

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings and discussions of the research of the action research about improve student vocabulary for first grade at MA At-Thohiriyah Ngantru.

A. The Research Findings

1. Data from a preliminary study

The preliminary study was conducted to obtain information about the condition of students during the teaching and learning process. From the observation in the classroom, the researcher found several problems about students' vocabulary. They still got difficulties to interpret words of the sentence, because they lack vocabulary and motivation to learn vocabulary.

The research was conducted on February 7th, 2020 until March 6th, 2020. The researcher gave a vocabulary preliminary test to 10th grade students, there are 17 students who joined the test. The type of the test is multiple choice to find synonym or antonym, and fill in the blank. The purpose of the test is to find out how well the ability of the students to improve their vocabulary.

By providing a vocabulary test for the student, the researcher found some students who lack of understanding of the vocabulary. Based on the students' preliminary vocabulary test, the researcher found that 17 students

who joined the vocabulary test, only 6 students could get score 70 or more and the others got a score of less than 70.

The percentage of students' success in the vocabulary test of cycle 1 could be calculated as follows:

$$\frac{6}{17} \times 100 = 35\%$$

From the formula, it is found that the students who passed the preliminary test were 65% and 35% were failed. The criteria for success that had been determined are 80%. It means that this result could not achieve the criteria for success.

In preliminary study there were still many students of grade tenth A who failed the vocabulary test. This is caused by several factors, the first was because there were many students in grade tenth A who think learning English were difficult and unpleasant, the second students has difficulty to translated the meaning of a word, therefore they has difficulty in understanding the meaning of a sentence. But researcher also found some students who passed in the vocabulary test, from the observation of the researcher the students did has a good interest in learning English and their abilities were different from students who failed the vocabulary test.

The score of the preliminary study was drawn in the form of the table below.

Table 4.1 The students' achievement in a preliminary study.

No.	Name	Score	Classified
1.	NNS	70	Passed
2.	MCZ	45	Failed
3.	MD	60	Failed
4.	EA	55`	Failed
5.	MAN	55	Failed
6.	T	50	Failed
7.	MKU	60	Failed
8.	FA	45	Failed
9.	SP	75	Passed
10.	AS	70	Passed
11.	WD	80	Passed
12.	R	75	Passed
13.	MS	40	Failed
14.	MTA	50	Failed

15.	SNR	55	Failed
16.	FAN	45	Failed
17.	NFA	75	Passed

2.Action Research Cycle 1

The data taken in the first cycle was carried out from the procedure of classroom action research in covering planning, action, observing, and reflecting. The procedure of the research is described as follows.

a. Planning

After analyzing the resulted of the preliminary study, the researcher designed a lesson plan for the first meeting. The researcher using the Duolingo application as a learning media to improve their vocabulary. The researcher hopes that Duolingo's application can increase their interest in learning vocabulary. The researcher prepared a vocabulary test and got information about the criteria for success from a teacher.

b. Acting

In this section, the researcher presented a description during the study a teach cycle meeting. The first meeting was used to applied the Duolingo application to improve student vocabulary. The second meeting was used to conduct vocabulary test cycle 1.

The first meeting was held on February 14, 2020, at 09.40 until 11:00. This meeting was held to applied the Duolingo application as a medium for learning vocabulary. In the pre-teaching and learning process, the researcher started the class by greeting and opening a list of meeting students. In the Main Activity, researcher began by explaining about the Recount text material. Then, the researcher explained how to made a simple recount text and it's generic structure. After that, the researcher explained the Duolingo application to improved students' vocabulary. The researcher asked students to do the questions in the Duolingo application. Because the discussion of the material about the Text is recalculated, the researcher asked students to worked on past verb problems. Students worked on the problems with each gadget and then copied it in their books. In the activity, before closed the class, the researcher improved the teaching and learning process by asking students about difficulties and responding to the used of the Duolingo application. The researcher also asked students to worked on the Duolingo application at home individually.

The second meeting was held on February 21, 2020, from 09.40 to 11:00. In the pre-activity, the researcher started the class by greeting and opening a list of student meetings. In Main Activities, the researcher began by reminded students about last week's material. Then, the researcher asked students to read and

explained the contents and parts of recount text from the simple recount text. Finally, the researcher asked students to take an individual word test. The type of test is multiple-choice, looking for synonyms and antonyms of the word, then completed fill in the blank in sentences and paragraphs. In the post-activity, the researcher closed the class and greeted the students.

c. Observing

The researcher wrote field notes to record all activities in class after completing class because the researcher cannot take notes during the teaching and learning process. The observations at the first and second meetings showed the researcher conducted all activities.

