**BABIV**

 **FINDINGS AND DISCUSION**

This chapter presents the research finding and discussion. The research findings are based on the data obtained during the teaching of vocabulary mastery using inquiry technique, and discussion are based on the research findings.

1. Findings

This section consist of two cycles, are cycle 1 and cycle 2. Each.cycles, there are two meetings and each section is elaborated into four steps (planning, Acting, Observing, and Reflecting).

1. **Research**Finding in **Cycle I**

This cycle was conducted on Monday25August 2014 with the time allocation of 2 x 45 minutes. The result of the implementation of the four I steps in cycle 1 as follows:

1.1 Planning

Before implementing inquiry technique in teaching vocabulary mastery in class, the researcher made some preparations. The preparation is the form of lesson plan containing the instructional objectives, instructional material, teaching - learning activities and evaluation. The instructional material was picture entitled "market".

1.2 Acting

 In the beginning learning, the researcher gave word game to motivate students in starting vocabulary learning. Then the researcher taught the students basedon lesson plan. In this acting, there vast two meetings to implement inquiry technique.

 In the first meeting. It was implemented on Monday, August25, 2014 at 9.30 am up to 11.00 am. The researcher started the class with greeting then called the students one by one to know the students were absent in that meeting. After that, the students were be given picture of supermarket, then the teacher begun it with the question. From those, the students looked for material based on the theme and teacher divided into several groups so they could cooperative and found together. Here, the teacher divided students into five groups, each group consist of eight persons the next, students looked supermarket’s picture and found out the difficulty words. They looked picture accurately, in order to maximal. Beside that, some of students looked for meaning and the order noted their find. After found vocabulary, they collected their work. Then the teacher chosed a leader in each group to read reporting in front of class. The other students commented and listened presentation. So they must be critical andbraver. In the last, each group were asked conclude their result. Itwas not clear, teacher would explained again.

 In the second meeting, Thursday, August28, at 10:00 am until 11.30 am. Based on the lesson in cycle 1, students were be given test to measure their vocabulary ability used inquiry technique. They did question about the test shown in the appendix. Based on result in cycle 1 , they got low score. The researcher could concludedthat the students have good progress because the result of the first cycle is better than preliminary study testing.

* 1. Observing

 The observation was done by English teacher who acted as observer. During the implementation of the Inquiry technique the researcher wrote the problem happened during teaching learning activity. The result of the observation showed that the lesson plan. However, there are some problems happen in very step. In the surveying, the students did not understand how vocabulary through picture. So every group has to discussin order to get the good result. In the group there was who explained to their friend. Some students noted difficult words and the other looked for Indonesian meaning. Here, they found difficulty if them has limited vocabulary, they opened dictionary and asked to clever student. If the group was not cooperative , they would failed look for vocabulary because it was too long if they worked individually. The researcher wrote down process happened during the action. In the last step, teacher gave vocabulary test to know improving student’s vocabulary mastery by using inquiry technique. It was done same as like the test on preliminary study.

* 1. Reflecting

Reflecting which was the final phase of cycle I consisted of the evaluation on the process and the student’s result.

On the basic of obtained data from test result on cycle I , the researcher made reflection because the criteria of success had not beenachieved. From the cycle I, little of students passed the test means that the researcher was unsuccessful, the positive responses were given by the students on teaching and learning process. They were like the technique because of the priority was cooperation with group members. So they children become excited. But the researcher found some of students who confuse applying this technique. They did not understand well the researcher explained, so they seem confused. some of the students did not have good mastery in vocabulary. Based on the problem found in the cycle I, the research decided to continue the study to the cycle 2.

In the meeting, the result of the test 1 showed that students got 60 – 64 ( 17,5 % ), 12 students got 65-69 (30 % ), 7 students got 70 – 74 ( 15% ), 6 students got 75-79 ( 15% ), 5 students got 80-84 ( 12,5%) and 4 students got 85-89 (10%).

**Table 4.1 the students’ Achievement in the Cycle 1**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Students’ Score | Frequency | % |
| 1 | 60 – 64 | 7 | 17,5% |
| 2 | 65-69 | 12 | 30% |
| 3 | 70-74 | 7 | 15% |
| 4 | 75-79 | 6 | 15% |
| 5 | 80-84 | 5 | 12,5% |
| 6 | 85-89 | 4 | 10% |
|  | **TOTAL** | **40** | **100%** |

Based on the result of the post-test conducted in cycle 1, it was found out that the mean score of the students’ vocabulary mastery test was 74,5. The mean score of 74,5 indicated that there was an improvement of the students’ vocabulary mastery if compared with the mean score of 65 and the pre-test administered at the preliminary study. Although there was an improvement of the students’ vocabulary mastery if we compared with the mean score of the post test ( 74,5 ), the criteria of success set up had not been achieved. Therefore, the next cycle 1 were also made to improve the students’ vocabulary mastery.

