

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This chapter is intended to present the result of data collected on the research. This part covers primary data about the analysis of the techniques teacher in teaching recount text at VIII grade of MtsSiti Mariam Banjarmasin academic year 2014/2015.

Also, in this part the writer describes about result of research on the field based on the test as the primary data to know about the teacher's techniques in teaching recount text.

The data which is presented in this part is the result of research which was collected by using some techniques of data collecting: they were observation, interview, questioner and documentary.

## **1. Teacher's Technique in Teaching Recount Text VIII Grade of MTs Siti Mariam Banjarmasin on Academic Year 2014/2015.**

After having presented the background of the research location, this chapter would present the data that has been collected by observing and interview which concentrate on the techniques of teaching of teaching recount text at the eighth grade of MTs Siti Mariam Banjarmasin on academic year 2014/2015.

The data are presented in accordance with the research objectives of problem as it has been discussed on the matrix before. The techniques that the teacher applies at that school are as follows:

### **The Use of techniques in Teaching Recount**

Based on the observation at the eleventh grade of MTs Siti Mariam Banjarmasin and based on the interview with the English teacher, there are some techniques applied by English teacher in teaching Recount at that school. Those techniques are as follows:

- a) Brainstorming
- b) Using Pictures
- c) Dictation
- d) Discussing
- e) Correct
- f) WH questions

## **2. How the teacher in teaching recount by the techniques.**

### a) Brainstorming

Based on the observation in the class VIII A and VIII B, the writer knows that in this technique the teacher asks the students to think about a topic that related on their experience in the past and make sentences related on their topic in their own words. Students could have done this from memory. So, in this technique the teacher gives free topic to his students but must be connected to recount and the students write down about personal experience.

Based on interview, the teacher said that brainstorming can help students to write recount according to their experiences. And make the students more confident in give their opinion. So, the students try to think of an event they will want to remember and that has happened in their life.

### b) Using pictures

Based on the observation in the class VIII A and VIII B, the writer knows that in this technique the teacher brings a media (projector). Before it, the teacher explains about recount text, like are definition, general structure of recount text and example. And then the teachers asks the students to tell the story based on the pictures, the teacher give cur words too, to make student easy

writing. In this technique, the topic is given by the teacher. The topic was about “Our Trip to The Blue Mountain”.

Based on the interview, the teacher makes and brings pictures by his self, the purpose is to help students in recounts writing easier. Most of the students like tell their experiences, so it is very helpful for the students in writing recount by pictures as the media. So, they need not think about the topic, just the sentences that to the pictures.

c) Dictation

Based on the observation in the class VIII A and VIII B, the writer knows that in this technique the teacher gives three sentences about example of recount text by title “our trip to the mountain blue”. The teacher pronounced some sentences twice or three times every one sentence. Then student wrote down in their paper. As example the teacher pronounced “our Friday we went to the blue mountain” twice and three times, then the student wrote the sentence what they have listened. And so on.

Based on the interview, the teacher said that using dictation’s technique can help students to write recount according to their memory. To improve listening skill and writing skill and to make student more confident, do not afraid of mistakes.

d) Discussion

Based on the observation in the class VIII A and VIII B, the writer knows that in this technique, the teacher make group discussing, between teacher and students. And discussed about explanation of recount text. This technique makes students easy to write recount about their experience, because they get idea from their friends and teacher.

Based on the interview with the teacher, the teacher said that using discussion's technique can help student to train courage' students in expression sequentially and logically, add knowledge student's thinking, and train students to take a decisions.

e) Correct

Based on the observation in the class VIII A and VIII B, the writer knows that in this technique. The writer knows that in this technique, some students asked forward front of class to write on the board their answer about dictation test as one by one. And the teacher corrects the answer if any answer incorrect.

Based on interview, the teacher saidthat using correct' technique can help student to write the answer if any mistake, like grammar, vocabulary and other.

f) WH questions

Based on the observation in the class VIII A and VIII B, the writer knows that in this technique. The teacher asked the students to answer some questions before closing the lesson. The questions in the form WH-questions. The answer will help the students to arrive at the essentials of the story. The topic was about "Our Trip The Blue Mountain".

Based on in the interview, the teacher said that WH questions techniques can help and guided the student in writing recount, so the know what they must write through some questions.

### **3. Responses' student toward the teacher's techniques**

#### **a. Based on observation**

Based on the observation in their class, the writer has seen the whole of class is enough good and very enthusiastic when the teacher teaching recount. It means, the students really like and agree with teacher's techniques teaching recount in their class. Some techniques are appropriate and effective to use in their class. So, the student can easy to understand what the teacher explanation.

#### **b. Based on questioner**

Before describing about the students' responses, it have to be known, that amount of the students are 60 student, consist of VIII A is 28 students and VIII B is 32 students. And for the questioner are 22 items/statements. And the questioner has 4

option's respond that are very disagree, disagree, agree and very agree. And it make 2 category, very disagree and disagree included disagree' category, then very agree and agree included agree' category.

