#### **CHAPTER 4**

#### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher discusses the research findings. The discussion focuses on using advertisement slide (PowerPoint) in writing monologue text, advantages of advertisement slide for teacher, and student's responses to advertisement slide (PowerPoint).

#### A. School Profile

Before explaining the research findings, the writer gives illustration about Smp Muhammadiyah 4 gadung Surabaya, a private school with four floors, located in Gadung III Street No.7, Surabaya. There are vision and mission of SMP Muhammadiyah 4 Gadung Surabaya similar to other school.

#### 1. The vision

The vision is that students are hoped have good behavior, optimum academic achievement and best intelligence (Heart, mind and charity).

- 2. The mission
- a. Mission through education
- b. Helping parents to create pious child
- c. Becoming Islamic school based on technology
- d. Becoming charity field for wealthy people

Every students learning to separate a part of their money from seventh until ninth classes, which result of gather money used to help some of students don't wealthy, it part implementation of this school mission.

e. Becoming model for Islamic school

This school supply facilities and related things to get the purpose. To support learning process, this school fulfills computer lab, library, and LCD projector. In this school have Wi-Fi connection, students and teacher can access kinds of information in internet.

#### **B.** Research Findings

# 1. The Implementation Of Advertisement Slides In Teaching Writing Monologue Text (Checklist)

English lesson taught at SMP Muhammadiyah 4 Surabaya two times a week. At the first meeting (June 3, 2010 at 8D class), beginning the lesson teacher greet students then did check attendance list. In the first meeting teacher taught new material; teacher gave stimulus to the students by showing a thing in her hand and asked about where that thing students saw. Students answered that they had seen it in the shop, canteen, or television. Teacher chose some students come forward to eat foods (candy and biscuit), after that they gave their opinion about the foods. Then teacher wrote their opinions in the blackboard. The tastes of those foods are sweet, salty, crispy, and smell good. By students answer, teacher combined those answers into a formation of the simple advertisement.

The characteristics of advertisement are simple and interesting. Advertisement made simple because easy people remember and interest. By those reasons then people anxious to try things or services. The material presented through PowerPoint contains of meaning, example, and characteristics of advertisement. Advertisement is kinds of functional text which have specific purpose. The example of advertisement explained by slide (PowerPoint) picture. During learning process with advertisement slides, students enjoyment because there some funny act

made them laugh. In the last time, teacher gave homework to students made advertisement based on cellular slide. And the end of lesson teacher review about material which students got that day.

In the second meeting (June 5, 2010 at 8D class), teacher begun the lesson by greet students. Then teacher review the last material (Advertisement). After teacher had reminded about last meeting then teacher commanded students to collect their homework. While teacher checked student's homework, before it teacher chose one of students wrote their duties (advertisement) in blackboard. After that teacher checking students' duty in blackboard then teacher corrected it.

Teacher explained using simple present tense in made an advertisement. As explained before, functional text (advertisement) is simple, interest and used simple present tense (Grammar). Using simple present tense in advertisement sentences is to made things or services easy to remind. After teacher explained about simple presents tense, teacher continued material to the next chapter or other material (recount text).

The third meeting (June 7, 2010 at 8C class) teacher started lesson greets students, then checked attendance list as usual. Teacher used bilingualism when taught English. Teacher was explained before that the day time held daily test about advertisement, after two meetings (next week) learned advertisement material. The test is to know students' ability after advertisement had presented for 2 weeks. The task is written text which consists of five numbers of questions. Teacher divided into two sessions for the task, where a half of students take turns.

# 2. The Advantages Of Advertisement Slides For Teacher In Teaching Writing Monologue Text

Interview with English teacher after class has finished at June 4, 2010. Ms. Eny was taught in the school for two years. There are many kinds of method was implemented. There is role play, using video and personal presentation. In order to get aim of learning teacher must gave reinforcement, related games and facilities. As we know in the chapter two was explained that using multimedia in teaching support process acquiring knowledge. Teaching English especially writing is complex, so teacher must creative in served material. Teacher made English interested to be taught. One of the ways is using advertisement slide (PowerPoint).

