

CHAPTER IV

RESULT OF RESEARCH AND DISCUSSION

In this chapter, the researcher provides result of research conducted on 10th grade of SMAN 1 Galis. It is described based on research focuses having been mentioned in the previous chapter.

A. Result of Research

In this section, the researcher provides the data being collected through observation and interview. It is about how the teacher uses youtube in writing descriptive text, the students' responses in using this media during teaching learning process, as well as its advantages for students at 10th grade of SMAN 1 Galis.

1. How does the teacher use youtube in writing descriptive text at the 10th graders of SMAN 1 Galis?

a. Result of Observation

The researcher made observation first time on Wednesday, November 10th 2021 started at 12:00 p.m to 1:00 p.m. It was conducted at a classroom of 10th graders of SMAN 1 Galis.



Figure 4.1 Teacher asked students to read descriptive text

The first, the teacher did not teach and give the students lesson directly, but the teacher made some preparations that involved the students as like asking them to pray together and let one of them led it. It is also deals with asking about their readiness to learn since it could help them to prepare themselves well in teaching learning process. Not only that, the teacher also checked the students' attendance to know those coming to the class and those who did not. The teacher asked them to raise their hands when their name got mentioned as sign that they were present. When it got finished, he gave them warming up. Since the material is about descriptive text, the teacher asked them to give explanation about this kind of text based on their understanding. They could use their own words. Some students raised their hands to answer it. One of them said "*descriptive text is a text that describes something in detail*". The teacher really appreciated them by responding them well event though they had different answers. The teacher considered that there is no problem with giving answer differently, even it shows that the students have various of thinking and it is good. Giving warming up during learning process is really good since it could help the students to remember something gotten in previous time.

After having done with warming up, the teacher started to give the students material dealing with the definition of descriptive

text that it is a kind of text describing about an object which can include place, thing and people. Then, he gave explanation that this text has purpose to describe place, thing and people in detail. After that, he explained about its generic structure that contains of identification (introduction of an object would be described) and description (description of an object). After giving explanation about this material, the teacher gave chance to the students to ask about something that they did not understand. Since there was no one giving questions, the teacher continued to teach. The teacher gave an example about descriptive text using youtube as the media. It was about “My Cat”.

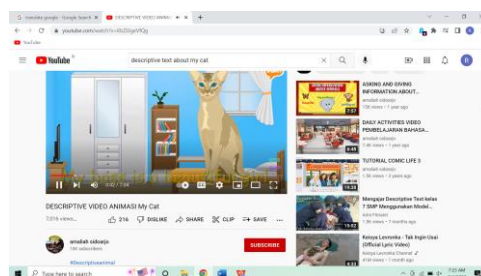


Figure 4.2 References that students visit on youtube

But, the teacher gives students the freedom to choose a channel on YouTube as their reference in writing descriptive text. There are many references that students can visit, one of which is the English Zoo channel and the Amaliah Sidoarjo channel. In one of the content they explain how to describe something, for example about Cats. This content is very effective for students' understanding.

Here, the students were free to use both their smartphone and laptop. 1 smartphone or 1 laptop was used by 2-3 students to relieve burden for those who could not bring or have the tools. The teacher had informed them to bring it in previous time. The teacher checked the tools they used, including Wi-Fi to make them connected while watching Youtube. The teacher also made sure that the students had been ready. Moreover, he asked them not to be noisy while watching video. When it had done, he guided them to open a video provided on youtube choose by him. The teacher reminded them to watch it at low volume to make others get concentration. The duration of the video was about 10 minutes. The teacher gave them time to watch it for about 15 minutes. Therefore, they had chance to watch it longer. After watching related video, the teacher tried to give more explanation about how to describe an animal found there. It was about a cat. The Teacher rewriting the simple example provided on Youtube which had been watched by the students. Using this example, he gave mark which sentence that belong to identification and description. The teacher affirmed that identification involved the introduction of the object described as like its name. The teacher also mentioned that in description, the students would try to write the characteristics of the object as like its physical appearance, etc. The teacher wrote in on a whiteboard to make the students easy to make note and understood it.

The teacher gave the second opportunity to the students to give the teacher questions about his explanation that they did not get yet. One of them asked, “*apakah menceritakan diri sendiri juga termasuk descriptive text?*”. The teacher answered that it depended on its context. If it involved the characteristics of descriptive text, it belong to this kind of text.

