

## **CHAPTER IV**

### **FINDINGS**

This chapter deals with the finding of the study. These findings are arranged and presented in such a way in which the statement of research problems become the basic or reference for their arrangement and presentation.

#### **A. The Teachers' Creativities in Developing Teaching Media**

To reach a certain goals in the teaching media, teachers must have good creativities. Based on the observation and interviews with the English teachers that were done by researcher, teachers have creativity in developing teaching media. To have clear descriptions on the finding of those teacher-talks' categories, the following are the extracts of them taken from the results of oral interaction transcription:

##### **1. Teacher 1 (T1)**

Many media that were the researcher found from the research. According to the result of interview with T1 about creativities in developing teaching media on April 23<sup>rd</sup> 2015, there are many media that used by the T1 in teaching, they are lollipop number, media card, snake& leader, song, color game, funny kangaroo game, fun English and Jazz chunk. But T1 often use 5 teaching media in teaching vocabulary as a

purpose that vocabulary has important part that need in teaching process.

Those facts are validated by interviewing quotation as follows:

*“I use some media, likes lollipop number, media card, snake and leaders, song, color game, fun English and Jazz chunk”.*

*“During I teach English in VII grade, I use 6 media in teaching vocabulary, likes lollipop number, media card, snake and leaders, song, jazz chunk and fun English”.*

Besides that, T1 has creativities in developing teaching media. She said “Creativity is ability to create and to apply a new something”. Because that, each teacher must has creativity in teaching process and teachers’ creativity no just enough to help in teaching learning included an aspect. This matter also is supported by observation that researcher done on April 23<sup>rd</sup> 2015. The fact, T1 used some media in process teaching learning. The basic of knowledge that used in some place, T1 got ideas to creative in developing teaching media. From some media that T1 made, those facts are validated by interviewing quotation as follows:

*“The beginning of seminar in some place and then I met friends, I have initiative to creation in developing media, but I also use video which is existing and children can demonstrate. The way of develop some media are, for **lollipop number** (I cut color paper organized circle and then I give stick in order to likes lollipop candy). For **media card** (I print in form of square thick small equipped picture and exercise). For **media of snake & leader** (I design picture that compiled in a series and then I printed). And also for video, example song about daily routine (I use video which is existing), for **fun English, jass chunk and color game** (I make likes slide).”*

## 2. Teacher 2 (T2)

According to the result of interview with T2 about creativities in developing teaching media on April 20<sup>th</sup> 2015, there are many media that used by the T1 in teaching, they are verb card, snake & leaders, shopping, parody song, procedure text, English simulation about timing, darts game, celebrate card, descriptive text, English simulation about numbering, profession, handout certainty, handout procedure text, simulation English and English simulation about opinion. But T2 often use 8 teaching media in teaching vocabulary as a purpose that vocabulary has important part that need in teaching process. Those facts are validated by interviewing quotation as follows:

*“....., because I always really liked learning to use the media, I got a lot of media. For example, verb card, snake & leaders, shopping, parody song, procedure text, English simulation about timing, darts game, celebrate card, descriptive text, English simulation about numbering, profession, handout certainty, handout procedure text, simulation English and English simulation about opinion”.*

*“During this time, I teach IX grade and each I taught definitely use the media in developing students' vocabulary. I use media in teaching vocabulary, likes parody song, verb card, snake & leader, shopping, descriptive text, profession, handout certainty/uncertainty, and handout procedure text”.*

Besides that, T2 has creativities in developing teaching media. She said “Creativity is ability to create a different something or to process something there”. So that, teacher needed creativities in developing teaching media in order to media is more interesting students to study

more active. This matter also is supported by observation that researcher done on April 20<sup>th</sup> 2015. The fact, T2 used some media in process teaching learning. From some media that T2 made, those facts are validated by interviewing quotation as follows:

*“....., I am basically a person who likes to develop media. So in the learning process, I use instructional media. But that is depending accordance with the learning material. I developed media source from books or files obtained from the training that then I design or create a new suit my creations. The amount of media that I have, I explain how to develop it. If for media verb card, descriptive text, profession, handout certainty/ uncertainty and handout procedure text included the kinds of picture media print that in the form of pieces verb. For snake & leader included kinds of media poster large printed along with dice. Whereas for parody song, I often take the latest song today, I recorded and I changed the lyrics associated with vocabulary. There are more media shopping, I look for pictures of any object that is in the market at the same time a small basket. The object image is printed, laminated and cut to shape”.*

## **B. The Teachers’ Creativities in Applying Teaching Media to Teach Vocabulary**

Based on the observation and interviews with the English teachers that were done by researcher, teachers have creativity in applying teaching media. Those are the extracts of them taken from the results of oral interaction transcription:

### **1. Teacher 1 (T1)**

Based on the researcher’s observation on April 23<sup>rd</sup> 2015, researcher got information about the way of T1 in applying teaching media to teach vocabulary. The field note describes an activity conducted by T1.