From the problem occurring in the implementation of inquiry technique, the researcher made some revision on the lesson plan and his way in carrying out the inquiry technique. In term of revision on the lesson plan, the researcher revised the structural material used for the next cycle the researcher used a book entitle “Supermarket” as material in vocabulary learning used. In term of the way in carrying out the technique the reseacher explained about analyzed of picture and how understand content and meaning in the sentences. The researcher also gave students instruction clearly in every step. The last, he gave the student more guidance, help, and encouragement during the implementation of the technique.

1. **Research Finding in Cycle 2**

The second cycle was conducted on Monday, 01 September2014 with time allocation of 2 x 40 minutes and each cycle consist of two meeting. The implementation of the four steps was as the follows:

* 1. Planning

The result of the implementation of inquiry technique in cycle 1 shows that had not been success yet. It could not improve the students’ vocabulary mastery. It failed to fulfill the criteria of success in this study which could not improve the percentage of the students who made progress in their score. For that reason the researcher made some revision and improvement in the lesson plan. The researcher revised in the instructional material used by choosing the more appropriate book to easy invocabulary learning. Beside that, the researcher made some improvement on the way the researcher carried out the teaching activity by giving the students clearer explanation and instructional in every steps and guided the students. In general, the action in cycle was not totally different from cycle 1. The activities included reading, hearing, seeking vocabulary self and concluding result of researching based on the group. The different were only on the instructional material and conditional place. The researcher took theme “Things Around Us” through reality pace in out class.

* 1. Acting

At the beginning of the lesson plan, the researcher actived the students by giving a brainstorming to motivate them in learning English especially vocabulary where majority students responded in actively. Then the researcher told the students the objective of the lesson of that day. Then the researcher explained about inquiry technique that would be implemented in the class to them in mastery vocabulary.

In the first meeting implemented on Monday, 01 September, 2014 at 11.00 am up to 13.30 am. The students take material reading text and explained procedure of the technique clearly. For the second cycle the researcher tried to stimulate the students and search material, through reality world. This way suitable with big purpose be students more active and got better motivation in learning English language. The researcher gave 20 minutes to research, look for vocabulary about “Things Around Us” with each group. Before it, researcher divided student into 5 groups. Each group collected vocabulary as mush as possible. Among the five groups, there were 3 groups who got good result, they are very active in class. After finishing the time for understanding, the researcher chooses one of the student from each group to present the result of the searching vocabulary.

After they have finished from presentation the researcher to the all of students’ about their understanding of their observing, and most of the students were said yes I understood but little of them were said little confuse miss, and I as the researcher and at that time I act as the real teacher of English I tried to repeat the explanation. After finishing my explanation, I read the presentation of students with correct pronunciation and students repeated my talking.

In the second meeting, implemented on Thursday, September04, 2014 at 10.00 am up to 11.30 am. Based on the lesson in cycle 2, the student given test to measure their vocabulary mastery used inquiry technique. They did assignment about “Things Around Us”. They were given time 20 minutes to answered exercise. (The test shown in the appendix …..). in the second test, students had a high score, it means in this cycle they have achieved the target of rate so the cycles could be stopped.

* 1. Observing

The observation in cycle was also done by the English teacher who acted as the observer. During the implementation of the inquiry technique, the researcher noted down the problem occurring in the class. The observation showed that the researcher had implemented every steps which were described in the lesson plan. Beside the students did most of activities well as the procedure. However, there were some problems in memorizing and reading. Some of the students only wrote the meaning without memorized it.

* 1. Reflecting

The Cycle 2 was carried out through the same procedure and time allocation as in the cycle 1. but the researcher designed it with different steps. On the first cycle, Students learn in the classroom to directly observe itself. Because many students do not memorize vocabulary, then in cycle 2, the researchers had chosen a leader who smart in order to lead their friends while learning, explained to members who have not understood, so the result will be better. After the second cycle was carried out, their vocabulary mastery be increasing and students can work well together with members. When implemented this techniques, they were more enthusiastic because the can find and collect vocabulary directly in the real world, and matched result observation with their friends. In discussion, they are more active, they commented and corrected the wrong answer.When the student asked one by on about vocabulary, the able answer faster than before. Although time is needed for a long time about 4 meeting but the result are very developed. Tests in the second cycle, students got good result and result are very developed. Tests in the second cycle, students got good result and increase than before. They were also memorized more vocabulary given for in the last meeting, the researcher gave the quiz to find out students’ progress.