English teaching made interest, if the material presented in different way. Presented material with multimedia or audiovisual can make students easy to catch point of material. Beside that students can use their cognitive ability to respond the material. Advertisement slide (PowerPoint) applied conditional, it cause if students had got understand about the material in two meetings means the explanation enough. The difficulties during learning process often happen for every teacher anywhere, it caused by many kind of problem. For this case teacher got impede in specific terms. It causes foreign language or second language so teacher must be patience explained about that.

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3. The Students' Responses To Advertisement Slides (Power Point) In Teaching

Writing Monologue Text

To know students' responses to advertisement slides (Power Point), researcher gave the

questionnaires to 45 students. It contains of ten questions and three answers chooses; they are A,

B and C. The questions are about English teaching in classroom and students opinion to using

advertisement slides (Power Point).

Each number of questions have evaluation standard is:

a. A question: 3

b. B question: 2

C question: 1

Using questionnaire to know the students responses toward advertisement slides in

teaching writing monologue text use formula:

 $P(Percentage) = \frac{F (Sum of frequency A point)}{N (Total of respondent)} X 100^{\circ}_{0}$ 

After known the result then categorize the measuring standard is follow below:

76 % - 100%

: Good

56% - 75%

: Enough

40% - 55%

: Less good

Less than 40%

: Not good

The results of questionnaire were:

#### 1. Do you like English lesson?

Table 4.1

a. Really like	11	24,4%
b. Like	32	71%
c. Don't like	2	4,4%
	45	100%

Student's answer about English lesson is divided into three chooses. They are A. really like, B. like, and C. dislike. Students' answer for A (Really like) answers is 24,4%. Students' answer for B (Like) English lesson is 71 % and for students' answer for C (Did not like) English lesson is 4,4%.

## 2. What do you think about English teaching in your class?

Table 4.2

a. Really interest	15	33,3%
b. Interest	30	66,6%
c. Don't interest	0	0%
	45	100%

English teaching in classroom is divided into three chose. They are A. really interest, B. interest and C. did not interest. Students' answer for A (really interest) is 33,3%, B answer (interest) is 66,6% and students' answer for C. (did not like) is 0%.

## 3. How about time for English teaching?

Table 4.3

a. Really enough	5	11,1%
b. Enough	32	71,1%
c. Don't enough	8	17,7%
	45	100%

Time for English teaching in this school is divided into three chose. They are A. really enough, B. enough and C. did not enough. Students' answer for A (really enough) is 11,1%, students' answer for B. enough is 71,1% and students' answer for C (did not enough) is 17,7%.

## 4. Does material teach by teacher useful in daily life?

Table 4.4

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11	24,4%
5	11,1%
45	100%
	5 45

The material taught by teacher is useful for student's daily life, divided into three chose. Students' answer for A. really useful is 64,4%. Students' answer for B. useful is 24,4% and students' answer for C. did not useful is 11,1%.

# 7. Do you enjoy studying English with advertisement slides (power point)?

Table 4.7

19	42,2%
18	40%
8	17,7%
45	100%
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Students' answer to seventh questions toward Advertisement slides (PowerPoint) in English class divided into three chose. They are A. really enjoy, B. Enjoy and C. don't enjoy. Students' answer for A (really enjoy) is 42,2%, B answer is 40%, and students' answer for C (don't enjoy) is 17,7%.

## 8. Does advertisement slide (PowerPoint) help you to understand monologue text material?

Table 4.8

8	17,7%
32	71,1%
5	11,1%
45	100%
	5

The Advertisement slides are helping students to understand monologue text contains of three chose. First, the answer really help (A answer), second helping and C. don't help. Students' answer for A is 17,7%, for helping students (B answer) is 71.1% and for did not helping (C answer) is 11,1%.

## 5. Do you understand teacher explanation?

Table 4.5

a. Really understand	6	13,3%
b. Understand	37	82,2%
c. Don't understand	2	4,4%
	45	100%

Teacher explanation in teaching English is divided into three chose. They are A. really understand, B. understand, and C. Don't understand. Students' answer for really understand is (A answer) 13,3%, for understand (B answer) is 82,2% and did not understand is (C answer) 4,4%,

## 6. Does the teacher teaching method need improvement?

Table 4.6

a. Really need	12	4,4%
b. Need	19	42,2%
c. Don't need	8	11,1%
	45	100%

The teacher teaching method needs improvement at SMP Muhammadiyah 4 Surabaya.