Teacher and students got together to review descriptive text as what they learned at the time. It means that the teacher hoped them to be active. Because of that, he asked the students about their opinion dealing with descriptive text as what the teacher had done in previous time before the teacher started giving material. Not only to make them remember about what they have got, this also has purpose to know whether they have understood it or not. Some students raised their hands and gave their answer. The teacher was satisfied because they could answer it well and confidently.

After giving material, the teacher gave instruction to the students to prepare the next material in the next meeting and brought the tools they needed. It was done after he made sure that the students had understood his explanation and no more questions. After that, the teacher ended the class by asking one of students to lead the pray. It was the ending of the first observation.

The researcher came back to make the second observation on Wednesday, 17th November 2021. Before giving material, some

preparations were done by the teacher as like what the teacher had done in the previous meeting. The teacher asked the students to pray before the class was started, the teacher asked whether they got ready to learn or not, as well as checked their attendance. When it had done, the teacher tried to start giving material. It was started with giving review about the material related to descriptive text. The teacher made them involved and got active. It was done to know how far they remember teacher explanation in previous week. The students were enthusiastic to follow him and they participated well. As like the previous meeting, the teacher made them free to ask about something that they still did not understand. Understanding it could make them easy when they got task. Knowing that there were no questions, the teacher considered that they had got the point. Therefore, teacher gave them a task to make descriptive text by which they could choose an object by themselves provided on video that they would watch. First, they were guided to open a video on Youtube entitled "Snow White and 7 Dwarfs" with short duration. They were asked to watch it and chose a character as object would be described in their writing. After choosing it, they could start describing and writing it on their paper. They also should remark the part that included to identification and description so the teacher could check it easily. The time was over when the students did not finish their work. Because of that, the teacher asked them to finish it

at home and they could submit it in the next meeting. Before making the class ended, the teacher asked one of them to lead the pray before they went home. They left the class at 01.00 p.m, and prepare themselves to go home since English is the last subject for students at 10th grade of SMAN 1 Galis.

b. Result of Interview

1. How does the teacher use youtube in writing descriptive text at the 10th graders of SMAN 1 Galis?

The researcher made interview with English teacher at 10th grade of SMAN 1 Galis named Mr. Fajar. The interview is about the way he used youtube in writing descriptive text for this class. Here the interview:

Researcher : “Sir, how do you use youtube in writing descriptive text?”

The Teacher : “First, I ask my students to bring laptop or smartphone as tools to watch youtube. They can get internet connection using WiFi provided by school. In watching it, they make a group by which it consists of 2-3 students. It was done to avoid the trouble of the internet connection and to make the students easy when some of them can’t bring or do not have smartphone or laptop. I have provided a funny video which can be accessed in youtube so they just need to watch it. Surely, it is not only funny, but also appropriate for them. I give them some minutes to watch it. When they have done watching, I explain more how to describe a cat on the video. In the next meeting, I ask them to watch different video that I have provided. Then, I ask them to choose one of characters to be described by themselves. I do it to know whether my students get the point I have explained or not.”

Researcher : “What are the constraint you found while using youtube as media in writing descriptive text?”

The teacher : “I need to supervise them well because I worry that they do not watch video I have been provided, but they watch the other video. Moreover, we need longer time to finish it.”

From the interview that did by the researcher with teacher, the teacher of English made some preparations before the teacher gave material, especially before the teacher guided his students to use youtube as part of teaching learning process. It is really important since it could make the students more ready to learn and the teaching learning runs well.

2. What are the students’ responses by using youtube in writing descriptive text at the 10th graders of SMAN 1 Galis?

Based on observation and interview made by the researcher, it is found that the use of youtube in writing descriptive text made the students at 10th grade got different condition. The researcher found that they enjoy the teaching learning process more than using no media. Here below are interview with students:

a) Interview with student (Anton Alivia Mulyansyah)

Researcher : “*Bagaimana tanggapanmu mengenai penggunaan youtube dalam pembelajaran teks deskriptif?*”

Anton : “*Saya senang menggunakan youtube dalam pembelajaran ini karena menarik. Jadi, saya mudah untuk berkonsentrasi*”.