In the first observation, the researcher observed the VII grade of A. Before coming in the class, T1 has prepared herself for her teaching material and media that will be used in the class VIIA. At 09.00 a.m. T1 started her lesson by greeting and check the students' attendance list. T1 focused the students' concentration by discussion a lesson about simple past tense in using media "Snake & Leader".

Actually T1 made a group of four and gave each group a picture S&L and coin. If coin shakes until of picture, so they can move 2 step and coin shakes until of number, they can move 1 step. Then, each person must make 5 sentences where she stops. Finally, they wrote their sentences in whiteboard and understood the meaning of that. If the students got difficulty in some vocabulary, T1 gave solution to open dictionary.

As the result of interview where researcher done interview with T1 in her home, those statement is validated by interviewing quotation as follows:

**Table 4.1. The result of interview by T1 in applying media**

No	Media	Procedure of Applying
1	Lollipop number	<ul style="list-style-type: none"> <li>• Formation into 4 groups (groups 1 and 2 holding lollipop number, group 3 and 4 holds paper numbers).</li> <li>• Then look for the pair, respectively.</li> <li>• When the teacher calls one number, each pair should move forward and memorizing 10 new vocabularies that every day they get.</li> </ul>
2	Snake& leader	<ul style="list-style-type: none"> <li>• Formation of the group consisting of 4 children.</li> <li>• Teacher gives a picture of S &amp; L as well as coins.</li> <li>• Each child in the group play coins (out of the picture means the forward 2 steps, exit numbers mean 1 step).</li> <li>• Then make any sentence where he stopped (min 5 sentences in accordance with the word that is in the picture).</li> <li>• Then written on the blackboard and interpreted.</li> <li>• If you're having trouble, open the dictionary.</li> </ul>
3	Media card	<ul style="list-style-type: none"> <li>• Formation of the group (bench).</li> <li>• Teacher gives card containing images and matter.</li> <li>• Then each group working because and when the teacher calls the number absent, the group should discuss the matter and their meanings.</li> </ul>
4	Song	<ul style="list-style-type: none"> <li>• Teachers show a video about the daily routine and sing together.</li> <li>• Then one of the students demonstrates what activity he is doing it and the others guess.</li> </ul>
5	Jazz chunk	<ul style="list-style-type: none"> <li>• Teachers display a slide (for example the letter "B") then each student makes a sentence with regard to the letters shown on the slide.</li> <li>• Then exchanged next friends to it and continue to make a sentence with the next slide.</li> </ul>
6	Fun English	<ul style="list-style-type: none"> <li>• Formation of the group consisted of five students formed a line.</li> <li>• Teacher slide show related to adjective and animals.</li> <li>• The teacher asks the students to observe the image on the slide and identify how adjectives of the picture (for example drawing snake, shaped long, long opposed is short).</li> <li>• If the student has answered the first order, then resumed the next sequence.</li> <li>• Then pasted on the board.</li> </ul>

## 2. Teacher 2 (T2)

Based on the researcher's observation on April 20<sup>th</sup> 2015, researcher got information about the way of T2 in applying teaching media to teach vocabulary. In the second observation, the researcher observed the IX grade of A. Before coming in the class, T2 has prepared herself for her teaching material and media that will be used in the class IXA. At 10.15 a.m. T2 started her lesson by greeting and check the students' attendance list. The first T2 always gave a song named parody song which students must sing and memorize about vocabulary. After that T2 focused the students' concentration by discussion a lesson in using media "Snake & Leader" organized as big poster and dice.

Actually T2 made a group and prepared big poster S&L and dice in the floor. The way of first, second and other players were disordered (hom-pim-paa) and thrown dice in a series. Each player must throw dice then answer available question. If "Free" means gave question to others group. If "Free question" means no question to others group. T2 explained game limited sum up to throw dice, for example (10 x means 10 questions, 20 x means 20 questions and so on...).

