CHAPTER IV

FINDINGS AND DATA ANALYSIS

This chapter presents the result of the study based on the problem stated in Chapter I. It also deals with the analysis interpretation of the data which were obtained from documentation, observation, questionnaire and interview. Then, the writer discusses about vocabulary grouping technique, how this technique was applied, and the responses of the students in this technique.

A. The profile of SMP Bina Bangsa Surabaya

SMP Bina Bangsa Surabaya is located on Jl.Siwalankerto Utara II/7 Surabaya. This school has purpose to increase the students' social awareness who are smart and independent.

Bina Bangsa was built in 1975. For the first year, this school had no specific place for teaching and learning activities. Suyatno who was the key figure of society had given land (Jl.Siwalankerto Utara II/7) to be used for the school.

At that time, Waslam Supardi as a leader of this school and Mulyadi as the secretary of this school and most of surrounding people worked together to make a building as a proper school.[22]

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[22] Interview to a teacher Soffan Hasan *as vice of headmaster* SMP Bina Bangsa Surabaya

The first headmaster of Bina Bangsa was Nur Ali, the second was Karba'i, the third was Suyanto, the fourth was Saifudin Alim and the last was Drs Ahmad Muji.

Just like in other schools, Bina Bangsa has many lessons in teaching and learning activities. And also there are extra activities for the students.

In this occasion, the writer would make a research about the English. SMP Bina Bangsa Surabaya has not got an English laboratory yet because there is not fund for it yet. The school has asked for it to DIKNAS many times without any result. Actually there is a laboratory but it is used for computer programs.

A simple library is provided in this school. There are a lot of English book found in the library. Such as: story books, literature books, English magazines, English newspapers etc.

There are four English teachers in this school. There are two females and two males. Yeni Suci, Dwi Agustina, Acmad Juhari and Riyadi Maryanto. All of them have S-1 Certificate. And all of them can communicate in English well. They always prepare the lesson plan (See appendix 2) before starting the lesson in the classroom. Sometimes they ask the students to warm up before studying. But in this research, the writer had chosen one of the English teachers in this school to be observed. He was Mr. Riyadi Maryanto, BA S.S.

This year, the school is trying to create English day at school. For that they are preparing their students for vocabulary memorization by analyzing the pictures found by students.

B. Implementation of Using Vocabulary Grouping Technique

1. Teaching-Learning Materials

The first meeting, the material used by the teacher was "Descriptives", page 25-29 based on book INTAN PARIWARA by Bachtiar Bima Mustriana and Yuniarti Dwi Arini. These were the material used by the teacher:

Asking for something	Giving something
Could you please…?	Sure
Would you kindly give me…?	Yes, of course
May I have it,please?	Certainly, here it is
Can I have one?	Sure. Here you are
Can you give me….?	No problem

The teacher gave the materials above and gave some words "part of body" based on the course book to the students as a material in implementing vocabulary grouping technique in teaching-learning activity. The material was chosen by

teacher to suit the students' skill, so that they could understand them (See appendix 5 point three). It is also supported by the students' through questionnaire (the student's opinion about the topics and learning material). For about 55% students answered that the vocabulary given by their teacher was very clear, and 45% students answered clear (See appendix 4).

And these were random vocabulary given by the teacher in teaching-learning activity. The students should memorize based on its type (part of body). It was from observation on 7th June 2010:

PART OF BODY			
Fat	wall foot	fan	
Table	brush	lizard	oval face
Lips	Nose	Fire	Monkey
Forehead		fried rice	Foot

Part of body:	Fat	forehead	ears
	Hair	oval face	nose
	Lips	blond hair	foot

The second meeting, the teacher still used the same topic with the first meeting. It was about "Descriptive" on page 31-35. The teacher explained and gave materials about "Simple Present Tense", and he gave the same type of

vocabulary to the students, they were about "part of body". It was from second observation on 8th June 2010.

The simple present tense formula;

Patterns:

(+) S+V(s/es)+(O)   Lia works in an office

(-) S+do/does+not+Vbase+(O)   Lia does not like his job

(?) Do/does+S+Vbase+(O)+.....?   Do you always come to school?

These were random vocabulary:

PART OF BODY

thin	wall		fantastic	curly	
dimple in cheek		birth mark		dog	dirty
Wavy hair	baby cute		door		bird
near	skin	chicken		dark skin	
abroad	coach				

Part of body:	Skin	wavy hair	baby cute
	Thin	flat nose	birth mark
	Dimple in cheek	dark skin	curly

The third meeting the teacher chose the topic about "Procedures" on page 54-59. The teacher explained about "asking for and giving facts", "asking for and giving service" and "asking for clarification and responding". In this meeting the teacher gave random vocabulary about "Adjective Words" to the students.

