

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of the study and discussion toward the results of the Classroom Action Research (CAR) which implementation of Using Modified Word Wall to Improve Students' Vocabulary Mastery at Eighth Grade Students of MTs Darul Falah Bendiljati Kulon Sumbergempol Tulungagung Academic Year 2019/2020. The research was conducted in two sessions. The first was preliminary research and the second was the implementation of action research.

A. Findings

The implementation of Word Wall Media in this research was carried out in one cycle. Cycle 1 was done in four meetings. The following sub-section presents the detailed description of findings in cycle 1

1. Cycle 1

The cycle 1 is the second meeting between researcher and students of VIII B class MTs Darul Falah that held in four meetings as follows:

Table 4.1 Research Schedule

Monday, March 2nd 2020	Thursday, March 5th 2020	Monday, March 9th 2020	Thursday, April 9th 2020
Pre test	Treatment	Treatment	Post test

The first meeting was preliminary study that already implemented during internship 1 and internship 2. In preliminary study, researcher was looking for the information about the condition of the classroom. Then, she carried out the pre test to get the data about the students' score in vocabulary especially in material degrees of comparison. continued with the next two meetings were for

teaching vocabulary by using Word Wall Media in the class. The description of findings in cycle 1 is presented here based on two criteria of success; the students' improvement in vocabulary achievement in form of scores and the students' involvement in teaching and learning process in the terms of observation sheet.

Before doing treatment in the first cycle, the researcher gave test in order to know the students' vocabulary mastery in degrees of comparison material. She gave written test and the result of the test was not satisfied yet, because the average score of the test only 30, whereas the Minimum Passing Criterion (KKM) was 75. There were only 4 students who passed the KKM or only 14% from total 28 students. The recapitulation of student pre-test results are as follows:

Table 4.2 Students' Score in the Pre Test

No.	Nama	Pre test	Passing the KKM	
			Yes	No
1.	ADN	22		√
2.	AA	54		√
3.	ADP	16		√
4.	ADA	12		√
5.	APC	4		√
6.	DNLF	36		√
7.	DML	50		√
8.	DRA	20		√
9.	HM	40		√
10.	IK	20		√
11.	IHU	82	√	
12.	IEY	36		√

13.	JPNA	8		√
14.	KNI	76	√	
15.	KNFS	20		√
16.	KAK	86	√	
17.	LRJ	6		√
18.	MEAS	0		√
19.	MNK	26		√
20.	MNS	6		√
21.	NLN	20		√
22.	NLI	26		√
23.	NAF	40		√
24.	NANK	20		√
25.	PFF	6		√
26.	SAR	20		√
27.	TCK	88	√	
28.	UA	8		√

Then the researcher carried out a test after implemented Modified Word Wall media. There were 28 students who followed the test. The theme was -Degrees of Comparison. In this activity, the teacher taught vocabulary using Modified Word Wall Media offline and online. Therefore, this study requires more preparation that finally it can be implemented. The implementation of Modified Word Wall Meda in cycle 1 was:

1. Prepare a text related to comparative degree. From the text, researcher sorts out difficult vocabulary and vocabulary related to comparative degree. The vocabulary is chosen based on the results of the pretest.

Furthermore, the selected vocabulary is arranged on prepared media accompanied by pictures.

2. When learning in the class, researcher gave instruction to the students to identify the available vocabulary. Researcher and students discuss vocabulary one by one. The discussion includes the meaning of vocabulary, word classes, spelling, and the synonym so students can use vocabulary according to context.
3. Give questions to students about the use of vocabulary and make sentences related to the vocabulary provided.

Based on the analysis result on the observation sheet, the implementation of Modified Word Wall Media made students paid attention look enthusiastic, actively answer and participate. Although for the first time the students faced difficulties about the teacher meant, not long after that, the students could understand and got the point to do the test from Modified Word Wall Media. The results from cycle 1 presented as follow.

The researcher did the observing stage. The result of observation stage which has been done by the researcher noted on observation sheet: all of students gave their attention to the teacher because it was the first time she taught vocabulary by using media, but there were 6 students who passive in the classroom. They looked sleepy to attend the lesson. But they still followed the activity; the teacher monitored the students activity. Most of them were enjoying the activity; the researcher observed the students ability in using

vocabulary to arrange sentences using selected vocabulary according to the context.

Then she gave the students further explanation of the selection vocabulary that has been arranged in the media. After the explanation is finished, the researcher gives questions to students to know vocabulary mastery. From the questions given, 24 students can guess the correct answer. They can guess the meaning of vocabulary, word classes and how to use vocabulary appropriate to the context

The researcher observed students in learning process at class by using observation sheet. It could be seen in the bellow:

Reflection Instrument for Observation Results in Cycle 1

I. OBSERVATION OF LEARNING ACTIVITIES

a. Opening

The researcher open the lesson by saying greetings, praying with students and checking students' attendance list. Next, the researcher made an apperception by explaining the learning material to be reviewed, the learning objectives, the learning models; methods and media, and the competencies to be achieved

b. Core Activity

The core activity begins with giving questions to students with the aim of knowing students' prior knowledge. After that, researcher explain the material degrees of comparison. In explaining the material she also inserted selection of vocabulary that already exists in the media. In order to more

focus on discussing vocabulary in degrees of comparison material, researchers used modified word wall media that had been prepared previously. Through modified word wall media the researcher explains about the meaning of vocabulary, word classes, and the use of vocabulary according to the context. After the material was delivered, researchers provide random questions to students to know the students' understanding. From 28 students there were 24 students who actively answered with answers that were almost right and exactly correct. And there are only 4 students who do not actively answer.

