

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSION

The result of the research analysis consisted of the use of Videoscribe to increase students' interest in learning narrative text in SMA Muhammadiyah 10 Surabaya. This research involved the 10th grade students of MIA 2 in SMA Muhammadiyah 10 Surabaya as the subject. The data was taken using the interview, field notes and the questionnaire. This chapter showed the finding of the research based on the purpose of this research, which to know the use of Videoscribe to increase students' interest in learning narrative text in SMA Muhammadiyah 10 Surabaya.

4.1 Research Findings

4.1.1 Preliminary Study

1) Students' interest in learning the material

The interview stage was conducted by the researcher with an English teacher and some students in the tenth grade of MIA 2, this interview technique was carried out by randomizing the names of the students obtained from student absences. In this case, the researcher only interviewed 10 students out of 29 students and consisted of female students. The students actually were consisted of 29 students but it was due to Covid-19, the students were divided into 2 classes based on the first and the last absences, namely morning and afternoon class due to social distancing at SMA Muhammadiyah 10 Surabaya, because the face-to-face classes had not been fully implemented due to Covid-19. The interview was conducted by using Indonesian language. After collecting interview data, the researcher transcribed it into English.

Interview was conducted on October 27, 2021, with the tenth grade students of MIA 2 in SMA Muhammadiyah 10 Surabaya. The results of the interview stated below:

Most of the students were not interested in learning narrative text, this was supported by the students answered about “Are you interested in always learning narrative text?”

(Student 1: No miss)

(Student 5: No miss)

The students always paid attention when learning process but have no interest to know further. It was supported by the student answered about “When your teacher explained narrative text material, did it appear in your mind to always be interested in paying attention and further curiosity arose about narrative text lesson?”

(student 7: Yes, I always paid attention to but I wasn't more curious about narrative text lesson)

Most of the students answered the question about “Do you understand when English teacher explained narrative text material? If you didn't understand, how you behaved, asked to the teacher or silent?”. It was not easy to understand because the way the media was being implemented by the English teacher was less attractive and made the students were not interested. Most students' attitudes when they didn't understand they asked their teachers/classmates.

(Student 1: I didn't understand because the media used by the teacher was less attractive. I asked to the teacher)

(Student 3: I didn't understand because the teacher used PPT media that was not attractive. Sometimes I asked to the teacher and sometimes asked to my friends.)

“Do you agree if the attractive learning media was implemented in the learning process?”. All of the students' answer didn't agree because the students' answers that the attractive media was not implemented yet in their class.

(Student 2: No, I didn't agree)

(Student 3: No, I didn't agree)

Based on the results of the students' interview, it showed that the students always paid attention in learning process but they did not have

interest to know further. They were not more curious about narrative text lesson. The lesson was not easy to understand but the media used by the English teacher was not attractive and did not make the students interested. Most students could not answer the teacher questions about the topic. Therefore, students' interest and the feeling of motivated in learning narrative text were very low, the learning media became the main factor that caused students' interest in learning narrative text.

Interview was also done to the teacher to ask about students' interest in learning Narrative text, the result of the interview showed that students seemed to have less interest in learning it because they look lazy in the class, they did not have serious attention to the teacher's explanation, they did not have any questions or feedback, and mostly they could not answer or give the right answer to the teacher's question about the material.

2) Documentation result

The documents were got from the English teacher of SMA Muhammadiyah 10 Surabaya. The results of conducting a documentation was below:

1. The curriculum that used in SMA Muhammadiyah 10 Surabaya was the 2013 curriculum.
2. The basic competencies used in narrative text material were 3.7 and 4.7 (PERMENDIKBUD 37 of 2018), the following basic competencies were used:

Table 4.1 The basic competencies of narrative text material

<p>3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p>	<p>4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>
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Based on these results, the researcher used the documentation results as a reference for making modified Videoscribe which used a media in learning narrative text for tenth grade students of MIA 2.

4.1.2 The Media Used for Teaching

Since the media was considered as the main important reason of the students' low interest of learning Narrative text, a media was prepared to overcome this problem. The following was the steps to prepare the media:

1. Modified Videoscribe Designed

- a) At the opening, the animation of Pinocchio story was chosen based on the material chosen which was Narrative Text. The animation was taken from Cerita Kartun Anak Anak Bahasa Indonesia's YouTube channel. The audio recorded was taken from TTS (Text To Speech) Website. Then, the researcher compiled all the material became a full story.
- b) At the body part, the researcher used Videoscribe to make a learning video developed. It was started the explanation of narrative text material, started from the introduction of the researcher until the language features of narrative text.
- c) At the closing part, the researcher provided a conclusion related to the lesson explained previously.

