

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the result of the classroom action research to improve the students' vocabulary mastery achievement to first grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016.

A. Findings

1. Reflection in the First Cycle

The researcher started to use the video to attract the students' attention. The researcher played the video about parts of body. The researcher played the video about parts of body two times. After that, the students and the researcher identified together about parts of body in the video. The students also repeated the speakers said to learn the pronunciation. After that, the researcher asked the students to learn by hearts about parts of body.

Findings in this step, the researcher made this as post-test of cycle 1. The researcher had to ask them or called them randomly and the students who were mentioned by the researcher had to answer the name parts of body that touch by the researcher, whether they were ready or not. The researcher should do it because some of the students were difficult to precept. After the teaching and learning activities were undertaken, the writer gave the students vocabulary pre-test to measure the vocabulary

mastery of first grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016 before being taught by using video. It was followed by 30 students. The writer distributes the vocabulary pre-test for the first grade students at MTs Assyafi'iyah Gondang. The writer gave 10 multiple choice items in the first plan. The writer provided 20 minutes for the students to do this pre-test but they consumed more time than expected. Most of the students took about 30 minutes without open their dictionary to finish this pre-test. Some of them complain with that rule. This case occurred, probably because they felt that the items were too difficult for them. After calculate the pre-test, the writer found the highest score is 85 and the lowest score is 55 from the data of 30 students as a research subject.

2. Process in the First Cycle

The English teacher and the researcher agreed to have meetings for the first cycle. Based on the result of the discussion with the English teacher, the topics were about parts of body. To give appropriate models of vocabulary mastery in English, the researcher used video as the main teaching and learning media. The English teacher and the researcher had a discussion to design some actions to overcome the problems it was given as the input vocabulary so that the students could get as much information as possible about the language use.

The video were selected from www.youtube.com. The video duration was on 5.08" minutes. When the video were applied in the

teaching and learning process, the students watched the video to comprehend and to get as much information as possible based on what they had seen. Video would be used as the media to give the students a speaking model of the target language and to present the parts of body as materials. In addition, in this research, the teaching technique was PPP (Presentation, Practice, and Production) technique.

The classroom English was regularly used to make the students familiar with the English words. It was applied in the opening, main and closing activity. The use of classroom English could effectively improve students' speaking skills. It provided students an opportunity to speak in English during the teaching and learning process. For example, the researcher started the class by greeting "good morning, everyone", asking their conditions "how are you today?" and checking the students' attendance "who is absent today?".

The researcher showed a picture that related to the topic and let the students to guess what the picture meaning is. She also gave a short explanation about the topic such as how to pronounce, and told them about the vocabulary that usually used. After that, she showed the text and let the students to identify the vocabulary used. The researcher gave the example how to pronounce the words and let the students repeat after her. She also asked the students whether they are already understood or not about the lesson.

3. The Result of the First Cycle

Result in this step, there were 23 of 30 or 76,7% of the students who not passed the KKM, it means that the vocabulary mastery of first grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016 can be categorized as "unsuccessful". The result of of the Pre-test can be seen in the table on appendix (table 1).

The problems that the researcher found during the English teaching and learning activity in the observation and interviews in class, they were:

- a. The students found difficulties in understanding some parts of the video. Some parts of the video with the title parts of body speak quickly, so the student little bit confuse.
- b. Some students still found difficulties to remind the vocabulary. The student must learn by hearts more and more to remind each word in the video.
- c. Some students did not know the meaning of the words in the questions. This problem is the material given to the student is a new one in the curriculum, so they always search the meaning of the vocabulary in the dictionary.
- d. Some students still passives. The researcher and the teacher have duty to handle and make the class happy, curious to the lesson with the new vocabulary.

After reflecting on the implemented actions and scoring the students speaking performance, the researcher and the collaborator

concluded the findings of cycle I. The result of the calculation shows that the vocabulary mastery of first grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016, it is found that the average is 68, minimum score is 55, maximum score is 85, it meant that the writer concluded that the students did not master the material well, where as the standard score (KKM) was 75. It maybe caused by some of the student who still did not comprehend the vocabulary enough. The students found difficulties in understanding some parts of the video. There were some unsuccessful actions during the implementations in this cycle.

Based on the problem, the researcher decided to continue the study to the cycle 2. The revision of the strategy that have been applied in the first cycle to be implemented in the second cycle is prepare to play video before teach vocabulary to the students, increasing enthusiastic and curious of the students, ask the students to repeat up every vocabulary the teacher spoke, try to explain the meaning of every single words, this is the way to remind the vocabulary quickly.

4. Reflection in the Second Cycle

a. Repeated Use of Video

Findings in this cycle, there were 3 of 30 or 10% students who not passed the KKM, it means that the vocabulary mastery of first grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016 after being taught by using video can be increase vocabulary mastery.

Before the activity was started, the teacher took several minutes to govern the students to sit on the chairs that had been rearranged before. After everything was controlled, then the teacher checked their ready to start the lesson. However, the researcher implemented some new and improved actions with the hope that the teaching and learning.