C. Closing

Sum up the results of learning and discussion during core activity.

d. Problems in learning process and how the teacher overcome

The problem that occurs in treatment there were four students who sleepy so they were not involve actively in the question and answer session, and discussion of degrees comparison material. Researcher was approaching the sleepy students frequently and asking them to wudlu one by one.

e. Other important findings that support learning process

The majority of students, 24 students were involve actively in the discussion. They were active answer the questions, discussion, and focus during learning. When researcher ask the students why they are more enthusiastic than learning in preliminary studies, it because learning that

has been implemented are rarely use media. Using vocabulary dded with images in the media that help students to visualize vocabulary.

f. Reflection

The use of instructional media can increase student enthusiasm and improve students' vocabulary mastery. Modified Word Wall media that contain selected vocabulary in degrees of comparison chapter made it easier for students to understand the material degrees of comparison. This statement based on the post test results that compared with the pre test results.

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Researcher,

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NIM.

According to the result of the observation sheet above, it can be concluded that more students joined the class enthusiastically. They paid attention to the lesson, it was only some students were not active enough because they felt sleepy. But it did not become the obstacle for the researcher. Because the researcher hoped that she still could improve students' vocabulary mastery through Modified Word Wall Media.

For the reflection on the activity during cycle 1, the researcher noted that there were some improvements from preliminary study as follow:

- 1) Students' in the class was more enthusiastic than preliminary study, since students were fully gave their attention to the material.

- 2) During the teaching and learning process in preliminary study, it found that a half of number students are still passive, they were not fully attending the classroom activity. In the cycle 1, there were only 4 students who passive.
- 3) There were 3 students who did not adequate criteria of success. .

The result of the cycle 1 was better than preliminary study. There was an improvement. The classroom condition was getting better. All of the students gave positive responses by using Modified Word Wall Media. They felt more focused and easier to understand the material because the selection vocabulary in media is the core vocabulary contained in degrees of comparison material.

The students also became more active when researcher gave them some questions.. They can answer questions almost correct and correct. It was proved that Modified Word Wall Media could improve students' vocabulary mastery. In other words, the students become more understood the meaning of vocabulary and understood the use of vocabulary so that they understand the reading text provided by the researcher and fulfill the criteria of success.

The result of post test in cycle 1 could be seen from the table below:

Table 4.3 Students' Development Achievement

No.	Student's Name	Score	
		Pre test	Post Test
1.	ADN	22	88
2.	AA	54	72
3.	ADP	16	75
4.	ADA	12	78
5.	APC	4	88
6.	DNLF	36	100

7.	DML	50	68
8.	DRA	20	82
9.	HM	40	80
10.	IK	20	82
11.	IHU	82	70
12.	IEY	36	88
13.	JPNA	8	68
14.	KNI	76	100
15.	KNFS	20	88
16.	KAK	86	88
17.	LRJ	6	88
18.	MEAS	0	88
19.	MNK	26	90
20.	MNS	6	88
21.	NLN	20	56
22.	NLI	26	88
23.	NAF	40	88
24.	NANK	20	82
25.	PFF	6	84
26.	SAR	20	78
27.	TCK	88	88
28.	UA	8	80
Sum		848	2.308
Mean/Average		30	82
Min/Lowest		0	56
Max/Highest		88	100

From the table above, it can be seen that there was improvement in the students' mean, scores and the total of students who passed the KKM. The

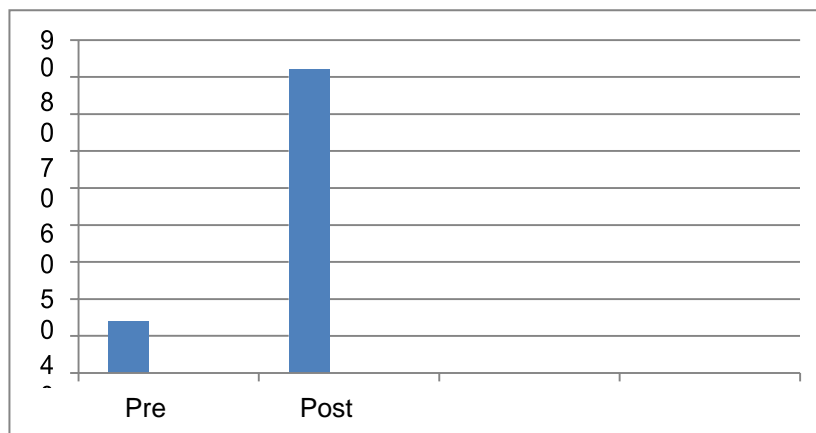
students got the mean 30 in the pre test, then 82 in post test cycle 1. In the pre test, the students who got scores 75-100 and passed the KKM were only 4 students or 14%, then in post test cycle 1 there were 23 students or 82% students who passed the KKM

From the data gained above, it showed that the result of post test cycle 1 was better than the pre test. The researcher concluded that the problems in teaching vocabulary had been solved by using Modified Word Wall Media.