The first, response' student about "English lessons are interesting". The writer presented who are agree about the statement are 96% and disagree are 4%. It can be seen as the following table no 1: (See appendix 1)

The second, response' students about "techniques of teacher in teaching recount are interested. The writer presented who are agree about the statement are 78% and disagree are 22%. It can be seen as the following table no 11. (See appendix 1).

The third, response' students about "teacher's explanation about the recount text can be understood". The writer presented who are agree about the statement are 88% and disagree are 12%. It can be seen as the following table no 13. (See appendix 1)

The fourth, response' students about "materials related to the write difficult to understand". The writer presented who are agree about the statement are 45% and disagree are 55%. It can be seen as the following table no 14. (See appendix 1).

The fifth, response' students about "using brainstorming technique is clear". The writer presented who are agree about the

statement are 80% and disagree are 20%. It can be seen as the following table no 16. (See appendix 1)

The sixth, response' students about "using WH-question technique is interest". The writer presented who are agree about the statement are 72% and disagree 28%. It can be seen as the following table no 17. (See appendix 1).

The seventh, response' students about "using the using picture technique can be understood. The writer presented who are agree the statement are 82% and disagree are 18%. It can be seen as the following table no 18. (See appendix 1).

The eighth, response' students about "using discussion's technique is interested". The writer presented who are agree the statement are 87% and disagree 13%. It can be seen as the following table no 19. (See appendix 1).

The ninth, response' students about "using correct technique in students' work is effective". The writer presented who are agree the statement are 83% and disagree are 17%. It can be seen as the following table no 20. (See appendix 1).

The last, response' students about "using dictation's technique can be understood". The writer presented who agree the statement are 87% and disagree 13%. It can be seen as the following table no 21. (See appendix 1).

## **B. Discussion**

After all the data are presented in finding, they are also needed to analyze. It is done to know the teacher's techniques in teaching recount text. For further description, the description can be seen from analysis below:

### **1. Description of Techniques of Teaching Recount Text at the Eleventh Grade of MTs Siti Mariam Banjarmasin**

In applying the techniques, the English teacher pays attention on how to deliver the materials well. In this case, the English teacher delivers the materials through techniques.

There are some techniques used by English teachers in teaching recounts, namely, brainstorming, using pictures, dictation, discussion, correct, and WH- questions. These techniques can make the effective ways to understand English writing recounts.

In the chapter II, at theoretical review, the writer has mentioned above certain techniques in learning activity. Then based on my observation, the writer saw the teacher also used and attention to the techniques. It is one point to the teacher, which the teacher has prepared well her material before teaching the student,

And based on interview, purpose of teacher chose 6 these techniques for teaching recount are because easy to implement in the classroom and easily understood by student.

From explanation above, it can be concluded that the teacher's technique in teaching recount text at VIII grade of MTs Siti Mariam

Banjarmasin is the teacher's techniques very important in teaching-learning process, Therefore, by the techniques, the student feel enjoy, interesting, and enthusiast in their learning.

## 2. Description how the teacher in teaching recount by the techniques

The first technique is using brainstorming. This technique is used by English teacher to help the students to create anything about recount based on their memory and experience. It's related with the chapter II, at theoretical review that brainstorming according to the book *Strategy Belajar Mengajar* by Sutikno (2007:98) is *suatu bentuk diskusi dalam rangka menghimpung gagasan, pendapat, informasi, pengetahuan, pengalaman, dari semua peserta*. Through brainstorming students can use to generate ideas, knowledge, information and opinion for writing a paper. In the process of brainstorming, student should suspend any concerns about staying organized. The goal is to pour thoughts onto paper without worrying about whether make sense or how fit together. By brainstorm the students may be helped to collect more ideas. So, the can write about anything in their memory.

The second technique is using pictures. According to the book *The Practice of English Language Teaching* by Jeremy H (2001:134), teacher has always used pictures or graphic – whether drawn, taken from books, newspapers and magazines. Some teachers also use projected slides, images from an overhead projector, or projector computer images. It's related with the observation, the writer saw the teacher using projector as

media and in slides the teacher show image about the topic. This technique is used to rewrite the sentences based on the picture. It makes the students easy to write because from the picture they will know what they must write. After looking at an image that tells a story, students brainstorm about the possible events and situation the images illustrates. Students then write one of event/ situation in the image, share the situation's thoughts and feelings, and describe the event that led up to the picture, or imagine the events that followed.

The third technique is dictation. This technique is used by English teacher to help the students writing more easily. In this technique the teacher would use standard dictation procedure. The teacher gave three sentences by using dictation. The teacher pronounced 3 sentences all at once, repeat three times. The first times the student just listen what teacher said. The second student begun to write on their paper what they listened, and the last check the sentences. It's little different with the chapter II, in chapter 2 mentioned 4 steps, but the writer has a notion that content of dictation techniques that is student's activity in writing down orally presented text.

