

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The aim of this chapter is to answer the research question formulated in the first chapter. The research findings and discussion included the answer of the research question: 1. The implementation of teaching vocabulary through reading anecdote text to enrich students' vocabulary mastery; 2. The students' vocabulary improvement after getting the material; 3. The students' responses after getting the material. The discussion elaborated general description of the subject and research findings in teaching vocabulary.

#### **A. General Description of the Subject**

The subject of this study is MA al- Huda in Nganjuk. It was established officially in 1995. It is located in Bogo village, Nganjuk. This school is one of Islamic senior high schools in Nganjuk. In every grade, there are only one class which has not more than twenty students in every class. Although this school has the strategic location, MA al- Huda is not one of favorite school in Nganjuk. Most of students in this school have low score in national examination, which made them choose this school.

This school has many facilities to support the learning process such as library, computer, big classroom, etc. All of the teachers of MA al- Huda are very competent in their field, and they have high discipline and responsible in doing their duties. The teacher and the school official in this school are very kind and friendly, especially for the English teacher. The only one English

teacher in this school is Susilowati, S.Pd. She teaches English for all grades. She is 25 years old. She had her bachelor degree from English Education Department of STIKIP PGRI Nganjuk in 2009, and started teaching in the same year. It means that she taught English for 3 years. To teach English especially vocabulary, she usually writes the words in the blackboard, and asks the students to translate and memorize it. Sometimes she uses games as a media to teach the vocabulary.

## **B. Research Findings in Teaching Vocabulary**

### **1. The description of the teachers' activities in implementing anecdote text**

Before doing the research, the researcher did the preliminary study. The researcher observed the tenth grade student when the process of English teaching learning. Also, the researcher interviewed the English teacher of the class to know the students' vocabulary mastery.

As what the researcher stated in the chapter three, there are three meetings in the cycle which has different topic. The description of the teachers' activities in implementing anecdote text is explained as follow:

#### **a. Preliminary Study**

Before doing the research, the researcher did preliminary study. In this stage, the researcher tries to find the students' problem in English learning process, especially about the vocabulary mastery by doing the observation of the class, interviewing the English teacher, and giving vocabulary pre-test.

Based on the researchers' observation on July, 12<sup>th</sup> 2012 from 08.30 to 10.00 during the learning process, the researcher found that the teacher did not give the warming activity such as games to attract and get the students attention in the class. Firstly, the teacher reviewed the lesson that was taught in the previous meeting, and then explained the material on that day. After that, she asked the students to do the exercise, and discussed it. She pointed every student to answer the question. In addition, the teacher did not give feedback to review the students' understanding about the material on that day. As a result, many students still did not understand the material especially vocabulary.

In the class, teacher taught students by using English and mixed it with Indonesian language to make students understand more. There is no vocabulary stage in the class activity, which makes difficult for the students to enrich their vocabulary mastery.

b. First Cycle

i. Planning

After identifying problem on preliminary study, the researcher and the teacher prepared everything needed to do the action for the first cycle. The first cycle was held on July, 16<sup>th</sup> 2012. In this cycle, the researcher acts as teacher and conducts the material. Firstly, the researcher makes the lesson plan based on syllabus given by the teacher, and implements it in the learning process. Here, the

researcher used one lesson plan for every cycle. It can be seen from the data in appendix 1.

ii. Acting

At the beginning the teacher will give pretest to know the students' vocabulary knowledge before getting this material. The result of the pretest which was held on July, 16<sup>th</sup> 2012 is presented in the table 4.1:

Table 4.1  
The result of the pretest

No.	Name	Pretest score	Note
01.	Malki Mutakin	75	Successful
02.	Halimudin	70	Unsuccessful
03.	Choirul Fahad	65	Unsuccessful
04.	Binti Nafiah	70	Unsuccessful
05.	Yani Parida	70	Unsuccessful
06.	Siti Mutoharoh	75	Successful
07.	Imam Mushollin	55	Unsuccessful
08.	Miftahul Jannah	60	Unsuccessful
09.	M. Usman Rifai	70	Unsuccessful
10.	Winda Nur Faricha	85	Successful
11.	Mikani Kozainul Wabaliati	70	Successful
12.	Nikmawati	75	Successful
13.	Mochamad Soleh	65	Unsuccessful
14.	Awaludin Jamil	70	Unsuccessful
15.	Moch. Ghufon	70	Successful
16.	Ani Susilowati	75	Successful
17.	Mohamad Subhan Fajar	80	Successful
18.	Wahyu Widodo	70	Unsuccessful
19.	Syayyidah Mar'atush. S.A.	75	Successful
20.	Uswatul Mardhiyatil Ulla	65	Successful
	<b>Total of Score</b>	<b>1410</b>	
	<b>Average score</b>	<b>70,5</b>	

Based on the table 4.1., there were 13 students who got score under the minimum score (KKM ), that is 75. It means that only seven students of 20 students who passed the standard score which was about 35% and it can be categorized that it has poor vocabulary mastery.

