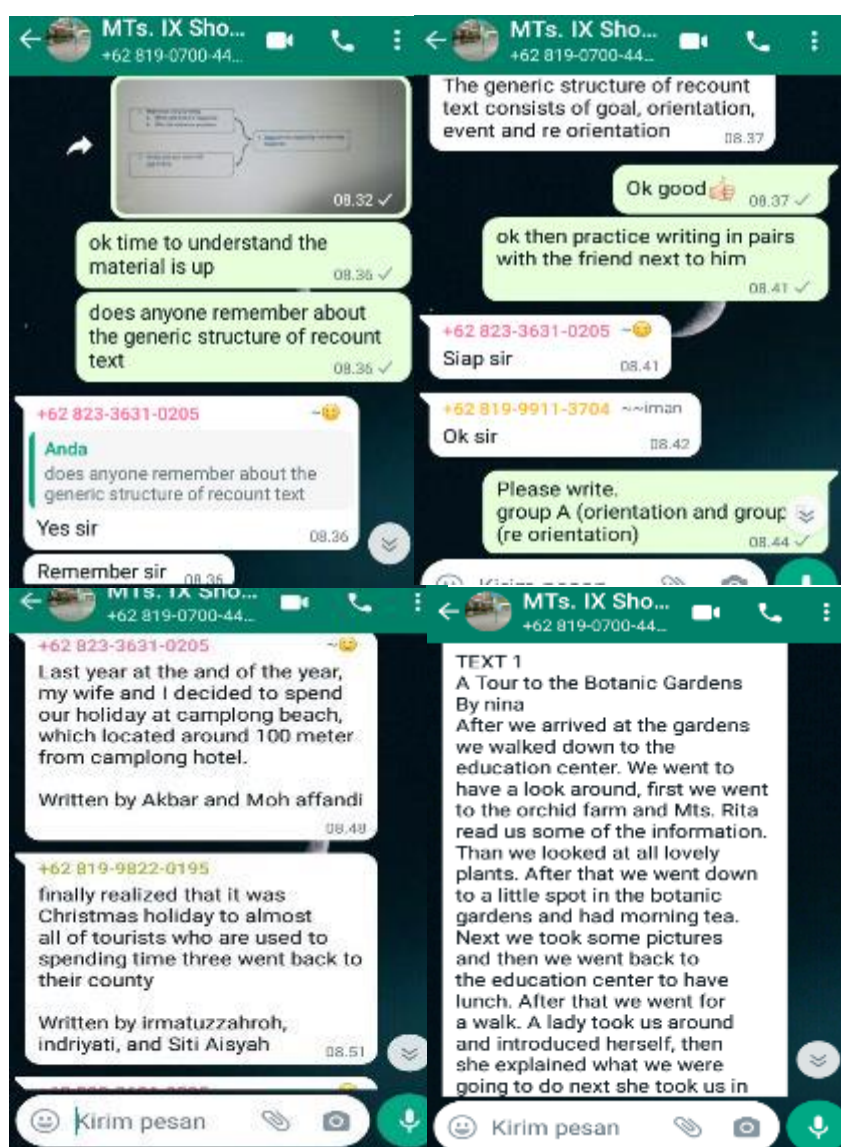
The teacher keeps asking the students and each student has a different answer. The teacher reviews the material and provides opportunities for students to ask some questions related to the material if they feel they are having difficulties. So, before starting the lesson, the teacher reviews the lessons that have been given to students. The teacher gives an example of a recount text by posting the text on the whatsapp group wall.

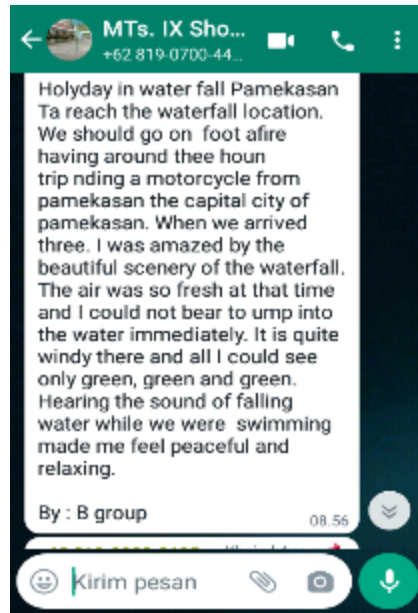
The teacher asked about social function, generic structure, and language features of recount text to remind them about recount text. Most of them opened their books to answer the teacher's questions, some of them were able to answer them. The teacher explains once again in order to make them

understand well by showing the recount text diagram and changing the present verb into past tense, and also the teacher gives some additional explanations.