The fourth technique is discussion. This technique is used by English teacher to help student easy in writing recount through group discussions. As they talk, they get more ideas, and they get immediate feedback from the other person. From Thomas K (1989:132), discussion/discussing is a technique most teachers are already familiar with and should use

extensively in language classes. In writing activity, peer feedback means having other writer to read and to give feedback on what other writer has written. The person whose topic is being explored is the interviewee; the other person is the interviewer. This technique generates how a student's criticism and suggestion. Point of view generate meaningful improve toward other student's writing. A recount, as well as other text types, should be written in a process oriented scheme where peer feedback activities can take place.

The fifth technique is correct. This technique is used by English teacher to help student easy in writing recount through correct. The teacher checking and correct some student's answer about dictation's test. Some students asked went front of class to write their answer on the board. One by one go forward class, then the teacher check answer's student. If the answer is wrong, other student try to correct the answer with helped by teacher. Its purpose to help student find answer by correctly. From Thomas K (1989:135), general advice in correct' technique is sometimes given: that symbols should be used, that teachers should not overcorrect, or that comments should be explicit, not vague; but there is a conspicuous lack of direction in this area. It's related based the observation, the writer saw the teacher used symbol (V) if the answer is correct and symbol (X) if the answer is incorrect. The teacher also give some comments explicitly and clearly.

The last technique is WH-questions. This technique is used by English teacher to help student writing more easily. In this technique the teacher would use “WH-questions. It are: what?, where?, when?, who?, why?, and how?, or called 5W+1H. Also, the teacher writes each question word on a sheet of paper, and leaves spaces between them. Then, she writes out some sentences or phrases in answer as they fit particular topic. By this technique the student know what they must write. Comparing the other, this technique makes writing more guided. According Jack C Richard and Willy A. Renandya (2002:316), Student will be more motivated to write when given a variety of means for gathering information during pre-writing.

### **3. Description the response’ students toward teacher’s technique.**

The result of the research based on my observation and questioner of the students about their response toward teacher’s technique in teaching recount text will be seen more detail.

Based on the table in appendix 1 no 1 about the response’ student “English lesson is interest” the writer presented who are agree with the statement around are 96% and disagreeare 4%. It means, most of the students are agree that English lesson is interest.

Based on the table in appendix 1 no 11 about response’ student ”techniques of teacher in teaching recount text are interested” the writer presented who are agree with the statement around 78% and disagree 22%.

It means some student around 48 students like the teacher's technique in teaching recount text in class.

Based on the table in appendix 1 no 13 about response' students "teacher's explanation about the recount text can be understood" the writer presented who are agree with the statement around 88% and disagree are 12%. It means, most of the student around 53 students can understand teacher's explanation about the recount text by using some techniques like are brainstorming, using pictures, dictation, discussion, correct and WH question.

Based on the table in appendix 1 no 14 about response' students "materials related to the write difficult to understand" the writer presented who are agree with the statement around 45% and disagree 55%. It means, that 33 students not like with materials related to the writing. The writer think that is a little problem for the teacher to more good and creative in teach, in order that students can interested and understood with the writing.

Based on the table in appendix 1 no 16 about response' student "using brainstorming technique is clear" the writer presented who are agree with the statement around 80% and disagree 20%. It means most of the students can comprehended a lesson by brainstorming's technique. And also this technique can help students to write recount according to their experiences. And make the students more confident in give their opinion.

Based on the table in appendix 1 no 17 about response' student "using WH-question technique is interest" the writer presented who are agree the statement around are 72% and disagree 28%. It means, still there some students who not interested with this technique. The writer think that some students not yet about WH-questions.

Based on the table in appendix 1 no18 about response' students "using the using picture technique can be understood" the writer presented who are agree the statement around are 82% and disagree 18%. It means, most of the student can understand the lesson by using picture technique, by media the student interested follow the lesson, because the student feel enjoy and fun when in class has new situation, one of them using the media

Based on the table in appendix 1 no.19 about response students "using discussion's technique is interested" the writer presented who are agree the statement around are 87% and disagree 13%. It means, discussion's technique is method of the teacher to make the student more active in learning. And also make students feel comfortable, not afraid to express their opinion.

Based on the table in appendix 1 no 20 about response students "using correct technique in students' work is effective" the writer presented who are agree the statement 83% and disagree 13%. Its means, most of the students more like when their answer corrected if any mistake, so they

know where the position of faults and fix them. This technique is very effective for the student in writing skill.

Based on table in appendix 1 no 21 about response students “using dictation’s technique can be understood” the presented who are agree the statement around 87% and disagree 13%. Its means, most of the student can understand technique employed the teacher, namely dictation. This technique teaches for students to more can listen and write well.

So, from the data analyze above, it can be conclude the response’ student toward teacher’s techniques in teaching recount text is classified in agree’ category. Agree with techniques used by teacher in teaching-learning process. Based interview with the teacher, student can understand the material through the techniques. With the result that the techniques can applied in the school, exactly for eighth grade.