Asking for and giving facts:

Safira : *"Nofita, **who drove** you to school this morning? I never see him before.*

Nofita : *Oh, **he is** my uncle. He's just come from Denpasar for a holiday.*

Asking for facts	Giving facts
- I need to know the facts - I would like to know more about it - Tell me more about it - Can you tell me what is going on? - How did it happen?	- Fine. The fact is........ - O.K. I will tell you everything I know - Here is the fact/story - Well, the story is like this..... - Let me tell you the fact.......

Asking for and giving services.

Daddy : *"Joshua, **can you help** me dry the car, please?*

Son : ***My pleasure**, Dad.*

Daddy : *Thank you, son.*

Son : *You are welcome.*

Asking for service	Giving service
• Would you pass me that (pen), please? • Would you like to help? • Could you.........? • Can you............? • Pass me (the pencil), please • Please help me lift the table	• Sure. Here you are • Yes, let me handle it for you • No problem • Sure, I can • O.K. Here is it • Oh, certainly

Asking for clarification.

Donny: *I heard that you have won a writing contest. **Is that right?***

Rycho: ***that is right.***

Asking for clarification	Responding
• Did you break my vase • Is the book you are looking for? • I heard that you lost your key. Is it true? • Did you play badminton an hour ago?	• No, I did not • You are right • Yeach • No, I did not. I have just played football

These were random vocabulary:

honest	badminton	polite	board marker		
library	sweet		eraser	ball	player
danger	orange	meat	clever		apple
kind					
poor	wise		window	lazy	

Adjectives words: **honest**   **sweet**   **lazy**

Danger   **wise**   **clever**

Poor   **polite**   **kind**

The fourth meeting, the teacher used the topic was about "Procedures". And these were vocabularies were memorized by the students in this technique:

Part of body	Adjectives words
• **Skin** (*kulit*) • **Wavy hair** (*rambut bergelombang*) • **Baby cute** (*imut*) • **Thin** (*kurus*) • **Flat nose** (*hidung pesek*) • **Birth mark** (*tanda lahir*) • **Dimple in cheek** (lesung pipi) • **Dark skin** (*kulit gelap*) • **Curly** (*keriting*) • **Fat** (*gemuk*) • **Forehead** (kening) • **Ears** (*telinga*) • **Hair** (*rambut*) • **Oval face** (*wajah bulat telur*) • **Nose** (*hidung*) • **Lips** (*bibir*) • **Blond hair** (*rambut pirang*) • **Foot** (*kaki*)	• **Honest** (*jujur*) • **Sweet** (*manis*) • **Lazy** (*malas*) • **Danger** (*berbahaya*) • **Wise** (*bijaksana*) • **Clever** (*pandai*) • **Poor** (*miskin*) • **Polite** (*sopan*) • **Kind** (*baik*)

2. Teaching-Learning Activity

2.1. First Meeting

The first meeting was done on 7th June 2010 at 08.15 – 09.45 A.M. The teacher greeted the students then he checked the attendance of students then he did the pre-teaching activity by showing part of body. He used her body as media in pre-teaching. The teacher began to explain the topic "Descriptive" and it contains about "asking for and giving things, the part of body and also describing people". The students would study something about 'part of their body'. After that, they did some exercise about the topic on their course book BAHASA INGGRIS PT. INTAN PARIWARA by Bachtiar Bima Mustriana and Yuniarti Dwi Arini 2009. The teacher and students discussed together and made clear the students' exercise.

It was to implement the technique that was the teacher gave the instruction to the students to write down vocabulary randomly on white board. The teacher read the vocabulary one by one in correct pronunciation to the students and showed the meaning of each vocabulary, and then he commanded them to find the vocabulary based on part of the body or depended on types. At the last, he asked to the students to memorize them.

2.2. Second Meeting

The second meeting was done on 8th June 2010 at 06.45 – 08.15 A.M The teacher greeted the students then he checked the attendance of students then he did the pre-teaching activity by asking the students to mention the vocabulary which they memorized at home. The teacher would give consequence to the students who did not memorize the vocabularies. The consequence was the students still have any time to memorize vocabulary better.

The teacher explained more about the part of body and describing people, the teacher also explained about the simple present tense based on course book at that time. He tried to explain the material clearly in order for the students to understand her. The teacher gave students a chance to ask what they did not understand and he tried to establish good relationships and tried to be a new friend for them. This is to make them enjoy the classroom teaching and learning activities, and they were free to ask anything they did not know.