The next step is to practice writing in pairs. First, the class is divided into two groups: group A and group B. The students in each group work in pairs with the friend next to them. The teacher posted several events and asked each pair in group A to write an orientation and each pair in group B to write a reorientation text (2 or 3 sentences).

Here are some events that have been posted by the teacher.





After the teacher posted the event, the group A pair posted the orientation, and the group B pair posted the reorientation using a whatsapp account, one of which mentioned the two names. Couples in group A who have finished with orientation should check group B's posts. The teacher asks them to comment on the reorientations written



by the pairs in group B. Similarly, group B comments on orientations written by group A. The teacher selects several posts for discussion. It's 15 minutes.

b. Closing

The teacher checks if all the students have posted their text. Commenting and editing is completed later after class. The teacher tells students that the final writing will be graded. So it should have been edited in two days. Then, the teacher asked whether the students had problems in writing the recount text and discussed it until the class was over. Before the teacher ended the lesson, the teacher asked, "Do you find it easier to write recounts in this class?" then they answered together "yes sir!". When the teacher asked the reason, the teacher got various answers from the students. However, most of them said that it was interesting and new thing for them. It can help them to stimulate their ideas to write in an easy way.

From these observations it can be concluded that students are greatly helped by using whatsapp groups when writing. They feel that they can solve their mistakes through friends' comments, even some students make grammatical mistakes. By using whatsapp group, they can get some ideas and information. Thus, writing becomes easier.

b) Result of Interview

In the use of online media in teaching recount text to the ninth grade of Mts. Shofyanul Abshor, the teacher did not only attend to the successfulness of the media that is provided in the online class but also in considering the

simplifying of teaching recount text material. In identifying this research focus, the researcher used one of the techniques of collecting data namely interview beside observation. The researcher did interview only to the English teacher of MTs. Shofyanul Abshor, in order to know about how the teacher considers to simplifying the teaching recount text. Here are the result of the interview :

1. The Online Media used by the English teacher of MTs. Shofyanul Abshor.

Based on the research focus that researcher wanted is that to know what kind of online media that is used by the English teacher at MTs. Shofyanul Abshor, so in this below is the answer from the teacher based on the interview :

“The media that is used that only whatsapp group”⁸.

From the answer above, it can be known that the online media that is used by the English teacher is only whatsapp. That application is very helpful in supporting the teaching and learning process moreover in this pandemic of Corona Virus needs a media that is able to decrease the spread of corona virus. So the system of education provides some online media and one of them is whatsapp application.

⁸ Shofyan Rahman, the English teacher in writing subject of the ninth grade of MTs. Shofyanul Abshor (indirect interview via Whatsaapp on Tuesday 15th March 2022)

2. The way teacher considers to simplify the teaching recount text by using WhatsApp group.

Here is a result of interview to the English teacher of MTs. Shofyanul Abshor in the use of WhatsApp application in teaching recount text to the ninth grade of MTs. Shofyanul Abhor, based on the interview results, so here are:

a) Teacher gives icebreaking to the students to remember their past experience

The reason above comes from the English teacher as here:

“The media there are use is that only whatsApp group. And then one of my way in simplifying the material about recount text that is by giving such as icebreaking or warming up by asking about their past experience than I ask the student who is brave to retell what was experience by them”.⁹

From the answer above according to the question in the interview guideline. It can be concluded that the English teacher of MTs. Shofyanul Abshor did an icebreaking to the students before giving the all explanation about recount text such as by giving a question that the students have a past experience or not like that, then when they have afterwards the teacher asks the students to retell their story. Then, the English teacher informs that what the students has done just now is a half explanation about the material that will be explained by the teacher.

