CHAPTER IV

FINDINGS

The researcher presented the research findings in this section. The purpose of the research findings is to answer the study's research questions. The research was carried out to know teaching descriptive text using e-learning at MTsN 7 Kediri. Based on result interview with the teachers, doing observation, and documentation, research findings was focuses on three points: (1) strategies that used by English teacher in teaching descriptive text using E Learning, (2) teacher's problems in implementing the strategies in teaching descriptive text using E-learning, and (3) the way the teacher overcome the problems in implementing the strategies in teaching descriptive text using E Learning. In this case, the teachers taught the types of descriptive text, the topic used was describing people and things. The research findings were explained as follows:

1. **Teacher's Strategies in Teaching Descriptive Text using E Learning**

   To make learning more interesting, teacher strategies are needed to optimize the interaction between students and teachers. The teaching strategies can be interpreted as general patterns of teacher and student activities in the realization of the interaction between the two to achieve the goals that have been outlined. Then, in MTsN 7 Kediri the researcher found some information related to the teacher strategies in teaching writing

descriptive text especially in online learning. The strategies were explained as follows:

a. Modeled writing

Modeled writing is the use of models to demonstrate to students how writing works. It also refers to the teacher's practice of modeling or demonstrating writing to students. In MTsN 7 Kediri the teacher used modeled writing, this was strenghtened by quoted interview to first teacher:

> *"....kalau saya mengajarkan itu, saya memperkenalkan diri saya dahulu berupa tulisan, siapa nama saya trrus nama panggilan saya, yang sederhana yang basic dulu..."* (T1/MWS).

The first teacher applied modeled writing, he applied it by giving material first, then give the example about what will they learn. If they will learn writing descriptive text about themselves, the teacher will give the example by introducing or telling himself. This was strenghtened by quoted interview to the second teacher:

> *"..Saya memberikan contoh terlebih dahulu dengan membagikan lewat grub whatsApp kemudian siswa dapat memahami materi yang telah saya sampaikan..."* (T2/MWS).

In beginning of teaching and learning process, the second teacher give example of meaterial to the WhatsApp group. This was carried out to make the students understand about the materials. Then, the second teacher also applied modeled writing.

In addition, it also supported by result of observation data which taken on 1st ^{Oct} 2021. In beginning of class. The first teacher share materials in the form of power point to the Madras E-Learning which

contain of description of material and also the example of the writing descriptive text about people. For the second teacher, he was shared the material info Madras E-Learning. Then, starting explaining the material to the WhatsApp Group.

b. Think aloud writing

Think aloud is the process of thinking aloud while completing a writing task. Here the teacher give opportunities to the students to think critically, if students do not understand about materials they can ask teacher directly. By asking the teaching it can trigger them to think what will they do next to write the decriptive text. This strategies was applied by the first teacher. It was strenghtened by quoted interview to the first teacher :

"...*siswa bertanya secara langsung melalui media telegram untuk penjelasan materi yang kurang jelas atau apabila mereka kesulitan dalam mengerjakan tugas.*" (T1/TAWS).

The teacher give access the students to ask everything what they do not understand or their difficulties in writing task by using telegram group. Then the second teacher also give opportunities to the students to ask what they do not understand about the material or their difficulties in doing the writing task. This was also strenghtened by quoted interview to the second teacher :

"...*siswa dapat memahami dan bertanya tentang materi yang masih kurang jelas...*" (T2/TAWS).

According to the interview results, all of the teachers used the think aloud method. This was also strenghtened by observation data. The first

teacher display some paragraph then the teacher ask the students to indetify them. If the students are having trouble figuring it out, they can ask the teacher directly via telegram. Then, for the second teacher he also display the paragraph but giving additional grouping sentence, then ask to the students to identify them. If the students have trouble identifying themselves, they can ask the teacher directly.

c. **Independent writing**

Independent writing requires students writing their own texts without the assistance of others. Independent writing allows students to demonstrate their ability to compose a variety of texts. In MTsN 7 Kediri, the English teacher also applied this strategy. The first teacher used this strategy. This was strenghtened by quoted interview to the first teacher:

> *"...itu anak anak saya minta dari apa yang telah mereka lihat untuk menuliskan biodata dirinya masing..."* (T1/IWS).