Before the technique was implemented, the teacher wanted some students to memorize the vocabulary based on types in front of class one by one. The teacher wanted to know the students' skills in memorizing vocabulary. The teacher wrote down some vocabulary on whiteboard in

random then he read the vocabulary one by one in correct pronunciation, and showed the meaning of each vocabulary. Then he asked the students to find the vocabulary based on part of body type and memorized at that time for ten minutes. After that, some of students memorized the vocabulary in random in front of class one by one.

2.3. Third Meeting

The third meeting was done on 14th June 2010 at 08.15 – 09.45 A.M. The teacher greeted the students then he checked the attendance of students. After that he did the small game as warmer, pre-teaching activity by asking parts of body words in course book picture to remind them about some vocabulary that they got in last meeting.

After giving small games for the students, the teacher explained about the asking for and giving service. He gave simple example and he also gave some expressions to the students about the asking for and giving services. Then the teacher explained about the asking for clarification. He gave simple example and he also gave some expressions to the students about the asking for clarification.

After explaining the materials, the teacher implemented the using vocabulary grouping technique to the students. As the previous meeting, he wrote down some vocabulary in random. In this step, he wrote adjectives

words on the white board. Then he read the vocabulary one by one and showed the meaning of vocabulary. Then he asked the students to find the vocabulary based on part of body type and memorized at that time for fifteen minutes. After that, some of students memorized the vocabulary in random in front of class one by one.

2.4. Fourth Meeting

The fourth meeting was done on 15th June 2010 at 06.45 – 08.15 A.M. The teacher greeted the students then he checked the attendance of students as usual, then he did pre-teaching activity by asking the students to mention all of vocabulary which they memorized before. The purpose to do this was to train their mind in memorizing. The teacher would give consequence to the students who did not memorize the vocabulary. The teacher gave another opportunity to memorize outside the class while the other students were memorizing in front of the class.

The teacher asked the students forward to memorize all vocabulary which they got in last meeting. When one of student began to memorize all vocabulary which they got in front class, other students concentrated to memorize vocabulary by themselves in their sets. It seemed difficult because the class was crowded with amount of the students there. But the teacher had

initiative to solve it. The other students were asked to leave the class, so that the student who was memorizing could memorize well.

While the students memorized vocabulary one by one forward, the teacher gave values to their performance. The teacher made assessment to the skill and progressivisms of students in memorizing some word after getting "using vocabulary grouping technique". After finishing all, the teacher gave motivation to the students.

C. Students' Response towards the Implementation of Vocabulary Grouping Technique

The implementation of first meeting was running well, but still there were many students in limited vocabulary about part of body. And some of them did not know about the meaning of part of body. Because of the first technique in the first meeting was not clear, the teacher asked to the students to bring dictionary in next meeting and he tried to implement this technique better.

The implementation of using vocabulary technique was amazing for the students. It was proven when the students were misunderstood about the technique for the first time. They tried to understand to the technique and sometimes they ask to the teacher about the technique. It was supported by the students' answer in questionnaire point four. 15% of the students were rather

confused to understand this technique and 85% of the students had no trouble in understanding this technique. It was proven with the table as follow:

Table 1:

No/ point	Variable	Answer Option					
		N	A	B	C	D	TOTAL
4	Complicated students' in understanding of using vocabulary grouping technique	34	-	-	7 students (15%)	27 students (85%)	100%

Notes : A = very complicated

B = complicated

C = rather complicated

D = not complicated

In each meeting, the students got more or less ten new vocabularies. It was supported by the students' answer of questionnaire point fifteen. 30% from students' answer that the teacher gave more than 5 vocabularies each meeting and 70% of the students said that their teacher gave more than 10 vocabularies. It was proven with the table as follow:

Table 2:

No/ point	Variable	Answer Option					
		N	A	B	C	D	TOTAL
15	Numbers of vocabulary that the students get every meetings	34	19 students 70%	15 students 30%	-	-	100%

Notes : A = more than 5
B = more than 10
C = more than 15
D = more than 20

Before memorizing, the students guessed the meaning of the vocabulary from their teacher. The teacher showed the meaning of difficult words for the students and gave good pronunciations of the vocabulary and gave feedback before finishing the class.

This technique made students enthusiastic on the process of teaching and learning English, because in this class was never applied this technique before. Using this technique also made students more confident to ask the meaning of the vocabulary that they did not know to the teacher. Because the students not only prepared dictionary but also their teacher gave chance to the students asking everything about the words. For about 5% of the students did not like this technique, 30% of the students liked and for about 65% of the students liked this technique very much. It was showen in the table as follow:

Table 3:

No/ point	Variable	Answer Option					
		N	A	B	C	D	TOTAL
2	Using vocabulary grouping technique implementation in teaching-learning activity	34	10 students 30%	22 students 65%	2 Students 5%	-	100%

Notes : A = very like
          B = like
          C = less like
          D = dislike

In the second meeting, the students began to mention vocabulary that they memorized at home. Based on teacher's instruction, the students tried to memorized vocabulary well in front of the class. The students had a new spirit to be more serious in teaching-learning English using vocabulary grouping technique, especially in vocabulary learning. They were also able to check each other in memorizing vocabulary (See appendix 5 point four).