As the result of interview where researcher done interview with T2 in mosque MTs Negeri Karangrejo, those statement is validated by interviewing quotation as follows:

**Table 4.2. The result of interview by T2 in applying media**

No	Media	Procedure of Applying
1	Shopping	<ul style="list-style-type: none"> <li>• The formation of two groups that served as the seller and the buyer.</li> <li>• Teachers prepare objects related to the theme of the market.</li> <li>• Group of sellers have a conversation with a group of buyers.</li> <li>• Each player make list of objects that were found later in the end expose</li> </ul>
2	Snake& leader	<ul style="list-style-type: none"> <li>• Formation of the group.</li> <li>• Provide dice.</li> <li>• Provide gaco different for each player.</li> <li>• Search for a player's first, second, and so on by a draw (hum-pim-paa).</li> <li>• Players roll the dice sequentially in the order then respond to questions that are available.</li> <li>• "Free" means able to submit questions to other groups.</li> <li>• "Free question" means there is no question for the group.</li> <li>• The game throwing dice, eg. limited number (10 x means the 10 questions, 20 x means 20 questions and so on</li> </ul>
3	Parody song	<ul style="list-style-type: none"> <li>• The formation of two groups: men and women.</li> <li>• Teachers start singing then 2 lines first and resumed singing daughter's son, and so on.</li> <li>• Done before the learning begins.</li> </ul>
4	Verb card	<ul style="list-style-type: none"> <li>• A control group.</li> <li>• Each group will receive a card in the same amount but different verb.</li> <li>• Students analyze the received card.</li> <li>• Students are classified into 3 groups (verb1, verb2, verb3).</li> <li>• Students interpret and each group present to the class.</li> </ul>
5	Descriptive text	<ul style="list-style-type: none"> <li>• Done in groups.</li> <li>• Each group received a different one handout.</li> <li>• All students in finding a description of the image on a handout that has been received in writing.</li> <li>• Each group presented the results of group work in class.</li> <li>• Assesment</li> </ul>

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6	Profession	<ul style="list-style-type: none"> <li>• Done in groups.</li> <li>• Each group has a handout in the same amount.</li> <li>• Students analyze and find meaning handouts owned.</li> <li>• Each group classifies into two groups, namely the type of profession and a group within the specified time.</li> <li>• When the teacher asks the students, which includes all types of professions simultaneously lifting group handouts, as well as mean (on repeat).</li> <li>• Assessment.</li> </ul>
7	Handout certainty/ uncertainty	<ul style="list-style-type: none"> <li>• Done in groups.</li> <li>• Each group has handouts in the same amount.</li> <li>• Students analyze and find meaning handouts owned.</li> <li>• Each group classifies into two groups, namely the group of certainty and uncertainty in the allotted time.</li> <li>• When the teacher asks the students, which included an expression of certainty, simultaneously all groups raised handouts, as well as interprets the phrase (in repeat).</li> <li>• Assessment.</li> </ul>
8	Handout text procedure	<ul style="list-style-type: none"> <li>• Done in groups. Each group has a capital value of 100.</li> <li>• Each group has a handout in the same amount of text procedure.</li> <li>• Students analyze handout owned, in preparation for the presentation.</li> <li>• Each group competitively presented to the class by attaching text sequence step procedure.</li> <li>• If there is one error in determining the sequence of text step procedure, then the capital value minus 5.</li> <li>• Win or not is determined by the final value.</li> </ul>

From the finding above, researcher can conclude that T1 and T2 have a different creativity in applying teaching media to teach vocabulary. They design media made with student condition in class.

### **C. The Advantages that Acquired by Teachers using their Media in Teaching Vocabulary.**

As discussed earlier, that teachers must be creative in the use of instructional media, always communicate to students, found something of ideas in a new form, and have a very big responsibility, of all the teachers have a particular advantage in using the media to teach vocabulary because vocabulary is very important in learning English.