B. Discussion

After the researcher implemented Modified Word Wall Media in teaching vocabulary to the second graders of MTs Darul Falah Bendiljati Kulon, she got the data from cycle 1. The researcher presented the improvement of the observation result from cycle 1 in the diagram below:

Figure 4.4 Diagram of the test in cycle 1



From the diagram of the observation result from cycle 1, it can be concluded that Modified Word Wall Media can improve students' vocabulary mastery of second graders MTs Darul Falah Bendiljati Kulon Sumbergempol. It can be proved of the percentage that was 14% in pre test and was having

improvement in the post test that was 82%. Then, from the diagram of mean scores in all cycles, it proved that Modified Word Wall Media could help the students to improve their vocabulary mastery. Modified Word Wall Media can help students in knowing meaning of words, word classes, and the way to use vocabulary based on the context appropriately. As Patricia Antonacci (2012: 105) that word wall is the effective media to increase vocabulary mastery which has implications for the development of language skills.

The concept of this game used listing word, where the students are involved in the learning process by using word wall. When this media added with picture, so that it is allowed students to engage themselves in visually activities and made them easier to memorize the meaning of words and they are able to use vocabulary to the context appropriately. That media model makes it easier for students to master the vocabulary in the degrees of comparison chapter. In addition, students are also more enthusiastic that can be seen from the comparison of observation results in preliminary study and the treatment in cycle 1. In preliminary study, half of the students in the class were not active in learning process while in cycle 1 there were only 4 passive students. They still often look sleepy, do not give questions or answers during the discussion session, and several times to give the wrong answers to the questions related to vocabulary. In cycle 1 as many as 24 students were actively involved in the question and answer session and they were able to provide appropriate answers related to the vocabulary in the degrees of comparison chapter.

To get some improvement above, the researcher required to implement the particular procedure in teaching vocabulary by using Modified Word Wall Media. The researcher in here followed steps Julie Jackson and Rose Narvaes (2013:49) and Classroom Action Research of Kemmis and Mc Taggart model that is:

4) Planning word wall

- a. Understand the curriculum of the school that used for the school at the second semester 2019/2020.
- b. Make lesson planning based on the teaching of vocabulary.
- c. Create a students work-sheet
- d. Create a students work-sheet consist of pre test and post test.
- e. Make the observation paper to observe the condition of learning process.
- f. Arrange the post test to know the increased of the result study after they studied through material.

5) Acting

In this activity it has scenario learning process it should be based on the teaching vocabulary by using word wall media as like that:

- a. The first meeting, the teacher gives pre test to students and asks the students to do the test.
- b. The teacher explains a purpose of using the word wall. Word wall may be used to help students learn high frequency words, or they may be used to develop vocabulary around a theme.

- c. Select the words that are targeted for instruction. Select a few words for teaching and post them on the wall. Teachers choose that correspond to students' ability who are able to students remember and learn. Words on the wall need to be spelled correctly and written legibly.
 - d. Before teaching word wall, the students should practice vocabulary in the other words to make students more creative in learning vocabulary using word wall.
 - e. In teaching word wall, the students begin to understand the meaning of a word, so that students are able to learn vocabulary by using the word wall well. Because word walls are effective when they are interactive, teachers guide discussion of the readings to include new and interesting words that student discover in their readings.
 - f. The activities conducted by placing the words on the word wall on the blackboard and students are required to mention such words or preferably by using pictures and then look it was written on the board. For the word wall to be effective, members of the learning community must use them.
 - g. In the end the teacher gives evaluation.
- 6) Observing
- a. The researcher corrected the pre-test and post-test results
 - b. Observing the results of student work before and after learning using the word wall media
 - c. Measuring the result with criteria of success

4) Reflection

- a. Researchers review and consider the results or impact of actions based on various predetermined criteria
- b. The researcher and the teacher revise the initial plan
- c. Determine what has been achieved, and what has not been achieved, and what needs to be improved again in subsequent learning.

That was also proved that there were advantages of *Charades* as Wagstaf (1999: 6) states that Modified Word Wall Media can be used to see the development of students' abilities and students who have difficulty finding the right vocabulary can see word walls as their reference material. Where in preliminary study, students still did not know the answer, they gave wrong answer frequently. In cycle 1, when the teacher asked the students to finish post test, they were better than preliminary study and pre test result who got the score in accordance with KKM standards. The average score of post test results is 82 point or 82% of the class. It meant implementing with modified word wall media to second graders in MTs Darul Falah Bendiljati Kulon could improve more than 75% students passed the KKM. Therefore this study only consisted of one cycle because the results of the cycle 1 has fulfilled t the criteria for success.