After giving the pretest, the teacher gives the students some questions to build knowledge about the topic of the text. In the main activity, the students were given the copy of the example of anecdote text. The teacher asked them to read the story. Before reading the activity, the teacher introduced the word in the bold type, and asked the students to guess the meaning and the word class of the italic words based on their comprehension to the text. If they have difficulties in translating the words, they could open their dictionary and find the meaning of those words. After students finished reading the story, the teacher explains the students the word classes. In the last meeting, the teacher gave the students test of vocabularies to know the students' vocabulary improvement after getting the material. Also, the teacher gives the feedback of the students to check the students' understanding about the material that day.

iii. Observing

It was carried out by the teacher while the researcher implementing the material. In this activity, she observed the technique, activity, and the students' responses during the lesson. Observer only sat on the backside of the students, and filled the checklist and observed the process of teaching learning. According to the teacher as an observer, there were some notes needed to consider. Firstly, the researcher had good performance, and could interest the students' attention during the lesson. She also can stimulate the students to be active in the class activity. Secondly, many students are still confused about the teachers' instruction about the activity. It makes the time allocation in every activity could not be efficient. Based on that problem, the teacher could not apply the lesson plan well.

Thirdly, many students still got score under minimum score of English. It could be seen from the table 4.2:

Table 4.2  
Posttest Score of First Cycle

No.	Name	Posttest score	Note
01.	Malki Mutakin	75	Successful
02.	Halimudin	70	Unsuccessful
03.	Choirul Fahad	75	Successful
04.	Binti Nafiah	70	Unsuccessful
05.	Yani Parida	75	Successful
06.	Siti Mutoharoh	65	Unsuccessful

07.	Imam Mushollin	70	Unsuccessful
08.	Miftahul Jannah	75	Successful
09.	M. Usman Rifai	80	Successful
10.	Winda Nur Faricha	85	Successful
11.	Mikani Kozainul Wabaliati	80	Successful
12.	Nikmawati	70	Unsuccessful
13.	Mochamad Soleh	75	Successful
14.	Awaludin Jamil	70	Unsuccessful
15.	Moch. Ghufron	70	Unsuccessful
16.	Ani Susilowati	75	Successful
17.	Mohamad Subhan Fajar	75	Successful
18.	Wahyu Widodo	70	Unsuccessful
19.	Syayyidah Mar'atush. S.A.	80	Successful
20.	Uswatul Mardhiyatil Ulla	75	Successful
	<b>Total of Score</b>	<b>1480</b>	
	<b>Average score</b>	<b>74</b>	

Based on the result of the students' posttest in the first cycle, there were 8 students who got score under the minimum score in English (KKM ). There were 12 students of 20 students who passed the standard score which was about 60%.

iv. Reflecting

In this stage, the researcher and the teacher discussed about the implementation of the material in the first cycle, based on the result of observation. The result of discussion found that there were some important points that should be given more attention. The first is about the material. The teacher told that the researcher should give the easier anecdote text for the students than that of this meeting. Also,

the instruction is not clear for the students, so it must be repeated more than one until the students understand. Next, the students' vocabulary was still less enough. Some of them could not differentiate the word class of the words. Then, the teacher did not give the students enough time to do the exercise. The researcher should anticipate it by managing the time in every activity. Based on the score of posttest, it can be seen that the average score of students was 76,25 and 60% of the students who got score more than or equal 75. It means that students still needed to get treatments to enrich their vocabulary.