2. Modified Videoscribe Creation

The Creation of modified Videoscribe was in the form of learning video on narrative text material. The following was the contents of the modified Videoscribe:

a) Opening

The opening of the modified Videoscribe consisted of the story of Pinocchio. The first step, the researcher created a start page consisting of the title of the material and the title of the story.

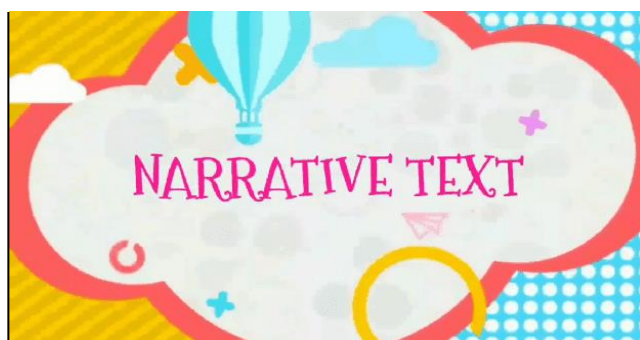


Figure 4.1 The title of the material



Figure 4.2 The title of the story

b) The display of the Pinocchio story

At this page, the story began with some animations related to the story. The researcher compiled the animations from *Cerita Kartun Anak Anak Bahasa Indonesia's* YouTube channel, and provided English and Indonesian subtitle. The English audio was got from TTS (Text To Speech) Website from Google, then, the researcher compiled all became a story animation.



Figure 4.3 The opening of Pinocchio story



Figure 4.4 The body of Pinocchio story



Figure 4.5 The closing of Pinocchio story

3) Videoscribe display

At this page, the explanation of the narrative text was explained. The researcher created the narrative text material using Videoscribe. The following was an explanation of the narrative text material as shown in Figure 4.5. In addition, the video also provided an explanation of the types of narrative text found in Figure 4.6. In the video, the language features of narrative text were also explained in Figure 4.7.

