

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **4.1. Research Finding**

This research was conducted on May 21, 2022 – May 23, 2022. In this research, the researcher used two instruments to analyze the data with the aim of answering the research questions. The first is about the implementation of Blogger in teaching writing descriptive text and the second is about the students responses to the use of Blogger in teaching writing descriptive text.

##### **4.1.1. The implementation of Blogger in teaching writing descriptive text in MTs Muhammadiyah 03 Sedayulawas**

In this section, the researcher focused on describing the implementation of Blogger in teaching writing descriptive text. During the observation the researcher use observation checklist and field notes to get more information about the real condition in teaching learning process. From the observation checklist and field notes, the researcher would be describing the process.

The observation checklist consist some indicators that related with the material of teaching learning process and the field notes was also being part of observation checklist which would describe the activities start from opening until the teaching learning process finish. It can be concluded that the implementation of Blogger in teaching writing descriptive text at MTs Muhammadiyah 03 Sedayulawas is divided into 3 stages, the first is the opening, then the main activity and the last is the closing.

a. Opening

The first stage was the opening, before starting the learning activities the teacher saying “*Assalamu’alaikum Wr. Wb.*” And continued by saying “good morning” to students then instructs students to pray together. The teacher asks how the students are by saying “*how are you, students?*” then prepares students to be ready for the next lesson and checks student attendance. Then the teacher asks students about the previous material to check students’ understanding and memory of the material that has been taught previously, and the students answer that their previous material are about adjective clause. After that the teacher asked the students about their understanding of the material to be studied as a warm-up before starting the lesson. The teacher shows a picture and instructs the students to describe the picture using the adjective clause they have learned in the previous meeting. Then the teacher explains the learning objectives to be achieved to students so that students know what goals they would achieve in the learning. The goals that would be achieved is how to make a very short and simple descriptive text that is very interesting.

b. Main activity

In this step, the teacher carried out the learning process in the computer lab by showing a presentation about blogger and explaining what blogger is, the features in Blogger, and

how to create a blog through Blogger, then after explaining the steps students were instructed to login to the blog account that the teacher has created before with the account name using their class name. After all students are logged in, the teacher explains how to create a new post using Blogger and instructs students to follow the steps explained by the teacher. then after all students are in the new post view, students practice writing a few sentences using Blogger and try the features available in Blogger. The teacher explained the features to the students how to add pictures or upload the video, edit their writings with various fonts, change the font size and font color, add emoticon, and set text layout, the students seemed very interested in trying the features in Blogger.

After that, the teacher explained about descriptive text, the purpose of the text, the structure of the text, and explained the language features in the descriptive text. After explaining about the descriptive text, the teacher asked the students if there was an explanation that they did not understand about the material that had been taught. If there is material that students do not understand, the teacher will explain again about the material that has not been understood by students. Then the teacher gives some examples of descriptive texts to make it easier for students to understand the material. After that the teacher instructs each student to make a very short and simple descriptive text

and write it using Blogger. In making descriptive text using Blogger, the students looked very enthusiastic. Many students edit their writing using attractive fonts, add images that match with their writing and there are also students who add an emoticon to their blog so that their writing looks interesting.

a. Closing

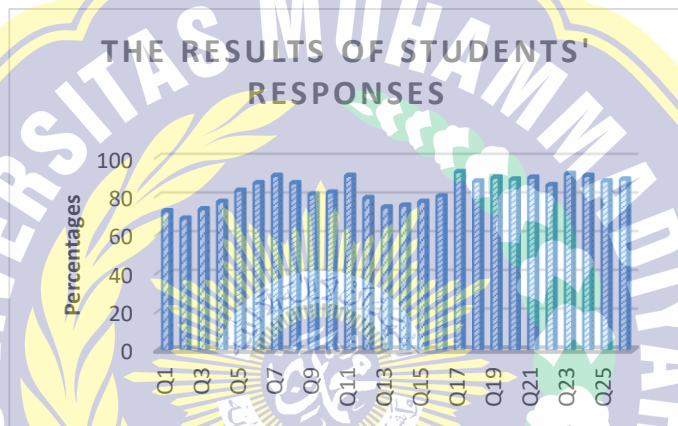
In the closing section, the teacher asks students about the conclusions from the material they have learned. Then the teacher and students gave a review about the Blogger media they had used in making descriptive text. The teacher asks about student satisfaction with the use of Blogger, then the teacher provides feedback on the learning process and student learning outcomes. The teacher gives homework to students to make descriptive text using Blogger with the theme describing their school, after that the teacher ends the learning process by greeting “*Wassalamu'alaikum Wr. Wb*”.

From the explanation, it proves that the core competencies and basic competencies in the lesson plan have been successfully applied by students and the use of Blogger media in the learning process has a positive impact on students of class VIII A.

#### **4.1.2. The students' responses toward the use of Blogger**

This section focused in students response as the subject in the implementation is eight grade students at MTs Muhammadiyah 03 Sedayulawas totally 25 sudents attendance.

Student responses to the use of Blogger in writing descriptive text can be known after the teaching and learning process. The researcher use questionnaires consist of 26 statements and has been validated by an expert validator to detected the students responses after followed the implementation of Blogger in teaching writing descriptive text. The categories of student responses use a scale for each perspective. The results of the analysis can be seen as follows:



**Figure 4.1** Analysis of students response

The researcher grouped the questionnaire from 26 statements into 4 categories, namely perspective on English, learning with a scientific approach, student motivation in learning writing, and descriptive text and Blogger media effectiveness by the theory of Mi et al. (2021), students stated that they enjoyed the process of learning and teaching English. Persada et al. (2020), scientific learning is basically a series of learning processes that allow students to actively construct their knowledge both conceptually, legally and in principle through

the stages of observing, asking questions, trying/gathering information, associating/reasoning and communicating the knowledge they find. Sari et al. (2015), when students' motivation in participating in learning has been created well, then learning achievement, namely the skill of writing texts can be carried out well. Lestari & Indihadi (2019), there is an increase in students' understanding of the description text after being treated with the use of media. Wiguna & Fuadi (2022), the use of Blogger as a learning medium as well as a learning resource will change the way of learning and learning techniques so that it is not monotonous so that it can motivate students.