As the observer, the teacher suggested the researcher that it is better for the researcher to use picture in the process of warming up, to interest the students to the material. Also, she told that the successfulness in warming up activity would make the students interest into the material until the class is finished. They will learn in fun and enjoy feeling.

c. Second Cycle

The second cycle was conducted on July 17<sup>th</sup>, 2012 and the duration was 80 minutes. The steps were explained as follow:

i. Planning

In this stage, the researcher used the information from the reflection of the first cycle to prepare the acting stage in the second



cycle. In addition, considering to the previous reflection, the researcher used picture to attract the students about the material. Here, the picture was related with the story. The text in this cycle is easier than the previous meeting. Also, the teacher tried to give instruction more briefly and repeated the instruction until the students understand what the teacher means. It can be seen from the data in appendix 2.

#### ii. Acting

Before starting the lesson, the teacher did not forget to review the last vocabularies that have been taught in the previous meeting. Then, the researcher shows the picture in warming activity to introduce the topic for the students, and asks some questions which are related to the topic. After that, the teacher gave the copy of the anecdote text, and asked the students to read and understand the meaning of the bold words in the text. Then, she asked some of the students to read the story in front of the class loudly. The purpose from this activity is to check the pronunciations of the students. After that, she let the students discuss the meaning of the whole story, and asked them to classify the word class. At this time, the researcher paid more attention to the students who have the difficulties in classifying the word class.

Also, the teacher asked the students to do the exercise to know the improvement of students' vocabulary mastery. Also, the teacher

gives the time for the students to do the exercise more than the previous meeting. After the students collected the answer, the teacher wrote the answer of the test in the blackboard, based on the class discussion. For the last activity, the researcher asked the students' difficulties during the class activity. Then, she gave feedback about the material they learnt that day.

### iii. Observing

In this cycle, the students look more active than the previous meeting. The teacher said that it is caused by the material and activity the students were learning that day is easier and interesting. However, the pictures applied as a media were not quite big. It makes the students in the backside did not see clearly what the picture is actually. It needs bigger pictures for the next meeting. In relation with the instruction, in this cycle the teacher could give the clear instruction and manage the time allocation in every activity well.

The last, there were significant improvement on the students' posttest score. It could be seen from the table 4.3:

Table 4.3  
The Result of the Posttest score

No.	Name	Posttest score	Note
01.	Malki Mutakin	80	Successful
02.	Halimudin	70	Unsuccessful
03.	Choirul Fahad	75	Successful
04.	Binti Nafiah	75	Successful
05.	Yani Parida	80	Successful
06.	Siti Mutoharoh	75	Successful
07.	Imam Mushollin	75	Successful
08.	Miftahul Jannah	75	Successful
09.	M. Usman Rifai	80	Successful
10.	Winda Nur Faricha	85	Successful
11.	Mikani Kozainul Wabaliati	80	Successful
12.	Nikmawati	70	Unsuccessful
13.	Mochamad Soleh	75	Successful
14.	Awaludin Jamil	75	Successful
15.	Moch. Ghufron	80	Successful
16.	Ani Susilowati	80	Successful
17.	Mohamad Subhan Fajar	75	Successful
18.	Wahyu Widodo	75	Successful
19.	Syayyidah Mar'atush. S.A.	80	Successful
20.	Uswatul Mardhiyatil Ulla	80	Successful
	<b>Total of Score</b>	<b>1540</b>	
	<b>Average score</b>	<b>77</b>	

Based on the result of the students' posttest in the second cycle, the average score was 77. It was in accordance with the indicator of achievement. But, there are 3 students who got score under the minimum score in English (KKM ).

#### iv. Reflecting

Like the first cycle, the researcher and the teacher discussed the class activity on that day, after the learning process was finished. According to the teacher, the learning process on that day is better than that in the previous meeting. The activity in the lesson plan can be applied well. Also, some problems from the students about the word class can be solved well by giving more opportunity for the students who have that problem. The last, the average score of the students was increasing from 74 to 77. But, there were some students who get score under 75 according to minimum score of English.

In the next cycle, the researcher would make better her class research by giving bigger and more colorful picture as a media in warming activity, to get the students' attention.

#### d. Third cycle

##### i. Planning

The third cycle is the last cycle in the class research, which was conducted on July 19<sup>th</sup>, 2012 and the duration was 80 minutes. In this cycle, the researcher made some preparations before implementing the material, based on the reflection of the last previous meeting. In this cycle, the researcher focuses on the writing skill. The researcher prepares lesson plan, the instrument such as a picture, and the test to know the students' vocabulary improvement.

