CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the result of this observation mainly consists of two parts, finding and discussion. The data have collected during the research that was taken from observation checklist and field-notes, interview, and questionnaire. The aim of this research was also to answer the question of this research, there are: (1) How is the implementation of teaching speaking explanation by using live presentation and recorded presentation?, (2) What are the students' responses toward the implementation of teaching speaking explanation by using live presentation and recorded presentation?, (3) What are the strength of this implementation of teaching speaking explanation by using live presentation and recorded presentation?, and (4) What are the weakness of this implementation of teaching speaking explanation by using live presentation and recorded presentation?.

4.1 The Implementation of Teaching Speaking Explanation Text Using Live Presentation and Recorded Presentation

The description of implementation of speaking used in teaching speaking explanation text was taken from observation sheet and field notes **(see Appendix: 1)**, this research was conducted in eleventh grade in science major from SMA Muhammadiyah 9 Surabaya for 2 days. The first day wasonTuesday, 8th May 2018 and the second day was on Wednesday, 9th May 2018. It consisted of two meetings. In this thesis, the researcher observed a speaking explanation text in several kinds, among other; speaking directly (to explain the topic that given by the teacher), and using media that was divided by two ways; video recorded and video call from WhatsApp. The kind of speaking that was used in this research was extensive speaking.

4.1.1 Implementation of Teaching on Explanation Text Using Recorded Presentation

The first Learning activities in stage was on Tuesday, 08th May. Teacher did the learning in accordance with the procedures in the lesson plan **(see Appendix: 2)**. The

lesson plan made by the teacher was very complete and contained the steps that was done by the students, the assessment **(see Appendix: 3)**. The learning process began by praying together. After that the teacher gave greeting and all the students replied it. The teacher initiated learning by checking students' attendances. Before giving the lesson the teacher made the class conducive so that no students eating, drinking or talking. Students were required to collect mobile and be placed in the office before starting the lesson. After the class became completely calm, the teacher started learning activities. In this study, teachers emphasize to students to be able to habituate speaking in English. After warming section, the teacher explained about explanation text material with the topic "Earthquakes". Before of that the teacher explained the purpose of the learning activities in the day that is to habituate students 'speaking skills either directly using the media.In addition, this learning activity also intended to increase students' self confidence in the ability to speak. Teachers did not forget to give students the opportunity to ask if there was anything that made students confused from the learning objectives that were exposed by teachers. Two assignments were awarded on 08 May 2018, ie: presentations directly without media and presentations by recording **(see Appendix: 4)**.

The teacher explained the objective of the lesson and said the topic of today's class (Earthquakes). The class was divided into six groups, each group consisted of 4-5 students. The teacher explained the material about explanation text with the theme "Earthquakes". All students in groups were asked to present tasks with the theme "Earthquakes" like the sample videos that had been shared by teacher in each group.The learning process was conditioned in a group. Then each group was asked to note the important points from the video,from the video points they have gained to be developed into a discussion with the language itself. And then representatives from each group presented their notes in front of the class.

In the next stage was recorded presentation. The teacher asked students to create a video themed "Erosion" individually. It was done by the students as their works. Recorded presentation was in short duration around 10 minutes the students had to send the video through WhatsApp. Then the teacher had the students to watch it at home. Then the teacher asked the students to make the video as it has been watched, and the teacher asks the students to send it via WhatsApp. In this research, the teachers provided opportunities for the students to develop the points that were recorded into transcripts

that could be used by students to facilitate them to speak in front of the camera. The students were asked to send the video through WhatsApp with given deadline for the collection of duties.

The teacher gave a brief explanation about recorded presentation as a home work. They students would got a video "Erosion" which was sent via WhatsApp on 08 may 2018. They had to explain this video by using explanatory's generic structure. The students could give little but improvisation as long as their works were in line with the video given they had to send their recorded presentation to teacher's Whatsapp on 09 may 2018. Learning ends with giving conclusions and feedback during learning. Furthermore, the teacher invited students to pray together and close learning with a closing greeting.

4.1.2 Implementation of Live Presentation

The purpose of live presentation learning was that students were able to give an explanation about text explanation online in order to familiarize students to speak English naturally.

This stage started day on 09 May 2018. The steps were taken by students starting from the teacher provided a topic with the theme "Earthquakes" in the form of videos were taken from youtube. The material aimed to provide real examples to students so that students were able to develop the material provided according to their respective understanding.