The vocabulary test cycle 1 was done at the second meeting. The resulted between the preliminary test and the cycle 1 test are different. In the test cycle 1, some students got a better score than the preliminary test. Students scores on the cycle 1 vocabulary test could be seen in the following table :

Table 4.2 The students' achievement in Cycle 1.

No.	Name	Score	Classified
1.	NNS	65	Failed
2.	MCZ	75	Passed

3.	MD	75	Passed
4.	EA	60`	Failed
5.	MAN	70	Passed
6.	T	65	Failed
7.	MKU	80	Passed
8.	FA	55	Failed
9.	SP	80	Passed
10.	AS	75	Passed
11.	WD	80	Passed
12.	R	85	Passed
13.	MS	70	Passed
14.	MTA	60	Failed
15.	SNR	75	Passed
16.	FAN	75	Passed
17.	NFA	85	Passed

Based on the table above, the percentage of students' success in the vocabulary test of cycle 1 could be calculated as follows:

$$\frac{12}{17} \times 100\% = 70\%$$

From the calculated above, from 17 students only 12 students or 70% of the student got a score 70 Or more. And 5 students or 30% of the student got scores of less than 70, which means they failed because their score was under the minimum standard score. So, it means that this test resulted could not fulfill the criteria of success.

d. Reflecting

The reflection was done by researcher after the result of observation and the result of the vocabulary test were known. Based on observation, not all of the students were active during the teaching and learning process to improved vocabulary, this theme using the Duolingo application as a media. Based on the percentage the criteria of success on cycle 1 students' vocabulary test was 70%. This means that the percentage of success in improve student vocabulary in this cycle could not fulfill the criteria of success that was 80% of all students.

The result can be caused by several factors. First, from the observation in cycle 1, it was found that many students still had

problems to improve their vocabulary. That can be seen from the answer sheet of students in the vocabulary test. Secondly, from the observation, it is known when the student applied the Duolingo application, there were some students are passive and do not follow the rules. Because there were some students who talk with friends when the teacher explained, and some students has difficulty understanding and applying the Duolingo application individually.

Therefore, it is necessary to solve the problems found in cycle 1. The action in cycle 2 carried out by the researcher by revising the lesson plan in cycle 1 by considering the weakness of students in cycle 1. The weakness is related to students' interest to learn vocabulary more seriously. Because there were still some students who don't pay attention and carry out the researcher orders. With the limited time available too, students has not been able to maximize their understanding. So, researcher changed the method of students' learning from individual into discussion. Discussion method was carried out so that students can help the other friends to understand and apply the Duolingo application. And the students has a place to sharing problems during teaching and learning vocabulary using Duolingo application.

3. Action Research Cycle 2

Cycle 2 was done by revising the strategy to improve student vocabulary using Duolingo application in cycle 1.

a. Planning

Because the implementation in cycle 1 has not resulted in significant changes in student vocabulary improvement and the used of Duolingo application that has not been satisfactory, the researcher revised the lesson plan for learning cycle 2.

In this research, students make simple recount texts individually, used various types of vocabulary obtained from the Duolingo application. students was also asked to discuss and worked on questions in the Duolingo Application in pairs. Different from the first cycle, in the first cycle the researcher asked students to do everything individually. But the results were not too satisfying so that the researcher asked students to discuss in order to more easily solve a problem. hopefully, all students could be more active.

b. Acting

Cycle 2 is carried out in two meetings. The first meeting was held on February 28, 2020 at 09.40 until 11:00. The researcher started the class by greeting and opening a list of meeting students. In the Main Activity, the researcher began by explaining about the Duolingo application. After that, the researcher asked students to read and explained the content and parts of the recount text. The researcher asked students in pairs to work on the questions in Duolingo's application. The researcher

wanted students to be able to discuss with friends and solve problems together. Before closing the class, researcher improve the teaching and learning process by asking students about difficulties and responding to the use of the Duolingo application. The researcher also asked students to work on the Duolingo application at home.