Here, the first teacher ask the students to decribing themselves as what they have been seen from the teacher. The teacher also ask them to write it independently.

This was stenghtened by excerps to the second teacher:

> *"...maka siswa saya beri tugas untuk membuat deskripsi tentang benda disekitar mereka dengan menggunakan bahasa yang simple saja maka siswa saya beri tugas untuk membuat deskripsi tentang benda disekitar mereka dengan menggunakan bahasa yang simple saja.."* (T2/IWS).

The second teacher assigns the task of describing things around them based on the results of the previous interview. They were asked to do it by themselves or independently by using simple language.

Furthermore, based on observation data, first teacher ask students to make paragraph which describe themselves and also make the videos about it. The students free to express themselves. So they can make it creatively. For the second teacher he ask the students to describe things around them. The teacher give this duty by using Madras E-Learning media. The students also asked to do it by themselves. They were free to express their opinion about the thing that they want to describe.

d. Writing conference

A writing conference is a discussion between a teacher and a student, or between two students, about a student's writing. It could be a highly structured process in which the student and teacher keep a written record over time, or an informal process. Then, in MTsN 7 Kediri the first English teacher also applied this strategy. This was also strenghtened by quoted interview to the first teacher:

> *"... saya meminta anak mengerjakan tugas dalam bentuk remedial untuk tugas mengerjakan teks deskripsi, dan mengerjakannya langsung ke google form karena dapat diulang berkali – kali.."* (T1/WCS).

Here, after giving the feedback about the students, the teacher ask some students to do remidial about descriptive text to make their writing perfect. They were asked to did it based on the teacher instruction.

This was also similar to the observation data. The teacher were give the feedback to the students by telegram group. Then, ask some students to do remidial accordingly. Then they can submit it into Google Form. They can submit it many times until it can be said done or perfect by the teacher.

2. Teacher's Problems in Implementing The Strategies in Teaching Descriptive Text using E-Learning

Problems are something that cannot be separated from the teaching and learning process. Problems can arise anytime and anywhere. Furthermore, when using the internet to carry out the teaching and learning process. There are several things that must be considered by teachers and students during the teaching and learning process. According to the findings of the analysis, there are obstacles faced by teachers in implementing descriptive text teaching strategies using E Learning. These problems are: Firstly, the problem that must be faced by the teacher while implementing the strategy in the teaching and learning process is the lack of time. In using Madras E-Learning media, students' time to understand the material that has been delivered by the teacher or collect assignments from the teacher is limited by the application. Due to this problem, many students are getting bad grades because their access to submit assignments has been closed. This was strenghtened by excerpt to the first teacher:

> *"...dalam penggunaan E Learning Madrasah itu kita sedikit was was, dikarenakan didalam aplikasi pengumpulan tugas pada media tersebut ada jangka waktu yang terbatas, jadi siswa harus mengumpulkan pada rentang durasi waktu yang telah ditentukan. Padahal kenyataan di lapangan tidak semua murid dapat mengumpulkan tugas dengan tepat waktu, sehingga mengakibatkan banyak nilai siswa yang kosong..."* (T1/LTP).

In addition, the second teacher stated that limited time causes many students did not submit assignments.

> *".. karena di E Learning Madrasah banyak siswa yang ingin mengumpulkan tugas tetapi terhalang oleh waktu yang terbatas, sehingga mereka mendapatkan nilai jelek di E Learning madrasah.."* (T2/LTP).

This is also done by observing data. In implementing several strategies, teachers and students use madrasah E-Learning media, students' time to collect writing assignments is limited by the media, besides that some students take longer to do the assignments given by the teacher. So, the teacher must rethink or find another solution for collecting these tasks.