In this meeting, the teachers delivered the material well, he was also able to present a lesson with interesting and could be easily digested by the students so that the students can understand the material delivered by him. The students assumed that the teacher as their friend so they were not

ashamed to ask and they did not nervous again when memorizing vocabulary in front of class. (See appendix 5 point four)

Implementing vocabulary grouping technique in this meeting, the students asked no more vocabulary that they had forgotten because they did the instructions of the teacher to use their dictionaries. The teacher drilled the students to mention the meaning of the vocabulary randomly before they memorized in front of the class. This was to train the students before performing.

At the third meeting, the teacher found the students could accept the materials from their teacher well. They focused on their learning English especially in vocabulary treatment. They thought that they were able to find some vocabulary in random easily. They challenged to show their capability in knowing, finding and also memorizing words. The teacher also found that there was chance in progress of teaching-learning English, especially in learning vocabulary.

In the fourth meeting was more in stressing for the students to memorize vocabulary that they have earned at previous meetings, the aim was to train the students' ability to memorize vocabulary.

There were some students who did not memorize well some vocabulary at the previous meetings. They felt that they were able to memorize and

remember well some of the vocabulary during the process of memorizing vocabulary at home, but they were wrong, they forgot and did not memorize vocabulary well in front the class.

Sometimes some students asked the vocabulary that they forgot to the teacher, because they felt nervous when memorizing vocabulary in front. Then the teacher told the meaning of the words. On other hand, the teacher gave to students a point of memorizing progress and mastery of vocabulary on the class attendance list.

For about 65% of the students did not know about this technique before, but after being taught by the teacher, for about 22 students interest and liked this technique. 75% of the students said that it was very effective in teaching-learning activity in class and 25% of the students said it was effective. The technique helped them in enriching their vocabulary mastery although sometimes they get some troubles in the process. The students agreed that this technique could be implemented to enrich the students vocabulary mastery because they felt that it made the teaching-learning activity more active. It was proven with the table as follow:

Table 4:

No/ point	Variable	Answer Option					
		N	A	B	C	D	TOTAL
9	Effectiveness of using vocabulary grouping technique for students in teaching-learning activity	34	24 students 75%	8 students 25%	-	-	100%

Notes : A = very effective
         B = effective
         C = less effective
         D = not effective

The English teacher said that students received the techniques with enthusiasm and they also assume that this technique can improve their ability to master the vocabulary, after implementing this technique, the students were able to easily memorize vocabulary and they had a progress in the mastery of vocabulary. This technique was able to overcome the problem of students' mastery of vocabulary they considered the previous complex, the students in this class have started to master the vocabulary after getting this technique. They began to want memorizing vocabulary using this technique (See appendix 5).

D. Discussions

The writer considered that this technique would be very helpful in enriching the students' vocabulary mastery in teaching-learning English. Using vocabulary grouping technique made the students were stimulated in teaching-learning activity because they felt that they feel more at ease in learning and memorizing vocabulary, so that, they gave positive response to this technique. It could be proven that using vocabulary grouping technique in teaching-learning activity was hardly successful in enriching the students' vocabulary mastery. Meanwhile, another English teacher (Yeni Suci and Achmad Juhari) assumed that using vocabulary grouping technique was quite difficult in its application because of the atmosphere of the class which was difficult to manage.

This technique was not only giving a positive thing in implementation, but also it is sometimes getting trouble in implementation. Such as, some students getting bored, disturbing each other, making noise, etc (See in appendix 4).

According to the teacher's answer in interview, in each meetings could be assumed that using vocabulary grouping technique could make the students more motivated in teaching-learning English, it also made students easier to understand and memorize vocabulary in the teaching-learning activity. The

teacher must know some tricks to get a great value in teaching-learning English, to make the students understand well all about the teacher explanation. Because we know that it was not easy to memorize some words in second language for us. Sometimes it was found some problems in implementation of this technique, such as: most of students asked the meaning of the words that were wrote on the board by their teacher, it was because they did not prepare any dictionary before. There were also some students who felt inferior in teaching and learning activities, particularly memorizing vocabulary (See appendix 5 point three and four).

In positive point of view, using vocabulary grouping technique helps students to progress in vocabulary learning. It means that this technique really helps students to enrich their vocabulary mastery. This technique can be an alternative in teaching-learning activity. This technique can make the students easier in memorizing new vocabulary (See in appendix 5 point fifth).