The teacher showed a video with the theme "Earthquakes" the teacher asked students to explain the videos they had watched with their own student language in around 3-5 minutes via WhatsApp (video call).

After explaining the lessons in the classroom, the teacher gave some instructions to students to do this presentation wherever they felt comfortable. The teacher did the assessment in the library so that he could listen to the student's voice more clearly. Many students did this presentation in the classroom but there wereseven students who did presentations outside the classroom.

This activity started from 11:30 a.m. to 01:00 p.m. during English class hours in the eleventh grade of science. However, with a short time limit. There were five students who had not made a presentation because the time was delayed for a break. These

students who did not make a presentation were not allowed to go home until they madetheir presentations. So, they made a live presentation in class after the school was over and the teacher remained in the library.

The lesson of the day ended with the same thing in the previous day's study, namely; the teacher concluded learning activities that have taken place, the teacher asked about the difficultiesfor example about the smoothness of internet access, material readiness, students' understanding of the use of media and the material provided by the teacher during the teaching and learning process.Faced by students, and finally the teacher provided solutions to problems faced by students. The teacher gave conclusions and feedback, and invited all students to pray together and the teacher closed it with a closing speech which was then answered by all students. From these learning activities many students responded well to this learning. Students were more interactive with the learning method provided.

4.2 The Students' Responses toward Speaking Skill

The questionnaires were given to students at the end of the meeting. Then the close-ended questionnaires were analyzed descriptively. The result of questionnaires were used to support the data through the observation. In the questionnaires, the studentswere asked to answer the questions about teaching learning process by using live presentation and recorded presentation.

The questionnaires sheets were distributed to the 30 eleventh grade. It aimed to know the students responses toward the implementation of teaching speaking by using live presentation and recorded presentation. The question consisted to eighteen questions. In the questionnaires, the students were asked to answer the questions about teaching learning speaking process by using live presentation and recorded presentation. It could be known that the result and the percentage of the students' responses **(see Appendix: 5)**.

The first question wasabout online learning by using media in learning English, because with online learning could help students in implementing English learning in class. Most of students knew about online learning this shows that 60% or 18 students choose B in a questionnaire that many students knew about online learning, 20% or 6

students choose C knowing enough, 16.6% or 5 students chose A very knowledgeable, and 3.3% or 1 student chose D who did not know.

Second question wasabout offline learning that did not use media in learning English, learning like this was often used in class every day. All students knew about offline learning. This shows that 43.3% or 13 students chose B in a questionnaire that many students knew about learning offline learning, 30% or 9 students chose C knowing enough, 26.6% or 8 students chose A who knew very well, and 0% or none of the students chose D who did not know.

The Third question about learning using Live Presentation using online media in the English context such as videocall in WhatsApp. In this learning students told to present their assignments through video calls with English teacher. This learning could help students knowing more about the media within WhatApp and also so that students could not meet face to face through WhatApp media. Students could be more confident about what they presented. Most of the students who knew about learning using Live presentations using online media shows that 40% or 12 students chose B in a questionnaire that many students about learning using live presentations, 36.6% or 11 students chose A very well, 20 % or 6 students chose C to know enough, and 3.3% or 1 student chose D who did not know.

The fourth question about learning using recorded presentation in English learning. In this learning, the students were asked to present the task through recorded and then the students were asked to send the recording that they made Via WhatApp media. Many students knew about learning using recorded presentation. This indicates that 63% or 19 students chose B in a questionnaire that many students knew about learning using recorded presentation, 20% or 6 students chose C know enough, 10% or 3 students chose A very know, and 6.6% 2 students chose D who did not know.

The fifth question was online learning helping students in learning English. Teacher applied online learning so that students could be more imaginative in learning by using media. Previously the teacher had also conducted online learning using media. This showed that 70% or 21 students chose B in the questionnaire who did online learning by using media in learning English, 20% or 6 students chose C who rarely used online learning, 10% or 3 students chose D who did not never do online learning, and 0% or none of the students chose A who often did online learning.

The sixth question was offline learning that did not use the media in English language lessons that the teacher did in learning. Because every day the teacher applied learning offline learning that didnot use media in the classroom, so most students did offline learning. It has been shown that 56.6% or 17 students chose B in questionnaires who did offline learning not using media in English learning, 26.6% or 8 students chose A that often use offline learning, 10% or 3 students chose D who never do offline learning, and 6.6% or 2 students chose C that rarely do offline learning.