⁹ Shofyan Rahman, the English teacher in writing subject of the ninth grade of Mts. Shofyanul Abshor (indirect interview via Whatsaapp on Tuesday 15th March 2022)

b) Teacher asks the students to write an example about their past experience

Also the English teacher here confirms again that:

“Need to emphasized again that I don’t only commend one of student to retell their story but I also give some explanation about recount text from the divination types and how to make it for example I inform them that recount text must use simple past about all it’s al about tenses that are used in the past and then after that I ask their comprehension to what I have explained to them to make sure that they have understood about the material. So after all, then I commend them to write an example about their history or their past experience by using the procedure of recount text¹⁰.”

Absolutely, if the material about writing so it must be there such a practice to make or write an example. But here, based on the reason above, the English teacher does not only commend them to retell but also ask them to write what was on their mind formed in the written. In case, this can be reached into the point of this material that is writing zone.

B. Discussion of Research

In this section, the researcher would like to present about the use of online media in teaching recount text to the ninth grade of MTs. Shofyanul Abshor at Taman Sareh village Sampang. The English teacher of MTs. Shofyanul Abshor used an online media namely whatsapp application. it is one of application that is very well known and always used as media in supporting teaching and learning process during the pandemic of Corona Virus 2019. According to the result of interview, the duration of the teaching and learning process is 100 minutes. For the first the teacher used 10 minutes for the

¹⁰ Shofiyah Rahman, the English teacher in writing subject of the ninth grade of Mts. Shofyanul Abshor (indirect interview via WhatsApp on Tuesday 15th March 2022)

preparation, and then 80 minutes for the main activity and 10 minutes for the post teaching or the closing activity.

The perfectness and helpfulness of teaching and learning process are based on the positive response from the students in creating a positive atmosphere in the class. The use of online media in teaching recount text to the ninth grade of MTs. Shofyanul Abshor is one of a good strategy in setting a good comprehension about recount text and it is supported by the technique used by the English teacher in simplifying the teaching and learning process which is implemented by using Whatsapp Application as online media used by the English teacher of MTs. Shofyanul Abshor at Taman Sareh Village Sampang.

1. The Use of Whatsapp as an online media used by the English Teacher of MTs. Shofyanul Abshor in teaching Recount Text to the ninth grade at Taman Sareh Village Sampang

Based on the observation guideline used by the researcher, there were two meetings that researcher observed done in the online class by using WhatsApp application. WhatsApp is one of the applications in the smartphone that its function is to communicate more easily, because in it has many features that is, text, voice, video call, calling, sending pictures, sending location, send documents, send contacts, and also can create groups for an association, for example one class and teacher, so in the group we can discuss about the lesson, and also to send or to collect the task from

teacher¹¹. In this research, there were two meeting which were done successfully because the English teacher using this application very well with a good time management.

In using WhatsApp, the first the teacher does the preparation such as saying salam to the WhatsApp Group, greeting students and asking the students condition and then the teacher leads the pray. Afterwards, the teacher shares the material about idol at first meeting the researcher observed, but before the teacher shares the material, he gave warming up about the material that would be given by teacher such as asking “Have you met your idol?” and then some said yes and also some said no afterwards then when the students said yes, the teacher asked him/her to tell why she/he likes his/her idol. Afterwards, the teacher informs that the material that would be learned at that day is about Recount Text, and then the teacher asks the students to read the material given.

After the students reading the material, then the teacher explained about the lesson about the intent, purpose, language features and generic structure. After that, the teacher continued to explain the part related to the recount text and guide them into the deep comprehension about the material in that time. Also, the teacher explained that there are two components of recount text, they are generic structure and language features. The teacher said that the generic structure of recount text consists of goals, orientations, events and reorientations. And the teacher explains, the goal is to show the goal. Orientation is character recognition. Events are a chronological order