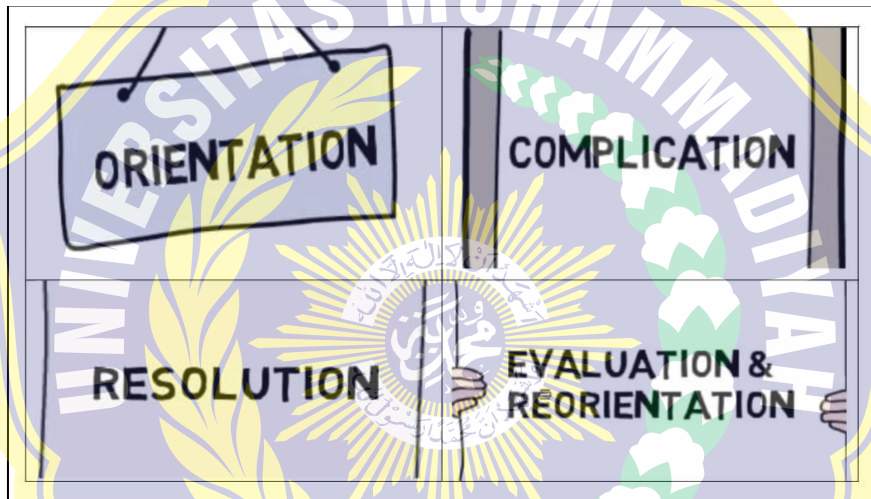


Figure 4.6 Generic structures of narrative text



Figure 4.7 The types of narrative text

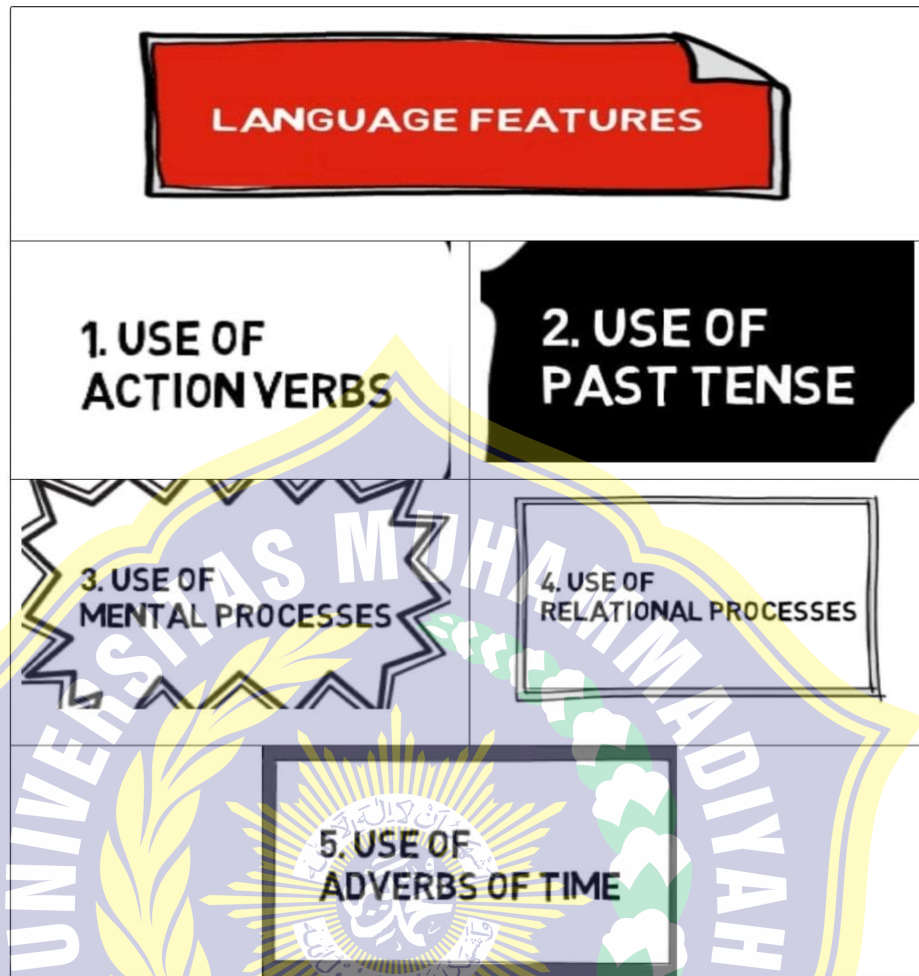


Figure 4.8 The language features of narrative text

4.1.3 The process of teaching and learning activities during the implementation of the video

The followings described the process of teaching and learning narrative text during the implementation of the video in the class. The researcher was assisted by her friend where the researcher was as note taker and the researcher's friend was an observer. The followings were the result of observation during the teaching and learning process using video in the class:

Table 4.2 The results of observation list in the class

Num	Observed aspects	Yes	Partially	No

Pre-activity				
1.	The students listened to the teacher's talk			√
2.	The students answered the teacher's question in the apperception activity			√
Main activity				
3.	The students were listening to the video		√	
4.	The students paid attention to the video	√		
5.	The students were active in observing the material displayed by the teacher through the video		√	
6.	The students were motivated in learning narrative text using the video		√	
7.	The students were interested in learning narrative text using the video	√		
8.	The students were happy		√	
9.	The students took the initiative to use assistive device to write the material		√	
Post activity				
10.	The students responded to the teacher's talk and questions		√	
11.	The students listened to the affirmation of the teacher	√		

The table 4.2 shows that the process of teaching and learning activities during the implementation of the video in the pre-activity showed that some of the students didn't listen to the teacher's talk, they seemed less enthusiastic when the teacher started the class. Some of the students didn't answer the teacher's question in the apperception activity because the students still didn't show interest but when the video was being implemented, they were very focused on the screen. The main activity showed that many students listened to the video. When the video began, some of the students started to listen. They only listened to the audio because they seemed finishing their other task.

However, many of them were active in observing the material displayed by the teacher through the video, they focused on the screen. Most of the students showed that they were interested in learning narrative text through the video because they always paid attention to the video and many of them used the google translate to understand the story at the beginning of the video and wrote it in their books. Many students were motivated in learning narrative text through the video because they were more active to answer the teacher's questions about narrative text after the video was implemented. The last, in the post activity showed that many students responded to teacher's talk and questions, it showed that the students had a great opportunity to conclude about narrative text material and to know their ability in understanding the material given in the video. In the table showed that most of the students were interested in learning narrative text using video, it became the teaching and learning process mainly in narrative text was not monotonous and boring anymore because most of the students were happy and motivated in learning using video. In sum, the use of Videoscribe in the teaching and learning process could increase students' interest in learning narrative text and it had many advantages such as increasing the students' interest and they became more active in learning narrative text.