The second meeting was held on March 7, 2020 from 09.40 to 11:00. In the pre-activity, the researcher started the class by greeting and opening a list of student meetings. In Main Activities, the researcher reviewed the lesson at the first meeting and then discussed the results of the discussion on the first meeting. The researcher asked the students to make a simple Recount Text, using the vocabulary they got from the Duolingo application. After that, the researcher gave a cycle 2 vocabulary test. The type of test is multiple-choice, looking for synonyms and antonyms of the word, then completed then completed fill in the blank in sentences and paragraphs. In the post-activity, the researcher closed the class and greeted the students.

c. Observing

In this section, the researcher observed the teaching and learning process. It focused on student activities to improve vocabulary using Duolingo application. In cycle 2 it was found that students were more active during the teaching and learning

process better than the previous cycle. It can be seen by students who answer the researcher's questions in the teaching and learning process.

The vocabulary test in cycle 2 was done at the end of the second meeting. The vocabulary test is conducted to measure how much the students' vocabulary was improved by using Duolingo application.

Student scores on the cycle 2 vocabulary test can be seen in the following table.

Table 4.3The students' achievement in Cycle 2.

No.	Name	Score	Classified
1.	NNS	85	Passed
2.	MCZ	60	Passed
3.	MD	85	Passed
4.	EA	80	Passed
5.	MAN	65	Failed
6.	T	95	Passed
7.	MKU	90	Passed
8.	FA	75	Passed

9.	SP	80	Passed
10.	AS	80	Passed
11.	WD	85	Passed
12.	RC	85	Passed
13.	MS	80	Passed
14.	MTA	80	Passed
15.	SNR	85	Passed
16.	FAN	85	Passed
17.	NFA	80	Passed

Based on the table above, the percentage of students' success in the vocabulary test of cycle 1 could be calculated as follows:

$$\frac{15}{17} \times 100\% = 88\%$$

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From the calculated above, from 17 students 15 students or 88% of the student got a score of 70 or more. And 2 students or 12% of the student got a score of less than 70, which means they failed because their score was under the minimum standard score. So, it means that this test resulted fulfilled the criteria of success. Measured from Cycle 1 and Cycle 2 the percentage that

fulfilled the criteria of success is in Cycle 2, as much as 80% of students got scores more than 70.

d. Reflecting

The reflecting was done by the researcher after the result of observation and the result of cycle 2 vocabulary test were known. Based on the percentage of students' success in the vocabulary test cycle 2, there are 15 students with a percentage of 88% of students who passed the cycle 2 test. This means that the percentage of students' improving in this cycle could fulfill the criteria of success that was 80% of all students.

The result can be caused by several factors. First, most students were active in the process of improve vocabulary using Duolingo application. That can be seen from the answer of students in the vocabulary test. Secondly, most students begin to have an interest in learning vocabulary. It can be seen from the results of a vocabulary test that increased from 70% in cycle 1 to 88% in cycle 2.

Because the result of cycle 2 met the criteria of success of the researcher target, the action was stopped.

4. Research Discussion

From the research findings, it can be seen that Duolingo's application can improve the student's vocabulary in vocabulary learning, because there are differences in the percentage of achievements starting from Pre-Test, Test Cycle 1 and Test Cycle 2. The findings of this study were also conducted by previous studies conducted by Addal Muddin (2018) who said It can be

concluded that Duolingo gave a good effect to improve students' vocabulary mastery. It was because of Duolingo was an interesting media that can be used in teaching English vocabulary for beginner level.

Based on analyzed of the percentage the students, researcher found the percentage was improve in each cycle result conducted by students. Started from the percentage of preliminary study results that didn't use the Duolingo application was 35% , and the percentage of achievement in the Cycle 2 test that used the Duolingo application was 88%. So the Duolingo application can improve students' vocabulary through vocabulary test.