Secondly, Madras E-Learning media has many features. Actually the media is enough for making the learning activities run well. But, because there was much features it make teacher and also students difficult to find the location of each feature. Some of the students were ask to the teacher about the location of attendance list place, duties place, and other. It was strengthened by the first teacher:

> *"terkadang siswa ketinggalan untuk bisa log in ke E Learning madrasah karena kode yang berganti ganti secara berkala. Hal tersebut membuat siswa kebingungan dan harus mencari informasi ke temannya yang telah bisa masuk ke aplikasi tersebu…" (T1/CMP)*

This also strenghtened by quoted interview to the second teacher:

> *"Fiturnya terlalu banyak, jadi siswa sering bertanya, tugasnya dibagian yang mana, infonya dimana..." (T2/ICMP)*

The difficulties of looking for the location of each features could block the learning activities. This can waste the time. So, the learning activities could not be run effectively. This was also strenghtened by observation data. There was much feature in Madras E-Learning, very complete but complicated. If teachers or students were not usually use it, they will be difficult to use it.

3. **Teacher's Solutions in Overcoming the Problems in Implementing the Strategies of Teaching Writing Text using E Learning**

Firstly, limited time is one of the problem which faced by the teachers in implementing the strategy in teaching descriptive text and also for students when using Madras E-Learning in carrying out online learning. The learning process was limited by the E-Learning media. Especially in collecting the duties. The time which given by E-Learning could not as much as the other media. So, the teacher here was using additional media to facilitate the students which can make the time longer than before. This was strenghtened by quoted interview to the teacher:

> *"...solusinya, saya pakai media tambahan yaitu pakai Google form, karena bisa diakses berkali kali dan enaknya lagi kalo pakai google form cepat penilaiannya, soalnya terhubung langsung sama spreadsheet...(T1/LTS).*

Then, Google form give additional time, this was also make the teacher easier to give the score and the feedback. The teacher are easy to arrange them by the class, time, or other by connect it to the spreadsheet. The second teacher also quoted that:

> *".. nah untuk solusi yang seperti itu, biasanya saya memberikan kesempatan 1 hari lain kepada siswa untuk mengumpulkan semua tugas yang tertunda melalui grub WhatsApp.." (T2/LTS).*

By using additional media it can solve the problem especially in limited time, this also can make teacher easier to give score, or arrage it. This was also strenghtenend by observation data. Based on observation, teacher also used Google Form and WhatsApp in collecting the assignment, they also easy to give the studenst score or feedback.

Secondly, the E-Learning media was assesed good by the English teacher. Actually the media are good and contain much features which can be used by the students. In Addition, the teacher did not really know how much understanding the students about material that already shared in Madras E Learning. So, the teacher have solution for it. This was explained by the quoted interview to the first teacher :

> *"karena terkadang siswa kesusahan, saya pakai media tambahan sesuai dengan kebutuhan. yaitu Youtube untuk memberikan penjelasan materi tambahan, Google form untuk mengerjakan tugas, Telegram sebagai media penyampaian dan juga mengabsen keaktifan siswa dan berdiskusi Whatsapp sebagai cadangan telegram.." (T1/ICMS).*

The first teacher used the telegram as a medium for delivering assignments. In this media, teachers can conduct teleconferences with students via audio and video. This makes it easier for teachers to find out how much understanding has been obtained by students.

Furthermore, the second teacher stated that Madras E Learning was complicated. The features offered are varied but sometimes it is a little confusing for students regarding the layout of each function of using the application. Students sometimes asking about the location of each feature. So, it can be stated that the feature are difficult to find. To solve that problem the teacher used additional media. The teacher used some media refer the function. This was strenghtened by quoted interview to the second teacher :

> *" ..karena terkadang siswa itu bingung menggunakan aplikasi E Learning Madrasah, saya minta mereka untuk mencari tahu tutorial menggunakan aplikasi tersebut di YouTube. Selain itu, YouTube juga saya gunakan sebagai alternative dalam penyampaian materi yang saya ajarkan.." (T2/ICMS).*

This was also strenghtened by observation data, the teacher also used various additional media to teach writing, they used Telegram for discussion, Youtube for explaining the material, and also Google form for submitting the assignment.