4.1.3.2 Students' Interest

The questionnaire was used to know the students' responses after learning narrative text using Videoscribe. The purpose of questionnaire was to know more about the students' interest in learning narrative text at tenth grade students of MIA 2 in SMA Muhammadiyah 10 Surabaya after implementing the modified Videoscribe. The questionnaire was distributed to the students after they learnt narrative text from the modified Videoscribe. The result was described in data presentation of questionnaire above. The result could be seen in the table below:

a) Students' responses

The students' responses were got from X MIA 2 class from SMA Muhammadiyah 10 Surabaya after being taught by the English teacher using the modified Videoscribe. The students' responses results could be seen in the table 4.2. The table presented the results of the students' responses:

Table 4.3 Students response

Num	Question Items	Students' Responses				Category
		Strogly agree	Agree	Disagree	Strongly Disagree	
1.	<i>Saya menyukai pelajaran Bahasa Inggris</i>	50%	50%	-	-	Very Good
2.	<i>Saya tertarik mempelajari hal-hal yang berkaitan dengan Bahasa Inggris (Grammar, pronunciation, vocabulary)</i>	45%	55%	-	-	Very Good
3.	<i>Mengikuti pembelajaran menggunakan video merupakan pengalaman baru untuk saya</i>	40%	40%	20%	-	Good
4.	<i>Penggunaan media video pembelajaran membuat saya menjadi lebih termotivasi dalam belajar</i>	30%	70%	-	-	Very Good
5.	<i>Musik yang terdapat dalam video pembelajaran ini membuat saya lebih termotivasi dalam belajar</i>	40%	50%	10%	-	Very Good
6.	<i>Audio/suara pada video pembelajaran ini sudah terdengar jelas</i>	50%	50%	-	-	Very Good
7.	<i>Pembelajaran menggunakan video sangat menarik dan menyenangkan</i>	50%	50%	-	-	Very Good
8.	<i>Pembelajaran seperti ini sesuai dengan pembelajaran yang saya inginkan</i>	10%	60%	30%	-	Good

9.	<i>Dengan ditampilkan video, saya memahami apa itu Narrative Text</i>	40%	60%	-	-	Very Good
10.	<i>Dengan ditampilkan video, saya memahami generic structure dari Narrative Text</i>	20%	80%	-	-	Very Good
11.	<i>Dengan ditampilkan video, saya memahami tentang Language Features dari Narrative Text</i>	-	100%	-	-	Very Good
12.	<i>Dengan ditampilkan video, saya memahami tentang ciri-ciri dari Narrative Text</i>	30%	70%	-	-	Very Good
13.	<i>Setelah menyaksikan video pembelajaran ini, saya menjadi lebih termotivasi dalam mempelajari Narrative Text</i>	60%	30%	10%	-	Very Good

In table 4.3, it could be seen that 100% of students liked English lessons (50% strongly agree and 50% agree). 100% also felt interested in learning things related to English (Grammar, pronunciation, vocabulary). 80% of them stated that participating in learning using video was a new experience for them. In addition, the use of learning video media made them more real in learning (100%). The music contained in this learning video made them more interested in learning, this was stated by 90% of students.

The audio/voice in this learning video could be heard clearly, according to 100% of the students. In terms of learning using videos, it turned out to be very interesting and fun for them (100%). Even though this kind of learning was only 70% in line with the learning they wanted. And with the video shown, they (100%) understood what Narrative Text was. In addition to being shown a video, they (100%) understood the generic structure of Narrative Text, about the Language Features of Narrative Text and the characteristics of Narrative Text. And most importantly after watching this learning video, they became more interested in studying Narrative Text (90%).

4.2 Discussion

Based on the data above the students' interest in the tenth grade of MIA 2 of SMA Muhammadiyah 10 Surabaya was at a low level in learning narrative text, it can be seen from the results of students' interview that stated students did not feel happy or interest and bored when they were learning narrative text material. English teacher also stated that the students in the tenth grade of MIA 2 was not active in following the narrative text learning process. English teacher also stated some factors that might cause the lack of students' interest in learning narrative text were, on average, the students did not really like English lesson, they did not want to learn English very seriously and when they were in the class they did not pay attention to the teachers' explanation. This made them had low interest in learning the material.

The result of the interview with the students was the lack of media that fully used for teaching the material. Most of students said that the teacher rarely used attractive media in learning activity. All of the students' answers showed that the modified Videoscribe could increase students' interest in learning narrative text. It was proven by the students' responses were got 90% score in the very good category. In sum, the use of Videoscribe in learning narrative text could increase the students' interest in learning narrative text for the tenth grade students of MIA 2 in SMA Muhammadiyah 10 Surabaya. In the teaching and learning process showed that most of the students were interested in learning narrative text using video, it became the teaching and learning process mainly in narrative text was not monotonous and boring anymore because most of the students were happy and motivated in learning using video. Therefore, it could be stated that the use of Videoscribe in the teaching and learning process could increase students' interest in learning narrative text and the use of Videoscribe in teaching and learning process had many advantages such as increasing the students' interest and they became more active in learning narrative text.