Based on the interviews with the English teachers that were done by researcher, teachers have advantages using those media in teaching vocabulary. The finding obtained from interview with T1 held on April 23<sup>rd</sup> 2015. The advantages are time of implementation study can cut short and also teacher change to positive, it means teacher do not put himself as one of study source. That statement is validated by interviewing quotation as follows:

Researcher : *“What are the advantages acquired by T1 by using media in teaching vocabulary?”*

T1 : *“The advantages are to facilitate the teacher explain the material. Learning implementation time can be shortened and also the teacher’s role changing in a positive direction, it means that teachers do not put her as the sole source of learning. Media can generate a confidence teacher. Teacher is as motivator and facilitator.”*

Besides that, the finding obtained from interview with T2 held on April 20<sup>th</sup> 2015, T2 have also advantages using media in teaching vocabulary. The advantages are media helped teacher to create a situation of study become more real, no monotonous and no boring. Because in teaching

learning, teacher must make students comfortable but also focus in material.

That statement is validated by interviewing quotation as follows:

Researcher : *“What are the advantages acquired by T1 by using media in teaching vocabulary?”*

T2 : *“The roles of teachers not only as the sole source of learning. Teachers do not run out of steam if using media in teaching. Teachers only give instruction and as a supervisor in the learning process. Media can help teachers to make learning come alive, not monotonous and boring. Teachers do not have to explain the material overs, because with one time using the media, students will more easily understand the lesson.”*

The conclusion, researcher found same advantages between T1 and T2 to use media in teaching vocabulary that mostly, the roles of teachers not only as the sole source of learning, media can help teachers to make learning come alive, not monotonous and boring, and facilitate the teacher explain the material.

#### **D. The Advantages that Acquired by Students by Using Media in Learning Vocabulary**

There are many varieties of advantages using those media. Based on the questionnaires that given researcher to students on April 25<sup>th</sup> 2015, it can be seen that the students have many advantages that acquired by using media in learning vocabulary. Many students were agreeing if using media in learning vocabulary because media helped them more active and easy in study. It proved with the result of questionnaire in the form of percentage (%)

to know how many students who have the answer of SS (*Sangat Setuju/ Very agree*), S (*Setuju/ Agree*) and TS (*Tidak Setuju/ Disagree*).

The result of questionnaire in the form percentage (%) that got researcher to students of VIIA about advantages using media in learning vocabulary, those are:

**Table 4.3. The result of students' VIIA questionnaires in percentage (%)**

No	Indikator	Percentage (%)		
		SS	S	TS
1	Learning activities take place smoothly	75%	25%	-
2	The use of media in teaching is very interesting	22,2%	77,8%	-
3	The use of the media is clear in teaching	77,8%	22,2%	-
4	Media learning more fun equipped with image	36,1%	55,6%	8,3%
5	I don't feel bored in media that used	55,6%	44,4%	-
6	I feel happy in media that used	61,1%	38,9%	-
7	I motivated study when media used	66,7%	33,3%	-
8	I am more active in study when media used.	22,2%	69,4%	8,4%
9	The use of media facilitate me in study	58,3%	41,7%	-
10	I recall in teaching longer (what is learned is not quickly forget) when taught by media.	25%	75%	-

Based on the table above, it can be described in more detail with regard to the percentage about the advantages that acquired by using media in learning vocabulary for class VIIA. Those formulations are:

1. Learning activities take place smoothly.

The result of percentage is 75% (SS/ Very agree) and 25% (S/ Agree). It means that students agree very much if learning activities take place smoothly.

2. The use of media in teaching is very interesting

The result of percentage is 22,2% (SS/ Very agree) and 77,8% (S/ Agree). It means that students agree if the use of media in teaching is very interesting.

3. The use of the media is clear in teaching

The result of percentage is 77,8% (SS/ Very agree) and 22,2% (S/ Agree). It means that students agree very much if the use of the media is clear in teaching.

4. Media learning more fun equipped with image

The result of percentage is 36,1% (SS/ Very agree), 55,6% (S/ Agree) and 8,3% (TS/ Disagree). It means that students agree if media learning more fun equipped with image.

5. I don't feel bored in media that used

The result of percentage is 55,6% (SS/ Very agree) and 44,4% (S/ Agree). It means that students agree very much if they do not feel bored in media that used.

6. I feel happy in media that used

The result of percentage is 61,1% (SS/ Very agree) and 38,9% (S/ Agree). It means that students agree very much if they feel happy in media that used.

7. I motivated study when media used

The result of percentage is 66,7% (SS/ Very agree) and 33,3% (S/ Agree). It means that students agree very much if they motivated study when media used.