Based on the students’ learning result, it showed that the students had improved in their achievement in vocabulary mastery, the improvement can be examined from the criteria defined in this study. The scores

Were higher that the score in test 2: 4 students got 65-69 ( 10%),5 students got 70-74 (12,5%), 12 students 75-79 ( 30%), 10 students got 80-84 (25%), 4 students got 85-89(10%), and 5 students got 90-94 (12,5%)

**Table 4.2 The Students’ Achievement in Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Students’ Score** | **Frequency** | **%** |
| **1** | **65-69** | **4** | **10%** |
| **2** | **70-74** | **5** | **12,5%** |
| **3** | **75-79** | **12** | **30%** |
| **4** | **80-84** | **10** | **25%** |
| **5** | **85-89** | **4** | **10%** |
| **6** | **90-94** | **5** | **12,5%** |
|  | **TOTAL** | **40** | **100%** |

It means that the criterion of the success had been achieved in which it should be at least 75.Second, the mean of students’ vocabulary mastery score also improved from68,1 in the pre test 74,5 in cycle 1 and 79,08 in cycle 2. It means that the criterion of success defined in the study had been achieved. The third, the number of students who made improvement on score in vocabulary mastery was increased from 15 students or 37,5 % to 31 students or 77,5 % in cycle 2. Thus, the third criterion had been also been achieved since the criterion requires 75% of the students make improvement in the vocabulary mastery.

Eventhough, there were some aspects in the implementation of inquiry technique that could not be solved, but from the result in cycle 2. It is obvious that it was not necessary for the researcher to continue this study in the next cycle.

1. **Discussion**

Inquiry technique is an appropriate technique to improve the students’ achievement in vocabulary mastery. It requires the teacher to follow a particular procedure i.e. (1) the teacher activated the students by giving game to motivate the students in teaching – learning process. (2) By inquiry, students were tried to learn and solve problem thought reflective thinking based on theme is given teacher. To look for solution, they asked and discussed actively with each the group. The students searched material self, so they were able to explore their idea, cooperating, and made the good conclusion. This technique was high level because it need deep thinking. Such as formulate problem, plan experiments, collect data, make conclusion. This technique required process experiences into meaningful learning in real life. It was taught be productive, analytical, and critical student. Inquiry was expanding process that is used more than discovery. Inquiry has five components are question, student engagement, cooperative interaction, performance evaluation, and variety of resource.

 The first, in every beginning of the lesson the teacher activated the students by giving word game. It was really beneficial because the students would be motivated and had spirit in learning English. Then, the teacher began to explain inquiry technique.

 The second, in this technique, teacher started the lesson with question about theme. Then the teacher divided them into five groups to research and investigate the vocabulary. They observed the next reading and look for vocabulary as many as possible. Furthermore they noted difficulty words and analyzed it. In the last lesson, one of each groups presented their reporting in fronts of the class. The other students listened presentation and gave comment about material. Here, a teacher just guided and made design learning while student was an active learner. Student could express their idea in team so they could enjoy learning process.

 In conclusion, inquiry technique is effective in improving the students’ vocabulary mastery. But it has some weakness. It is time consuming for it has many step to do. Actually the activity students difficult be controlled because their learning condition is free.

 So some times there was a group who cannot cooperative so they failed in implementing this technique. In cost a lot money in implementing this technique for the researcher have to prepare the material and provided work sheet for all students by her own money. The researcher needs a collaborator teacher acting as an observer to help her observing the class. It is helped the researcher to focus on carrying out this technique in order to make the technique run well. Students’score from the preliminary research until the second cycle briefly can be seen in the diagram below.

**The studets’ improvement score from preliminary study to second cycle**

The use of improving vocabulary mastery using inquiry tecnique. It can be seen from the diagram above. So, this classroom action research of the use of inquiry tecnique in vocabulary mastery at SMP 2 Sumbergempol was success. The improvements of mean of students’ability were 74,5 in the first cycle and 79,08 in the second cycle.