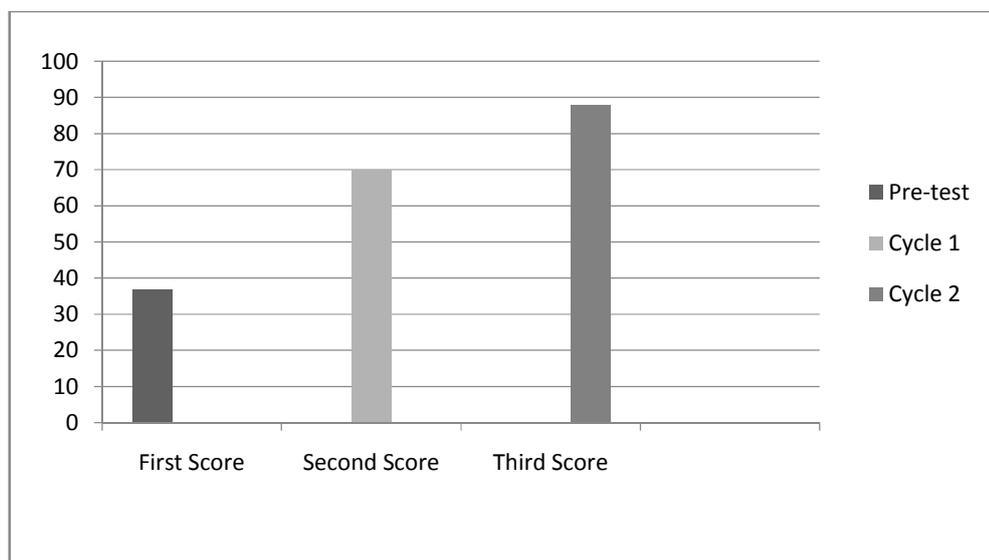
Related with the using Duolingo application in the teaching and learning process to improve vocabulary, it can be seen that teaching vocabulary using the Duolingo application is able to improve students' ability in improve vocabulary. In this case, the Duolingo application helped the students to improve their vocabulary. That could happen because with the Duolingo application students learned to determine the exact meaning of a word. With the Duolingo application, the student learning system was not monotonous, so they don't feel bored and were happier. The variation of questions contained in the Duolingo application made students more active to asked a question or answer the questions from the researcher. As stated by (Razzaq, et al., 2018: 94) In this era, people are not separating with technology. Everyday, people around the world use the thing related to technology. Smartphone is the one of technology that support educational technologies.

From the preliminary test and cycle 1, the result of the vocabulary test in cycle 2 has a better improvement. In cycle 1 students still have some problems to improve the vocabulary were given. These events occur because the activities in cycle 1 don't provide sufficient understanding to students.

Therefore, the researcher revised activities in cycle 2. Researcher asked students to focused and trust themselves and can discuss well with friends. In cycle 1 some students were less willing to ask a question. The revision of activities in cycle 2 can improve students' vocabulary understanding. In addition, this gives students more experience and understanding the vocabulary, so it can help them improve words, meaning, and things around us.

Table 4.4 The percentage of student success in a vocabulary test in preliminary, Cycle 1 and Cycle 2

No.	Stage	Percentage of success
1.	Preliminary test	35%
2.	Test cycle 1	70%
3.	Test cycle 2	88%



The percentage of student success in vocabulary test in preliminary, Cycle 1 and Cycle 2

The graphic above showed the percentage of student success in improving vocabulary. The percentage from pre-test was increased from 35% to 70% in Cycle 1. Then, the percentage in Cycle 2 increased with a better percentage of 88%. In other words, cycle 2 has reached the criteria of success in this study. So, classroom action research was stopped in cycle 2. Based on the above findings, it can be concluded that using Duolingo application can improve student vocabulary.

They are some changes as a result of actions. During the implementation of the action the students become interested and active in learning English. They are active involved in improve their English vocabulary. The students seemed more enthusiastic about learning vocabulary using media. their ability to understand the meaning of a word increases with the help of learning media and they looked more enjoyed when learning to use the duolingo application.

Therefore, from the results of this action research, students' vocabulary at First grade at MA At- Thohiriyah can be improve by the application of Duolingo which is applied in teaching and learning activities. Pilar Munday (2016) said that "Duolingo allows you to do a quick practice to turn a skill back to gold, and this was what they needed to do for this class. In any case, based upon their written responses and these results, it is obvious that having the ability to do homework on your mobile devices is something preferred by both groups". They also claimed that playing Duolingo is not only making them more enjoy in learning but

also getting a lot of knowledge, from the analyses above, researcher aimed that learners who like to play game would tend to like Duolingo so much (Nanda Nadiawati, 2018). The use of Duolingo to improve vocabulary shows a slight difference in knowledge gain. In addition, these results show that the use of the application seems to help students in motivational aspects as engagement and more interest in classes were demonstrated (Pamela Toassi, 2018).