The seventh question was about students having done live presentation learning using online media in English learning such as videocall on WhatsApp. Most of students who did learning live presentation. This shows that 56.6% or 17 students chose B who did learning using this live presentation, 23.3% or 7 students chose D who never do, 20% or 6 students chose C rarely do, and 0% or none of the students who chose A often did this learning.

The eighth question was about students doing recorded presentation learning in English learning. In this learning, many students did this learning. This shows that 60% or 18 students chose A who had recorded presentation, 23.3% or 7 students chose D who never did, 16.6% or 5 students chose B rarely did, and 0% or not one student chose A who often did this learning.

The ninth question was about how many students who liked online learning by using media in learning English. This shows that 46.6% or 14 students chose C quite liked online learning, 23.3% or 7 students chose B who liked this learning, 16.6% or 5 students chose D who did not like it and 13.3 % or 4 students chose A who really like online learning.

The tenth questions was about how many students who liked learning offline learning that did not use media in learning English. This shows that 63.3% or 19 students chose B who liked learning offline, 23.3% or 7 students chose C quite liked this learning, 13.3% or 4 students chose A which really liked this learning and 0% or none of the students chose D who did not like learning offline learning.

The eleventh question was about the application of learning using live presentation in English learning such as video calls on WhatsApp. But the application of this learning was enough to make students like it. This shows that 53.3% or 16 students

chose C quite liked, 30% or 9 students chose B who liked, 16.6% or 5 students chose D who did not like and 0% or none of the students chose A who really liked.

The twelfth questions were about the application of learning using recorded presentation in English learning. The teacher gave this application by asking students to send the video they created by sending it through whatsapp. But the application of this learning was enough to make students like it. This shows that 40% or 12 students chose C quite like, 23.3% or 7 students chose B who liked, 23.3% or 7 students chose D who did not like and 13.3% or 4 students chose A who really liked like.

The thirteenth questions were about the difficulty of students in learning speaking using online learning by using media in learning English. I felt there were difficulties students in learning speaking using online learning. And it turned out that most students were quite difficult to do this learning. This shows that 70% or 21 students chose C which was quite difficult to learn speaking using online learning, 20% or 6 students chose B that was difficult to use, 6.6% or 2 students coose D which was not difficult to do, and 3.3% or 1 student choses A which was very difficult to do.

The fourteenth question was about the difficulty of students in learning speaking using offline learning that did not use media in learning English. I felt there were some difficulties students learn in speaking using offline learning. And it turned out that most students were quite difficult to do this learning. This shows that 63.3% or 19 students chose C which was quite difficult to learn speaking using offline learning, 30% or 9 students chose D which was not difficult to use, 6.6% or 2 students chose B that was difficult to do, and 0% or \ none of the students chose A which was very difficult to do.

The fifteenth question was about students' difficulties in learning speaking using live presentation using online media in English learning such as video calls on WhatsApp. I felt there were some difficulties that were found by students to learn in speaking using live presentation such as video calls. And it turned out that most students were quite difficult to do this learning. This shows that 50% or 15 students chose C which was quite difficult to learn speaking using live presentation, 26.6% or 8 students chose B difficult to use live presentation, 16.6% or 5 students chose D was not difficult to do, and 6, 6% or 2 students chose A which was very difficult to do.

The sixteenth question was about the difficulty of students in learning speaking using recorded presentation in English learning. The teacher asked students to send the

videos theymade and sent them via WhatsApp. I felt there were some difficulties that were faced by students to learn in speaking using recorded presentation. And it turned out that most students werequite difficult to do this learning. This shows that 63.3% or 19 students chose C which was quite difficult to learn speaking using recorded presentation, 20% or 6 students chose D was not difficult to use recorded presentation, 16.6% or 5 students chose B which was difficult to do, and 0 % or none of the students chose A which was very difficult to do.

The seventeenth question was the researchers wanted to compare which was more helpful for students in learning speaking with explanation text material in learning English. Most students chose both. This shows that the results of 46.6% or 14 students chose C online learning and offline learning, 43.3% or 13 students chose B only offline learning, 6.6% or 2 students chose D was not both, and 3,3% or 1 student only choses online learning.

The eighteenth questions was the researcher wanted to compare which one was more helpful for students in speaking learning with explanation text material in learning English. Most students chose both. This shows that 36.6% or 11 students chose C live presentation and recorded presentation, 36.6% or 11 students chose B only recorded presentation, 13.3% or 4 students chose A only live presentation, and 13.3% or 4 who did not choose both.