Here, the researcher used bigger picture than that in the previous meeting. It can be seen from the data in appendix 3.

ii. Acting

In the first activity, the researcher also used picture to attract the students' attention. Before that, the teacher did not forget to review the last vocabularies that have been taught. Then, the teacher gave the copy of the anecdote text, and asked the students to guess the meaning of the bold words based on the context. Also, the teacher asked some of the students to retell the text using their own words in front of class, to check their pronunciation and understanding of the text. In the last activity, the teacher asked the students to do the exercise more.

iii. Observing

Based on the teachers' observation, the material in the third cycle was conducted well. The students looked enjoy and enthusiastic about the class activity. They also always paid attention to what the researcher explains. There were improvements of students' score in this cycle. It can be seen from the table below:

Table 4.4

Posttest score of the third cycle

No.	Name	Posttest score	Note
01.	Malki Mutakin	95	Successful
02.	Halimudin	80	Successful

03.	Choirul Fahad	75	Successful
04.	Binti Nafiah	80	Successful
05.	Yani Parida	85	Successful
06.	Siti Mutoharoh	80	Successful
07.	Imam Mushollin	75	Successful
08.	Miftahul Jannah	80	Successful
09.	M. Usman Rifai	80	Successful
10.	Winda Nur Faricha	100	Successful
11.	Mikani Kozainul Wabaliati	85	Successful
12.	Nikmawati	75	Successful
13.	Mochamad Soleh	75	Successful
14.	Awaludin Jamil	80	Successful
15.	Moch. Ghufron	85	Successful
16.	Ani Susilowati	85	Successful
17.	Mohamad Subhan Fajar	75	Successful
18.	Wahyu Widodo	70	Unsuccessful
19.	Syayyidah Mar'atush. S.A.	85	Successful
20.	Uswatul Mardhiyatil Ulla	85	Successful
	<b>Total of Score</b>	<b>1630</b>	
	<b>Average score</b>	<b>81,5</b>	

Based on the table 4.4, the average score is 81,5. It was in accordance with indicator of achievement. Also, this cycle can be categorized in a very good level.

#### iv. Reflecting

Here, the researcher and the teacher discussed about the teaching process, and the result of the test. Based on the result of observation checklist and the students' score, it can be known that reading anecdote is effective to enrich the students' vocabulary mastery. Also, the researcher and the teacher felt that the students had

already gotten the good result in their vocabulary score because of their own motivation and interest about English. In addition, this meeting is the last cycle because of limited time that has been given given by school and the researcher got all data that were needed and the criteria of the successfulness of this media could be reaching.

## 2. The result of Questionnaire

In conducting her research, the researcher also used questionnaire as an instrument to know the students' responses about the using of reading anecdote text to enrich students' vocabulary mastery. This instrument was given at the end of the meeting in the last cycle, on July 19<sup>th</sup>, 2012.

After collecting the questionnaire sheet, the researcher made tabulation and formulated the result of questionnaire in the percentage form. The result of the students' answer of questionnaire is presented in the table 4.6:

Table 4.6

The questionnaire result

Number of Questionnaire	Number of Answer				Number of Students
	A	B	C	D	
1.	5	10	3	2	20
2.	4	9	5	2	20
3.	6	10	3	1	20
4.	8	6	3	3	20
5.	13	5	2	-	20
6.	4	12	3	1	20
7.	5	9	3	3	20
8.	10	7	3	-	20

9.	12	7	1	-	20
10.	9	10	1	-	20
11.	8	8	4	-	20
12.	8	12	-	-	20
13.	7	10	3	-	20
14.	6	8	4	2	20
15.	6	9	3	2	20

Note :

A : Sangat

C : Kurang/ Sulit

B : Suka/ menarik/

D : Tidak

cocok

After analyzing the questionnaire result, the researcher made the result of the questionnaire in percentage form. It is calculated using percentage formula:

$$\frac{h}{\text{Total}} \times 100\%$$

Table 4.7

The students' opinion about English study

Number	A	B	C	D	Total
1.	25%	50%	15%	10%	100%
2.	20%	45%	25%	10%	100%

It can be concluded that more than a half of the students liked English lesson, although there are several students who dislike it.

Table 4.8

The students' opinion about their vocabulary activity

Number	A	B	C	D	Total
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3.	30%	50%	15%	5%	100%
4.	40%	30%	15%	15%	100%

Based on the table 4.8, it could be seen that most of students like learn English vocabulary.

