CHAPTER IV

FINDING AND DISCUSSION

This chapter present the finding of the study and discussion toward the result of the study.

A. Finding

1. Reflection on cycle 1

This research was conducted in the fifth grade of MI Raden Fatah Kediri, for about two weeks. It consisted two cycles. Cycle 1 was conducted on Monday March, the 25th 2019 (*all the research schedule in appendix 1*). Considering the facts stated earlier, the researcher planned to improve students' vocabulary mastery using text based learning. The researcher focused on students' vocabulary mastery. It is expected by using text based learning as strategy, students can understand the meaning of the new word easily.

The result of the students and the teacher observation sheet in meeting 1, meeting 2, meeting 3 are recorded by the researcher and the collaborator during implementation of text based learning in cycle 1. It was different from the researcher expectation. In the cycle 1, there was problems faced by the students during the implementation of text based learning such as:

1. The students hard to pronounce the word correctly.

2. The students hard to write the word correctly although in a group.

3. They still confused with the teacher's instruction during group work.

Based on the criteria of success, the implementation of text based learning could not be implemented perfectly in cycle 1. From the result of students' group work, the word which is correct only 20% (it showed in appendix). There were also only 60% students who were reach above 75 point in their post – test. The expectation of the researcher was the students who are reach above 75 score are 75 % or more from the whole of the students in the class. Because, that result indicated that they master more than 75% of vocabulary in the chapter they have learnt. But in the fact, there were some obstacles in cycle 1,such as:

1. The implementation of group work did not success to know student's ability in writing new word after using text based learning.

2. The students faced difficulty in wrote the word correctly.

It could be seen from the result of observation check list. From meeting 1, meeting 2, meeting 3 the student vocabulary mastery still low. The development of students' vocabulary mastery still not as the expectation of the researcher.

Table 4.1 The Result Of Observation Check List On Cycle 1

No.	Student's Activity	Meeting 1	Meeting 2	Meeting 3
1.	Students paid attention with the instruction in the teaching and learning	50%	50%	80%

	process.			
2.	Students enthusiastic to respond the teacher's question.	80%	80%	80%
3.	Student able to understand about TBL	20%	50%	80%
4.	Students more interest and enjoy to follow teaching and learning process using TBL	50%	80%	80%
5.	Students are able to understand the new word	20%	50%	50%
6.	Students are able pronounce the new word correctly	20%	50%	50%
7.	Students are able to write the new word correctly	20%	20%	20%
8.	Students are enthusiast to join the class	50%	80%	80%
9.	Students join the class from beginning until the end of teaching and learning process.	100%	100%	100%

From the table, all of the students join the class from the beginning until the end of teaching and learning process. They also enthusiast and enjoy to join the class with text based learning as the strategy of learning. They could understand the implementation of text based learning to improve their vocabulary mastery. It showed from meeting 1, meeting 2, meeting 3, the percentages were increase from 20% (4 students) in meeting 1, 50 % (10 students) in meeting 2, and 80% in meeting 3.

Otherwise, students' vocabulary mastery did not increase well in cycle 1. Until meeting 3 of cycle 1, only 50% (10 students) of students were able to understand and pronounce the word correctly. Then their ability in writing still low, it were showed from the result of observation check list only 20% (4students) could write the new word correctly

Table 4.2 showed the result of students' score in post – test of cycle 1.

Table 4.2The Result of Students' Post – Test Cycle 1

No.	Students' name	Score	Pass	Fail
1.	DM	70		✓
2.	DAP	60		✓
3.	FHT	90	✓	
4.	MD	80	✓	
5.	MAB	80	✓	
6.	MKA	70		✓
7.	MR	90	✓	
8.	MZ	70		✓
9.	MH	60		✓
10.	ZSA	90	✓	
11.	ZFZP	100	✓	
12.	AIS	60		✓
13.	AFO	80	✓	
14.	DSA	80	✓	
15.	DJS	60		✓

16.	IHA	-	-	-
17.	KT	100	✓	
18.	ME	100	✓	
19.	NP	90	✓	
20.	RKA	100	✓	
21.	VA	70		✓
	Average score	80		

From table 4.2 showed that the students who were reach under 75 score are eight students or 38%. And the students who were reach above 75 score are thirteen students or 61%. The result of post – test in cycle 1 indicated the use of Text Based Learning did not successful. Because the criteria of success did not achieve. So, the revision must be done in the next cycle, it means cycle 2.

Some revision cycle two are:

1. The students did not divide in group work. But, made them learnt individually with the teacher guidance. So, they have a responsibility to do their task.