#### a. Perspective on English

There are 4 statements that are included in perspective on English consisting of statements number 1-4. From the results of the questionnaire numbers 1-4 each obtained a score of 75, 71, 76 and 80. From the results of the total score obtained an average percentage of 72,6% which is included in the positive category. Thus, it can be concluded that students' perspective on English is very good and students like English lessons.

#### b. Learning with a scientific approach

Of the 26 statements in the questionnaire, there are 7 statements about learning with a scientific approach consisting of statements numbered 5-11 with each total score 86, 90, 94, 90, 84, 85, and 94. So it can be found that the percentage of the total score is 85,58% which is included in the strongly positive

category, which means that students apply a scientific approach in the learning process.

c. Student motivation in learning writing

There are 4 statements that are included in student motivation in learning writing consisting of statements numbered 12-15 where each obtained a total score of 82, 77, 78, and 80 with average percentages of 76,2% which are included in the strongly positive category. Thus, it can be concluded that the students motivation and understanding in learning writing is very good.

d. Descriptive text and Blogger media effectiveness

In the category of descriptive text and Blogger media effectiveness, there are 11 statements consisting of statements numbered 16-26 where each of them gets a total score of 83, 96, 91, 93, 92, 93, 89, 95, 94, 91, and 92 so that they get an average percentage of 88,20% and are included in the strongly positive. So it can be concluded that students really understand about descriptive text and the use of Blogger is effective for use in learning writing descriptive text.

Based on the results of the analysis of student responses in learning writing descriptive text using Blogger, the average score is 83,25% which is included in the very positive category. Almost all statements in the questionnaire scored more than 75% which were included in the very positive category. However, there is three score that gets less than 75% which is included in

the positive category. From these results, the researcher concluded that students were interested in and supported learning writing descriptive text using Blogger and could be a medium to help understanding writing, especially in making descriptive text. The results of student responses can be seen in the appendix 5.

#### **4.2. Discussion**

In the discussion, the researcher would explain how to implement Blogger in learning writing descriptive text by explaining how to obtain data and how to analyze the data obtained in the research. In analyzing the data, the researcher used two instruments, observation and questionnaires. Observational data were obtained by researchers by observing learning activities from beginning to end, starting from preliminary activities, core activities, and closing activities. The researcher have conducted interviews with teachers before implementing Blogger to find out the learning process of writing descriptive text without using Blogger media and after using Blogger. Before using Blogger, the teacher usually teaches by writing the material on the blackboard and then explaining it to students and giving some examples of descriptive text paragraphs. Then the teacher instructs each student to make a descriptive text and write it in their notebooks. With this teaching method, the teacher feels that students are less able to master the material and are less interested in the learning process and doing assignments. So that the learning process is not fun



and students are less interested during the learning which makes students lazy to pay attention to the teacher's explanation.

In the learning process after using Blogger, in the preliminary activity, the teacher does apperception and motivation by preparing the students physically and psychologically to take part in the learning process, asking questions to students by linking the previous material with the material to be studied, then the teacher explains the learning objectives and basic competencies to be achieved and conveys an outline of the scope of materials and activities to be carried out. Then in the core activity, the teacher explains to students about Blogger and explains the steps for using Blogger. After explaining the steps, students were instructed to try to open and access Blogger according to the previous teacher's explanation. After that, the teacher explained about descriptive text and gave some examples of descriptive text, then the students were instructed to make descriptive text and write it using Blogger. While writing descriptive text using Blogger, the researcher saw the enthusiasm of students who were very interested in using Blogger. Students look very active, this is proven when students write descriptive text by trying some of the features available on Blogger, such as adding images that match the theme of the text they are writing, editing their writing with interesting fonts, change the font size, and set their layout text to their writing so that their writings are very interesting and ready to be published. In the closing activity, the teacher and students provide

conclusions and reviews about the material and Blogger media they have used in the descriptive text, then the teacher gives feedback and homework to students, then the teacher ends the lesson.

Thus, the use of Blogger help students to more fluent in update writing and be more productive in writing. Blogs enable students to think critically by encouraging them to evaluate what they read and write. According to DiZhang (2009), writing blogs helps students to improve their writing skills and find new ideas through interaction with other students. Blogs also allow students to link to sources that support their statements, and thus encourage their critical thinking. In addition, to obtain data, the researcher also gave a questionnaire to students at the final stage which contained a statement about the use of Blogger in learning writing descriptive text. From the results of a student questionnaire consisting of 25 students, it shows that students are interested and like the use of Blogger in learning writing descriptive text, they agree that the use of Blogger in learning writing descriptive text helps them in understanding and making descriptive text. From categorization of questionnaires based on theory, the results show that students' perspective on English is very good and students like English lessons, students also apply a scientific approach in the learning process, students motivation and understanding in learning writing is very good, and students really understand about descriptive text and the use of Blogger is effective for use in learning writing descriptive text. This is

evidenced from the data on the percentage of questionnaire results which have an average score of 83,25% and almost all statements in the questionnaire have a score more than 75% which indicates that student responses are in the very positive category.