8. I am more active in study when media used.

The result of percentage is 22,2% (SS/ Very agree), 69,4% (S/ Agree) and 8,4% (TS/ Disagree). It means that students agree if they are more active in study when media used.

9. The use of media facilitate me in study

The result of percentage is 58,3% (SS/ Very agree) and 41,7% (S/ Agree). It means that students agree very much if the use of media facilitate them in study.

10. I recall in teaching longer (what is learned is not quickly forget) when taught by media.

The result of percentage is 25% (SS/ Very agree) and 75% (S/ Agree). It means that students agree if they recall in teaching longer (what learned is not quickly forget) when taught by media.

So, after T1 apply media, students of class VIIA agree very much in using media in learning vocabulary because students will get many advantages in using media. And also media helped them more active and easy in study.

Besides that, the result of questionnaire in the form percentage (%) that got researcher to students of IXA about advantages using media in learning vocabulary, those are:

**Table 4.4. The result of students' IXA questionnaires in percentage (%)**

No	Indikator	Penilaian		
		SS	S	TS
1	Learning activities take place smoothly.	44,4%	55,6%	-
2	Media that used in teaching is very interesting.	83,3%	16,7%	-
3	The use of media clearly in study.	44,4%	55,6%	-
4	Media learning more fun equipped with picture.	80,6%	19,4%	-
5	I do not feel bored in media that used.	77,8%	19,4%	2,8%
6	I feel happy in media that used.	52,8%	47,2%	-
7	I motivated study when media used.	66,7%	33,3%	-
8	I am more active in study when media used.	36,1%	55,6%	8,3%
9	The use of media facilitates me in study.	55,6%	44,4%	-
10	I recall in teaching longer (what is learned is not quickly forget) when taught by media.	30,6%	69,4%	-

Based on the table above, it can be described in more detail with regard to the percentage about the advantages that acquired by using media in learning vocabulary for class IXA. Those formulations are:

1. Learning activities take place smoothly.

The result of percentage is 44,4% (SS/ Very agree) and 55,6% (S/ Agree). It means that students agree if learning activities take place smoothly

2. Media that used in teaching is very interesting.

The result of percentage is 83,3% (SS/ Very agree) and 16,7% (S/ Agree). It means that students agree very much if media that used in teaching is very interesting.

3. The use of media clearly in study.

The result of percentage is 44,4% (SS/ Very agree) and 55,6% (S/ Agree). It means that students agree if the use of media clearly in study.

4. Media learning more fun equipped with picture.

The result of percentage is 80,6% (SS/ Very agree) and 19,4% (S/ Agree). It means that students agree very much if media learning more fun equipped with picture.

5. I do not feel bored in media that used.

The result of percentage is 77,8% (SS/ Very agree), 19,4% (S/ Agree) and 2,8% (TS/ Disagree). It means that students agree very much if they do not feel bored in media that used.

6. I feel happy in media that used.

The result of percentage is 52,8% (SS/ Very agree) and 47,2% (S/ Agree). It means that students agree very much if they feel happy in media that used.

7. I motivated study when media used.

The result of percentage is 66,7% (SS/ Very agree) and 33,3% (S/ Agree). It means that students agree very much if they motivated study when media used.



8. I am more active in study when media used.

The result of percentage is 36,1% (SS/ Very agree), 55,6% (S/ Agree) and 8,3% (TS/ Disagree). It means that students agree if they is more active in study when media used.

9. The use of media facilitates me in study.

The result of percentage is 55,6% (SS/ Very agree) and 44,4% (S/ Agree). It means that students agree very much if the use of media facilitates them in study.

10. I recall in teaching longer (what is learned is not quickly forget) when taught by media.

The result of percentage is 30,6% (SS/ Very agree) and 69,4% (S/ Agree). It means that students agree if they recall in teaching longer (what is learned is not quickly forget) when taught by media.

So, after T2 apply media, students of class IXA agree very much in using media in learning vocabulary because students will get many advantages in using media. And also media helped them more active and easy in study.

From all of percentage above, it can be concluded that students of class VIIA & IXA are agree very much in using media in learning vocabulary. Because they will get many advantages, such as learning activities take place smoothly, media that used in teaching is very interesting, the use of media clearly in study, media learning more fun equipped with picture, they do not feel bored in media that used, they feel happy in media

that used, they motivated study when media used, they is more active in study when media used, the use of media facilitate them in study, and students recall in teaching longer (what is learned is not quickly forget) when taught by media.