Based on researcher’s interview with the student, the use of youtube could be interesting since it provides colorful picture. It could make the students interested in learning. They would be also easier to get concentration.

b) Interview with student (Laraswati Ayu Agustini)

Researcher: *“Bagaimana tanggapanmu mengenai penggunaan youtube dalam pembelajaran teks deskriptif?”*

Laras : *“Dengan menggunakan Youtube, saya bisa melihat gambaran objek secara langsung seperti dalam video yang sudah bapak berikan”.*

From interview the research with student, youtube provides video which makes the students get visualization about an object in detail. Surely, it helps them to make and write description about it. They do not need to imagine it in long time.

c) Interview with student (Maisya Nuvita Lestari)

Researcher: *“Bagaimana tanggapanmu mengenai penggunaan youtube dalam pembelajaran teks deskriptif?”*

Maisya : *“Video di youtube sangat menghibur saya. Pembelajaran tidak membosankan dan saya bisa enjoy”.*

From the interview researcher with student., it showed youtube is one of media which can amuse everyone, including students while they are joining teaching learning process. It could make them interested more and it did not make them bored. Moreover, they could enjoy the class. Youtube means that the teacher does not use direct explanation only to teach the students. It makes them interested to join the learning well without feeling bored.

d) Interview with student (Nur Fajariyah Maulidah)

Researcher: *“Bagaimana tanggapanmu mengenai penggunaan youtube dalam pembelajaran teks deskriptif?”*

Fajariyah : *“Bagi saya, adanya youtube membuat saya tidak mudah mengantuk seperti pembelajaran lainnya yang tidak menggunakan media ini”.*

Based on researcher's interview with student it showed that uninteresting class without any strategy could make the students bored even sleepy. Using youtube is as one of strategies could be implemented by the teacher to interest the students' attention in learning.

e) Interview with student (Yoga Andrian Febrianto)

Researcher : *"Bagaimana tanggapanmu mengenai penggunaan youtube dalam pembelajaran teks deskriptif?"*

Yoga : *"Menurut saya penggunaan youtube sangat bagus karena pembelajaran lebih bervariasi dan tidak selalu monoton".*

Based on researcher's interview with student it shows that the use of youtube in teaching strategy is interesting. It is a good idea to use youtube as media in teaching material, including in teaching descriptive text. There is variation which could make the students enjoy the class without being frustrated with 1 strategy only. Usually, some teachers rely on using lecture method. It could decrease the spirit of the students since it seems monotonous. By using youtube, it makes learning varied and makes the students enthusiastic to join the class.

3. What are the advantages of using youtube in writing descriptive text at the 10th graders of SMAN 1 Galis?

To answer this question, the researcher can conclude the advantages of using youtube based on the observation and interview,

the researcher found some advantages according to the students' responses, namely:

a) Interview with student (Anton Alivia Mulyansyah)

Researcher: *“Manfaat apa yang kamu peroleh dari penggunaan youtube dalam pembelajaran teks deskriptif?”*

Anton : *“Kosa kata saya bertambah sehingga saya bisa menggunakannya ketika menulis teks deskriptif”*

from the interview about that the youtube video recommended by the teacher is completed with the translation. There is Indonesian beside English version. It could help the students to get more vocabulary which can make them get easy to write descriptive text later.

b) Interview with student (Laraswati Ayu Agustini)

Researcher: *“Manfaat apa yang kamu peroleh dari penggunaan Youtube dalam pembelajaran teks deskriptif?”*

Laraswati : *“Saya bisa menulis lebih banyak. Karena di video itu tidak hanya tersedia contoh, tapi juga trik tentang menulis teks deskriptif.”*

From the interview above, the content of the Youtube video is not only about the example of descriptive text. It also discusses about the tricks how to write it and what things could be described. It helps the students to make writing wider.

c) Interview with student (Maisya Nuvita Lestari)

Researcher: *“Manfaat apa yang kamu peroleh dari penggunaan youtube dalam pembelajaran teks deskriptif?”*

Maisya : *“Saya bisa belajar tentang bagaimana cara menyusun kalimat yang berhubungan satu sama lain.”*

The interview researcher with students that in writing, the cohesiveness of sentences is important since it can help the reader to get understanding. It is also needed in writing descriptive text. The students are not only guided to use correct grammar without considering the cohesiveness of sentences they make. Using the Youtube video, students can learn how to make descriptive text using cohesive words and sentences.

d) Interview with student (Nur Fajariyah Maulidah)

Researcher : *“Manfaat apa yang kamu peroleh dari penggunaan youtube dalam pembelajaran teks deskriptif?”*
 Nur Fajariyah : *“saya bisa belajar menyusun kalimat menjadi paragraf”.*

Based on interview that writing descriptive text means that students should make paragraph that discuss about identification and description of an object described. By using Youtube, they could learn about it.

e) Interview with student (Yoga Andrian Febrianto)

Researcher: *“Manfaat apa yang kamu peroleh dari penggunaan youtube dalam pembelajaran teks deskriptif?”*
 Yoga : *“saya dapat memperhatikan lebih baik dalam pembelajaran.”*

Based on the researcher's interview with student that youtube is one of interesting media to use in teaching learning process which could interest the students to learn. When their interest has been stimulated, they would give their attention to the teacher and to the material given.