The Students' answer about it is for A (really need) 4,4%. Student' answer for (need) B answer is 42,2% and students' answer for don't need is 11,1%.

## 9. Do advertisement slides can increase your vocabulary?

Table 4.9

a. Really increase	30	66,6%
b. Increase	11	24,4%
c. Don't increase	4	8,8%
	45	100%

The result of students answer to questionnaire number nine, divided into three chose. They are A. really increase, B. increase and C. don't increase. Students' answer for A (really increase) is 66,6%, B answer is 24,4%, and students' answer for C (don't increase) is 8,8%.

## 10. What do you think about using advertisement slides (power point) in your class?

**Table 4.10** 

a. Really interest	13	28,8%
b. Interest	26	57,7%
c. Don't interest	6	13,3%
	45	100%

Students' responses to the advertisement slides divided into three chose. They are A. really interest, B. interest and C. don't interest. Students' answer for really interest (A) toward using advertisement slide (PowerPoint) in teaching writing monologue text is 28,8% and

students' answer for interest is 57,7% (B answer). While students' answer didn't interest is 13,3% (C answer).

#### 4. DISCUSSION

Result of observation, interview and questionnaire had presented. The observation during three meetings, gave result that using media (advertisement slides) in teaching writing monologue text overall in good way. The teacher implemented writing ways, such us writing process, writing strategies, and post writing strategies. The writing process contains of the teacher builds the students stimulus about topic, introduces the topic of the text, the teacher give explanation the characteristics and definition of advertisement and modeling steps on how to make advertisement. The writing strategies contains of teacher applying the advertisement slides. teacher asks the students to make simple advertisement, teacher asks students to revise their writing based on advertisement characteristics, teacher asks the students to submit their find writing and controls the students activity. The post-writing strategies contain of the teacher correct students mistake and the students make conclusion to the advertisement slides presented by teacher. When teacher applying advertisement slides in film form, the pictures cannot display for a moment. Then teacher solved the problem in the other type. The Use of media in teaching process need skill to operate and understand uses detail. It's done to decrease technical error when operating media. Several of people know it but several of people knowing as glance. To knew the detail of using media, school provision workshop or training to solve misunderstanding.

The result of students test for advertisement material is in did not good but after teacher had remedial test students point is better. It cause of some factor, such us external or internal factor of students. The internal factor is students felt tired because of the full time in schools activity. So, when they are in their house is time for did homework and took a rest. While external factor is the environment where students live less motivation could be from parents or friends. Motivation in learning language is important things to achieve the goal of learning foreign language or second language (Crookes and Schmidt 1991). 65

Interview to the teacher who using Advertisement slides (Power Point) in teaching writing monologue text get result that English is complex and the teacher create something made easy to receive and interesting. The chose of advertisement slides (Power Point) because it representative covered writing.

The result of students respond to this media (advertisement slides) is in good enthusiasm. Could see by students' answer by questionnaire indicate that 57,7% students interested to advertisement slides. Teacher as the source of knowledge in classroom had been the best. There are many kinds of students have different ability. Human intelligence contain of many kinds, like cited in Campbell and Dickinson. Human frame is divided into six types. They are verbal skill, bodily- kinesthetic skill, mathematical skill, interpersonal skill, musical skill and spatial skill. Verbal skill is the ability to think in word and use language to express meaning. Bodily-kinesthetic skill is the ability to manipulate object and be physically adept. Mathematical skill is the ability to carry out mathematical operational. Interpersonal skill is the ability to understand oneself and effectively direct one's life. Musical skill is the ability to sensitive to pitch, melody

<sup>&</sup>lt;sup>65</sup> Jacquieline Norris-Holt: Motivation as a Contributing Factor in Second Language Acquisition (The Internet tesl journal vol. VII, no.6, June 2006), http://itslj.org/articles/noris-motivation.html. retrieved at November 11, 2010

rhythm tone, and spatial skill is the ability to think 3-dimensionally. <sup>66</sup> The different of human intelligence made them can catch material easily with visual or non visual material. It causes different mind working to serve and understand everything presented.

<sup>&</sup>lt;sup>66</sup> John W, Santrock: Educational Psychology Second Edition (Mc. Graw -Hill companies inc,2006), p. 111