Table 4.9

The students' opinion about the important of vocabulary

Number	A	B	C	D	Total
5.	65%	25%	10%	-	100%

Based on the table 4.9., it can be seen that most of the students believed that vocabulary has the important role in learning language, especially English language.

Table 4.10

The students' opinion about reading activity

Number	A	B	C	D	Total
6.	20%	60%	15%	5%	100%

Based on the table 4.10., it can be said that most of students like reading activity, although there is few of students stating that they are not really like reading activity.

Table 4.11

The students' opinion about anecdote text

Number	A	B	C	D	Total
7.	25%	45%	15%	15%	100%
8.	50%	35%	15%	-	100%

Based on the table 4.11, it can be seen that anecdote text is good and makes the students interest in learning vocabulary.

Table 4.12  
The students' opinion about teaching vocabulary through anecdote

Number	A	B	C	D	Total
9.	35%	55%	10%	-	100%
10.	60%	35%	5%	-	100%
11.	40%	40%	20%	-	100%

From the table 4.12, it can be seen that most of students are interested in using of anecdote text to enrich their vocabulary mastery.

Table 4.13  
the students' opinion about the teachers' roles

No.	A	B	C	D	Total
12.	40%	60%	-	-	100%

From the table 4.13, it can be seen that most of students think that the role of the teacher in this activity helps them to make easy understand the material.

Table 4.14  
The students' opinion about the advantages of using anecdote text

No.	A	B	C	D	Total
13.	35%	50%	15%	-	100%
14	30%	40%	20%	10%	100%

From the table 4.14, it can be seen that anecdote text can help them to enrich their vocabulary mastery, also make them enthusiastic in the learning process.

Table 4.15

The students' opinion about the vocabulary test

No.	A	B	C	D	Total
15.	30%	45%	15%	10%	100%

Based on the table 4.15, it could be concluded that most of them think that the test is easy and understandable.

### C. Discussion

This subheading tries to discuss the research question formulated in the first chapter. It is based on the analysis of the results of the observation checklist, questionnaire, and the vocabulary test.

The discussion begins from the first question in research question about the implementation of reading anecdote to enrich the students' vocabulary mastery. According to Arikunto,<sup>1</sup> each cycle contains four procedures. They are planning, acting, observing, and reflecting.

Based on the results of the observation checklist, questionnaire, and vocabulary test, there was significant improvement of students' vocabulary score from the first until third cycle. It means that this technique has a good effect for the students' vocabulary mastery.

In the first cycle, the teacher has the difficulty to manage the time. It made the activity in the lesson plan could not work well. Also, some of students get difficulties to focus on the teachers' speech. Most of them talked with their

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<sup>11</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*,...56

friend in the class activity. Also, the students in the class have the limitation in their vocabulary, which makes the reading activity take the time more. In the test, many students still get score under the average of KKM. Based on the teachers' statement, the students' difficulty happened because of their limitation to practice the vocabulary in the classroom.

Then in the second cycle, the teacher tries to give short and clear instruction to make the students understand what they should do. The students enjoy the activity, because the text is short and interests them. But, there are several students who have difficulty to translate and understand the text. Based on the students' test, the researcher thought that her research was not successful yet. Because in this meeting, the researcher still find many students' mistake in doing the test.

In the third cycle, the material worked perfectly. The students could understand the anecdote text that has been taught easily. Also, the students looked enthusiastic to get the anecdote text they would get. It shows that they like anecdote text. In addition, the teacher could manage the time well, which makes her activity in the lesson plan can be done all. Then this cycle was categorized very well, because the average score of students in the test is more than 80.

Based on the questionnaire, it was divided into several point, which were (1) the students' opinion about English vocabularies, (2) the students' interest in learning vocabularies, (3) the students' opinion about anecdote text and the

implementation of anecdote to enrich their vocabularies mastery, (4) the teacher roles when implementing the material, (5) their vocabularies improvement.

Based on the questionnaire result, it can be seen that a half of the students like English. But, the students' vocabularies mastery was still low. Some of them got score than 75. It could be seen from the result of the pretest that there were 35% of the students who passed the standard score. 85% of the students were interested in the topic taught and 70% were interested in the topic taught. Most of students are interested in using anecdote text to enrich their vocabularies mastery, also make them interested enthusiastic in the learning process. During the implementation of the material, there are significance improvements on the students' vocabularies mastery. It could be concluded that it is good material to enrich the students' vocabularies mastery.