4.3 Result of Interview

There are several results that were found by the researcher which consists of; (a) The problem was faced by the students during speaking lesson, (b) Teacher effort to support the students to speak in English; (c) teacher's roles in speaking lesson; (d) Teaching model were applied in speaking lesson; (e) media was used by the teacher in teaching English speaking.

a. The problem that was faced by students were not confident because of the lack of vocabulary they hade. Of the 30 students, only 3-4 students were grammatically correct.

b. The teacher's efforted in supporting students to create writing are by keeping students'confidence even though they were wrong. The teacher required students to speak using English in everyday life while learning and to add new vocabulary every

week to increase students' confidence before their friends, the teacher allowed students to combine the use of Indonesian and English. The teacher was alsovery angry if there was a child who droped the mentality of other students when made a presentation.

c. The teacher's action in speaking learning was that the teacher developed his treatment of students by encouraging students who had weak abilities in speaking and students who were able to speak remain motivated so that their abilities increase. In the implementation of learning, the teacher gave the project by dividing the abilities of different students into one group, so that all students could support each other with the abilities they hade. In speaking learning that was required to be more active was the students during the learning process, the role of the teacher here was only as a facilitator that facilitates the running of the teaching process.

d. The teacher used several learning models including; discovery learning and project based learning. Teachers more often implement discovery learning models. Usually, the teacher combined the learning model with other subjects such as entrepreneurship, al-Islam, and PPKN.

e. The teachernever used the application during learning activities, including; youtube, video, images and projectors.

4.4 Discussion

There are three steps to do in learning in the explanation text material.

a. The First Step

Is that students were asked to watch a video entitled "Earthquakes" that were given by the teacher in each groups. The purpose of these steps were to make students understand about the videos "Earthquakes" that could be developed by them selves. In each group the teacher asked students to record important points from the video. According to Harmer J, stated activities that should teachers do during speaking activity; the teacher must correct the mistakes that made by student's during speaking activities, the teacher can involve to the students' discussion but do not start to dominate, the teacher must prompt students' to speak up with sympathetically and sensitively, (1998: 94-95).

These steps made students more confident when representatives of each group made a presentation in front of the class.

b. The Second Steps

Students were asked to watch a video entitled "Erosion" that was given by the teacher. The teacher asked students to watch videos individually. The teacher asked students to make a recorded presentation (audio-visual video) with the theme "Erosion".During the video making process students were allowed to view the transcripts that they prepared.

c. The Third Steps

Students were asked to watch the video titled "Erosion" again individually. After that students were asked to present it live (video call) via WhatsApp. The teacher could directly interact with students through. The purpose of this learning made students more communicative with the teacher.

By using live presentation and recorded presentation, there were more students who liked this recorded presentation that was seen by more students was able to perform optimally because the time was more efficient compared to live presentation, another reason was because students were better able to minimize errors because when students were wrong he could repeat to make a presentation so that the results are better.

The researcher concluded 18 questions from the questionnaires sheet. The students' responsed towards the implementation of teaching speaking on explanation using live presentation and recorded presentation at SMA Muhammadiyah 9 Surabaya. (1) 60% the studentsknew about online learning by using media on English learning, (2) the students knew about learning offline learning that does not use media in English learning (43.3%), (3) students knew about learning to use live presentation by using online media in learning English such as video calls on WhatsApp (40%), (4) the students learned about recorded presentation using English learning (63.3%), (5) students had ever done online learning by using media in learning English (70%), (6) students had ever done offline learning that did not use media in learning English (56.6%), (7) students had done learning Live presentation using online media on English learning such as

videocall on WhatsApp (56.6%), (8) students had recorded presentation in English learning (60%), (9) students were quite fond of online learning by using media in English learning (46.6%), (10) students liked about learning offline learning that does not use media on learning English (63.3%), (11) students were quite fond of the application of learning by using live presentation on English learning such as videocall on Whatsapp (53.3%), (12) students quite liked the application of recorded presentation using English learning (40%), (13) students felt quite easy in learning to speak using Online learning by using media in learning English (70%), (14) students felt quite easy in speaking learning using offline learning that does not use the media in learning English (63.3 %), (15) students felt quite easy in speaking learning using live presentations using online media in English learning such as WhatsApp (50%) videocall, (16) students find it easy to learn speaking using recorded presentation in English learning (63.3%)(17) Online learning and offline learning help students in speaking learning, (18) Live presentation and recorded presentation helped students in learning English (73.3%). Using live presentation and recorded presentation could make students to familiarize students in applying technology as a tool for learning activities especially English speaking which speaks English skill naturally.