According to the reflection in cycle I, the activity for the while watching video was not really organized, so the researcher needed to replay the video many times. So, in this cycle, the researcher would give clear explanation about the activity the students needed to do in the while watching stage. The students had to answer some questions related to the conversation of the video and took a note of some difficult words. The researcher would also inform them that the video would only be played three times, so they needed to pay attention.

b. Improvement of Achievement

Most of them were very enthusiastic in this session. From this video, the writer thought that most of the vocabularies are new for them, and they were so curious to know the meanings of the words. the researcher pronounced the words correctly and wrote it on the blackboard. After that, the researcher asked the students to repeat up her many times, and then asked them to write the words in their books. At the end the lesson, the researcher gave the students answer sheets and a short test. This activity had purpose to check the students'

understanding about the lesson. The result of the students' achievement in the first activity can be seen on appendix (table 2)

After getting the pretest data, the writer continued giving the treatment to the experimental group ended by post-test to find out the result of the vocabulary mastery of first grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016 after being taught by using video, the writer found that the average is 81.33, minimum score is 70, maximum score is 95. There were 27 students who passed the KKM, It means that the vocabulary mastery of first grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016 after being taught by using video can be categorized as "successful".

B. Discussion

In this chapter, the writer discusses about the significant difference between the vocabulary mastery of first grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016 before and after being taught by using video. The researcher would like to provide a suitable method which is expected to help the teachers as educator in improving students' mastery in vocabulary.

a. Repeated Use of Video

Video using in the teaching learning process, by repeat video playing about twice until three time, the student began understand vocabulary of

the lesson plans of body played by the teacher. The result of this classroom action research is appropriate to the third point according to Arsyad (2011:29) “Combined audio visual technology and computer is the way to convey the materials by combining the used some of media type which is controlled by computer. Example: random access memory, hard disk, monitor, video disk player, hardware to combine in a network and audio system.” Evidence of the successful use of video in the learning process to mastery vocabulary can be explained in the result. The mean of students’ vocabulary test score improved from 58,53 point in preliminary test, then 68.00 point in test cycle 1, and 81.33 point in test cycle 2. The number of students who achieved the criteria of success also improved from 7 students in test cycle 1 to 27 students. This below were the score from preliminary test, test cycle 1 and test cycle 2.

Table 4.1. Students’ Development Achievement

Statistic	Score		
	Preliminary	Cycle 1	Cycle 2
Average	58.83	68.00	81.33
Minimum/Lower	40	55	70
Maximum/Highest	80	85	95

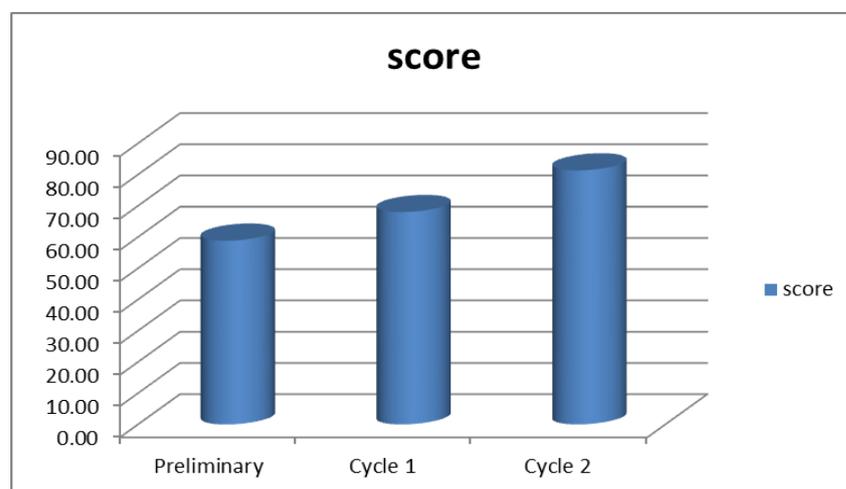
In this present classroom action study, the mean of the pre-test scores that were obtained by the students showed the mean figure of 58.83. It obviously showed that the ability of the students was still low in

vocabulary mastery. It was relatively difficult to figure out why it was low. But, one of the factors was the technique used by the teacher. The researcher try to prove that video can improve the students' vocabulary mastery of first grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016. One of the media that can be used to improve students vocabulary mastery is video. Video can attract the students' attention through the sounds and moving pictures, so that they will be motivated to learn English.

b. Improvement of Achievement

The result of this class action research is appropriate to Cole and Corrie (2000) in Gromik (2008) "offer evidence that showing videos in the classroom allows the instructors to expose the students to authentic cultural information. In this case, the teachers are expected to keep the video as the authentic media that can make the students enjoy the lesson especially in English and certainly in the appropriate way."

Researchers have proven that video is one tool in the teaching learning process, it is proved by the increase in the achievement of the results of the test after using the video. Based on the explanation above, the researcher will analyze the students' vocabulary improvement, presenting the rising of the mean figure of the post-test scores obtained by the first grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016 for cycle I. The analysis of students' improvement between cycle 1 and cycle 2 are as follows :

Figure 4.1. Student Score

The total mean figure obtained by the students in cycle 1 was 68 and in cycle 2 was 81.33. The total mean of both cycles were much higher than the pre-test mean scores. The total mean scores of cycle 2 was also higher than cycle 1. It clearly proved that the ability of the students in vocabulary mastery was improved from cycle to cycle after they had been taught through video. The finding of the present classroom action study was proved that the ability of the students in vocabulary mastery was improved after had been taught through video.