B. Discussion

Based on the result of research above, the researcher could provide discussion as below:

1. How does the teacher use youtube in writing descriptive text at the 10th graders of SMAN 1 Galis?

Youtube is one of audio-visual media could be used by teacher and students in teaching learning process. In its implementation, it needs some steps that should be considered. Drs. Muhammad Ramli, M.Pd in his book entitled "*Media dan Teknologi Pembelajaran*" mentioned about the steps to use audio-visual media in learning. As preparation, it is needed to consider the object, try to make them ready, and check the tools would be used. If it has done, teacher can continue to provide the video in the right time, make sure to create situation of classroom based on need, give the students chance to ask, and the last is giving assignment individually or in group¹.

Based on the result of observation and interview, here are the procedures how the teacher used youtube in writing descriptive text:

- Asking students to bring laptop or smartphone
- Preparing appropriate video for students
- Making sure that students ready
- Checking the tools needed (laptop/HP)
- Guiding the students to watch youtube video provided

¹ Muhammad Ramli, *Media Dan Teknologi pembelajaran*, 91

- Asking the students to watch the video with low volume (not to high)
- Giving the students chance to ask something they do not understand
- Giving task individually or in group

2. What are the students' responses by using youtube in writing descriptive text at the 10th graders of SMAN 1 Galis?

Renda Lestari in her thesis entitled "*Penggunaan Yotube sebagai Media dalam Pembelajaran Bahasa Inggris*", she provides the responses of the students that the use of youtube could interest the students in learning English, this media is interesting, they are supported to understand more the material, and it could overcome their boredom².

Based on the result of observation and interview, here are the students' responses relate on the use the use of youtube in learned:

- Students get happy since using youtube could make them happy and interested that made them get concentration to watch it until the end;
- It helps them to get the visualization of an object described on the video so they do not need long time to make a description about it;

² Renda Lestari, "*Penggunaan Yotube sebagai Media dalam Pembelajaran Bahasa Inggris*", 611

- They enjoy the class since they feel that it does not make them bored. The amusement video is able to make them interested and to make them keep their attention during learning;
- Using youtube as media could avoid the students from sleepy. They stay awake since they feel it is different and it could amuse them;
- It makes the learning varied which can give impact to the students that they do not feel bored.

3. What are the advantages of using youtube in writing descriptive text at the 10th graders of SMAN 1 Galis?

Based on the result of research provided by Apriliya Intan Pratiwi entitled “*Optimizing the Use of Youtube Videos to Improve Students’ writing skill (a Classroom Action Research at the Second Grade of SMP Negeri 1 Juwiring, Klaten in the academic year of 2009/2010)*”, using Youtube as media could make students able to make cohesive and coherence sentences arranged in writing, they could learn about arranging words into sentences, as well as arranging sentences into paragraph. It could also help them to use appropriate words on their writing. Moreover, the interest of the students could be stimulated³

³ Apriliya Intan pertiwi, *Optimizing the Use of Youtube Videos to Improve Students’ writing skill (a Classroom Action Research at the Second Grade of SMP Negeri 1 Juwiring, Klaten in the academic year of 2009/2010)*, (thesis, Surakarta: Sebelas Maret University, 2011), 4.

The theory used above is suitable with the result of observation and interview made by the researcher in this research :

- Students could get vocabulary from the youtube video since it is not only about the original version, English, but also Indonesian as the translation. When they had got it, they could be easy to write their descriptive text;
- Students could wider the descriptive text they make since the video also show how to make it and about anything that could be written in their writing;
- By watching the youtube, they could learn about how to arrange sentences to make it cohesive. It is very important since it has big role to make the readers understand about the text written by them;
- The students get the point dealing with how to arrange sentences into paragraph. They could make some sentences in one paragraph that belong to introduction, as well as those that belong to description.
- It deals with the condition of the classroom that the students can pay attention during teaching learning process. It could happen since they get amused and they feel it is interesting more than using no media.