2. Teacher read the new word, then the students repeated it.

3. Then, they wrote the new word with the meaning in the paper that given by the teacher. And read it in front of the class.

This figure 4.1 show some revision were made to be implemented in cycle 2 as follows:

Cycle 1	Cycle 2
1. Students find the meaning of the new word of the text by their group.	1. Students find the meaning of the new word of the text individually with teacher's guidance.
2. Teacher gives them a game to know students'	2. Teacher gives the
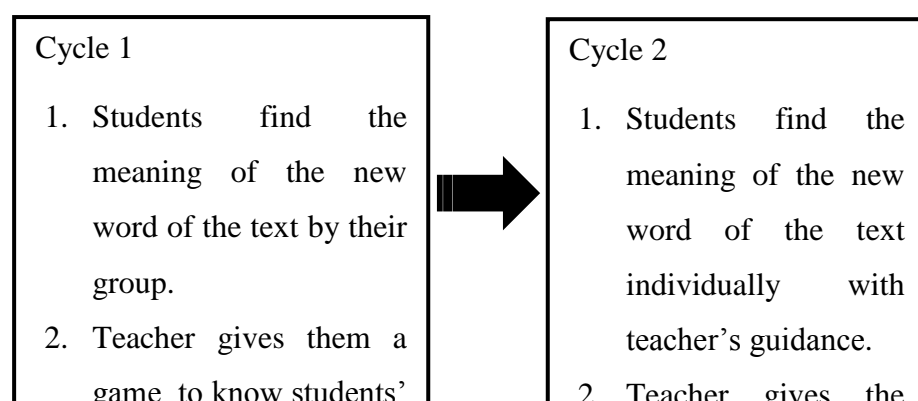
All the revision can be seen in the lesson plan of cycle 2 in the (*appendix 8*).   **Figure 4.1**

2. Reflection on cycle 2

The second cycle was held on Saturday, March the 29th 2019 (*all the research schedule see appendix 1*). This cycle was the result of the reflection from cycle 1. The differences of this cycle were, the researcher as the teacher guided the students to find the meaning of the new word. She did not divide the students into some groups. The students and the teacher read the text together and practice pronounce the word correctly. After the students finding the meaning, the teacher gave them a piece of paper to write the new word by themselves. To make them more easy writing and memorizing the new words.

From the meeting 1 of cycle 2, the teacher gave them another text which has same topic with previous text that was library. The purpose giving them another text to give them new experience about new word in another text. In this phase, the teacher guided them to find the meaning of new word, and practiced to read it together with the students. After found the meaning of the new word from the text,

the students wrote in the piece of paper that have been prepared by the teacher. This activities was an exercise to write the English word correctly.

In meeting 2 of cycle 2, the students more attention and could read the word in correct pronunciation. The students who could read and write the new word correctly are 80 % (16 students) of whole students in the class. It was showed from the result of observation check list in cycle 2. The result can be seen below:

Table 4.3 The Result Of Observation Check List On Cycle 2

No.	Student's Activity	Meeting 1	Meeting 2	Meeting 3
1.	Students paid attention with the instruction in the teaching and learning process.	80%	80%	100%
2.	Students enthusiastic to respond the teacher's question.	80%	80%	100%
3.	Student able to understand about TBL.	80%	80%	90%
4.	Students more interest and enjoy to follow teaching and learning process using TBL.	80%	80%	100%
5.	Students are able to understand the new word.	80%	80%	90%
6.	Students are able pronounce the new word correctly.	80%	80%	90%
7.	Students are able to write the new word correctly.	80%	80%	90%

8.	Students are enthusiast to join the class.	80%	80%	100%
9.	Students join the class from beginning until the end of teaching and learning process.	100%	100%	100%

From the table 4.3, the result of observation check list cycle 2 was better than cycle 1. The students could understand the implementation of text based learning to improve their vocabulary mastery. It showed from meeting 1, meeting 2, meeting 3, the percentages were increase from 80% (16 students) in meeting 1, 80 % (16 students) in meeting 2, and 90% (18 students) in meeting 3.