¹¹ Nining Indah P, *The Use of Whatsapp Application to Teach Writing Recount Text*, (STKIP PGRI Sidoarjo),

to tell what happened and reorientation is a conclusion from experience. Next, the teacher explains about the language features of recount text, they use nouns and pronouns, use action verbs, use the past tense, use conjunctions and conjunctions of time, use adverbs and adverbial phrases, use adjectives. After explaining the general structure and linguistic features, the teacher gives a simple example of recount text related to the theme 'Meeting My Idol' and discusses it. Hence, the teacher asked them to make an example about Recount Text to measure how far that the students understand. It was very effective teaching and learning process done by the English teacher and also because the English teacher was helped by the use of WhatsApp application its self, where it can provide some features in improving language skills such as based on the application's excess and one of the excess is for students with a higher education level, live comments activities can be carried out. The teacher gives a statement, argument or a case that is currently a hot and happening topic. Then students are divided into agree and disagree groups then they are asked to provide comments according to the group division on the topic presented by the teacher¹².

Therefore, in the end of explanation from the English teacher of MTs. Shofyanul Abshor, he asked the students difficulties and at that time there were no question from the students so it means that all students have understood the material given by the English teacher and after that the

¹² Eka Wulandari, *Whatsapp Group Sebagai Media Pembelajaran Bahasa Inggris Daring Di Masa Pandemi: Sebuah Kajian Teori*, (Jl. Besar Ijen NO.77C Malang: 2020), 182

teacher asked the students to submit their work. So finally the English teacher ended the class by using salam¹³.

2. The way teacher considers to simplify the teaching recount text by using WhatsApp group.

During the observation and also the interview to the English teacher of MTs. Shofyanul Abshor. The researcher can conclude that the students that consists of twenty four students MTs. Shofyanul Abshor. It can be known when the teacher gives some questions like asking their idol and experience so then they feel so curious with theme that would be taught by the English teacher at that time so finally they could guess what kind of material that would be delivered, afterward the English teacher informs the material and give a deep explanation about it so it means that activity form of stimulus to the students or it can be called as icebreaking or warming up before delivering the material. According to Asiani Dumanauw said that another strategy that is considered possible to improve writing skills through the WhatsApp application is a describing process and this activity is very suitable to learn to write procedural texts. Students choose an activity process that they know well and are adapted to the topic and purpose.¹⁴

Based on the result of study, the simple way in teaching recount text by using online media especially Whattsap application, they are:

¹³ See Appendix iii

¹⁴ Asiani Dumanauw, Y. *The Use Of Whatsapp Application To Teach Writing Of Recount Text*, (English Education Study Program of Teacher Training and Education Faculty Tanjungpura University, Pontianak 2018), 02

a) Teacher gives icebreaking to the students to remember their past experience.

The reason above comes from the English teacher as here:

“The media there are use is that only whatsApp group. And then one of my way in simplifying the material about recount text that is by giving such as icebreaking or warming up by asking about their past experience than I ask the student who is brave to retell what was experience by them”.¹⁵

Firstly, from the answer above according to the question in the interview guideline. It can be shown by its conclusion that the English teacher of MTs. Shofyanul Abshor did an icebreaking to the students before giving the all explanation about recount text such as by giving a question that the students have a past experience or not like that, then when they have afterwards the teacher asks the students to retell their story. Then, the English teacher informs that what the students has done just now is a half explanation about the material that will be explained by the teacher.

b) Teacher asks the students to write an example about their past experience

Secondly, the English teacher here confirms again that:

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¹⁵ Shofiyah Rahman, the English teacher in writing subject of the ninth grade of Mts. Shofyanul Abshor (indirect interview via Whatsaapp on Tuesday 15th March 2022)

used in the past and then after that I ask their comprehension to what I have explained to them to make sure that they have understood about the material. So after all, then I commend them to write an example about their history or their past experience by using the procedure of recount text¹⁶.”

Of course, as if the material about writing so it must be there such a practice to make or write an example. But here, according to the reason above, the English teacher does not only commend them to retell but also ask them to write what was on their mind formed in the written. In case, this can be reached into the point of this material that is writing
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¹⁶ Shofiyah Rahman, the English teacher in writing subject of the ninth grade of Mts. Shofyanul Abshor (indirect interview via WhatsApp on Tuesday 15th March 2022)