Students' vocabulary mastery did increase in cycle 2. Until meeting 3 of cycle 2, 90% (18 students) of students were able to understand and pronounce the word correctly. Then their ability in writing also increased, it were showed from the result of observation check list, 90% (18 students) could write the new word correctly

In cycle 2, thestudents are understand the new word which was related to the topic. Besides the post – test, in the meeting 3 of cycle 2, the researcher gave them a piece of paper to measure the understanding about the word which is related to the topic. A piece of paper was vocabulary recognition task. The result of measurement showed that, 85.71 % means 18 students mastered the vocabulary about the topic of library (Table 4.5). Then, the result of the post – test

in cycle 2, the students' score was increase. There were 85.71 % or 18 students are passed the post – test on cycle 2. (Table 4.4)

Table 4.4The Result of Students' Post – Test Cycle 2

No.	Students' name	Male (M) / Female (F)	Score	Pass	Fail
1.	DM	M	70		✓
2.	DAP	M	80	✓	
3.	FHT	M	90	✓	
4.	MD	M	90	✓	
5.	MAB	M	100	✓	
6.	MKA	M	80	✓	
7.	MR	M	100	✓	
8.	MZ	M	80	✓	
9.	MH	M	70		✓
10.	ZSA	M	90	✓	
11.	ZFZP	M	100	✓	
12.	AIS	F	90	✓	
13.	AFO	F	100	✓	
14.	DSA	F	90	✓	
15.	DJS	F	70		✓
16.	IHA	F	100	✓	
17.	KT	F	100	✓	
18.	ME	F	100	✓	
19.	NP	F	100	✓	
20.	RKA	F	100	✓	

21.	VA	F	100	✓	
	Average score		90,47		

The Result of Students' Vocabulary Recognition Task on Cycle 2

No.	Students' name	Percentage	Pass	Fail
1.	DM	76 %	✓	
2.	DAP	76 %	✓	
3.	FHT	100 %	✓	
4.	MD	76 %	✓	
5.	MAB	88 %	✓	
6.	MKA	84 %	✓	
7.	MR	72 %		✓
8.	MZ	92 %	✓	
9.	MH	80 %	✓	
10.	ZSA	80 %	✓	
11.	ZFZP	92 %	✓	
12.	AIS	76 %	✓	
13.	AFO	76 %	✓	
14.	DSA	72 %		✓
15.	DJS	72 %		✓
16.	IHA	76 %	✓	
17.	KT	100 %	✓	
18.	ME	92 %	✓	
19.	NP	100 %	✓	
20.	RKA	100 %	✓	

21.	VA	76 %	✓	

The result of the post – test in the second cycle showed, the average scores of whole students are increase. Although only 2 %, but it means that the students' vocabulary mastery was improved. And the criteria of success was reached. The criteria of success of this research are, the average scores of whole students can reach at least 80 % or more. The students can mention or read and write the word correctly. It is supported with the result of vocabulary recognition task above. So, this research can be stopped.

B. Discussion

There were some discussions from the finding of this classroom Action Research. This study was conduct in MI Raden Fatah that is focused on improving students' vocabulary mastery using Text Based Learning. Introducing the new word for children is important to make them understand the meaning of the new word, in this case are English words. Because when they have a lot of vocabularies, it can help students mastering English and its four skills, Aisyah (2017). It means that vocabulary can be called as the basis to learn English.

Learning foreign language is hard when we do not know the meaning of word. So, mastering vocabulary is essential in learning English. Richard and Renandya (2002) said that vocabulary mastery effected to language proficiency that can see how well learner can speak, listen, and write. To improve the vocabulary mastery, the teacher can develop a strategy. In this discussion, The Use of Text Based Learning as

the strategy of teaching and learning can improve students' vocabulary mastery. This is showed from the finding in cycle 1 and cycle 2.

All the activities in cycle 1 and cycle 2 using Text Based Learning showed positive result. The result of the study in the end of cycle 2 had improved. The result scores of post – test 2 were better than the result of post – test 1, and the result scores of post – test 1 were better than pre – test. It revealed there was a progress in each cycle.

When conducting every cycle using Text Based Learning, the students got an experience finding the meaning of word in context of text. Usually the teacher gives a picture from the text book to introduce the new word to the students. Therefore, when they know the use of the word in a text, they feel helped to understand the new word without the picture. It also make them easy to do their evaluation test.

Text based learning can improve students' vocabulary mastery through some aspect:

1. Students get experience in learning English using a text.

2. Students understand the new word in context of the text. So, they can find an alternative way to understand a new word if there are no picture over there.

3. Besides they understand the meaning of the word, students are enjoy to practice reading during teaching and learning process.

From some aspect above, Text Based Learning can improve students' vocabulary mastery in fifth grade of MI Raden Fatah Kediri. It also proved by Iftanti (2017) in her narrative inquiry, she used a text to

activate the involvement of the students post graduate of IAIN Tulungagung. The result her study, she finds an increasing vocabulary mastery on her students. She uses text based learning as the strategy to teach her students. So, the text based learning can be an alternative way in teaching English especially vocabulary mastery.