

## **CHAPTER V**

### **DISCUSSION**

This chapter presents the discussion of the research findings. There are four research questions proposed in this study. The discussion focuses on the finding of the four proposed research questions. The first discussion is about the teachers' creativities in developing teaching media. The second discussion focuses on the teachers' creativities in applying teaching media to teach vocabulary. Meanwhile, the third and fourth made a discussion about the advantages that acquired by teachers and students using media in teaching learning vocabulary.

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

After what have been formulated in data presentation of result of research conducted by researcher can knew, indeed in study of English in MTs Negeri Karangrejo, English teachers make media. Besides that, teachers also have creativity in developing teaching media according to material that will submit. In development of media, teachers make preparation and plan in determining media program which will be taught.

Based on the research finding, the researcher finds same characteristics creativity in T1 and T2, especially in developing teaching

media. T1 and T2 used imagination, pursuing purposes, being original and judging value.

a. Using imagination

T1 and T2 always involve thinking or behaving imaginatively. It can be proved in the result of interview with English teachers that have same imagination initially they follow some seminar about development of media and meet expert people that making them think imaginatively to be creative in developing media. T1 develop some media in the form of lollipop number, media card, snake & ladders, song, color game, funny kangaroo game, fun English and Jazz chunk.

Meanwhile, T2 develop some media in the form of verb card, snake & leader, 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.

b. Pursuing purposes

T1 and T2 apply imagination or the idea of action and purpose. They begin pouring idea in real something in the form of media. If they have new idea, they can fashion and refashion their media. Based on the result of interview with English teachers that have same purposeful in developing media, they develop media with some way. T1 develop media by way for lollipop number, cut some color paper in form of circle then

give stick in order to looks lollipop candy. For media card, it can print in form of thick Small Square that equipped picture. For media snake & leader, organize picture that arranged in a series then print. There is also which in the form of video, example song about daily routine. For fun English, Jazz Chunk and color game made looks like slide.

Whereas, T2 develop media by way for verb card, descriptive text, profession, handout certainty/ uncertainty and handout procedure text included kind of media picture in the form of cutting verb. For snake & leader included kind of media poster that printed big and dice. Meanwhile parody song, it often taken new song nowadays, then it recorded and lyrics altered be related to vocabulary. Then for media shopping look for pictures about things in the market and small basket. The things picture printed, laminating and cut according to the shape.

### c. Being original

T1 and T2 included categories of individual. It means that they work original to make their own media and outcome can present in process teaching learning. They motivated others people that they know in some place, and then they try to produce their own media. Based on the result of interview, it is also being influenced from depended by students' condition and pursuant to existing theory. If class perhaps difficult arranged and students are difficult understand items, teacher is trying to make media that appropriate with items.

#### d. Judging value

T1 and T2 have created media that value in relation to the task at hand. In the making of media, they certain in considering how media can effective, enjoyable, satisfying, valid, and tenable. Without all of those, media is not submitted in study.

The finding above is suitable to the theory comes from Robinson (1998:30) about four characteristics of creative processes as chapter II. First, they always involve thinking or behaving *imaginatively*. Second, overall this imaginative activity is *purposeful*: that is, it is directed to achieving an objective. Third, these processes must generate something *original*. Fourth, the outcome must be of *value* in relation to the objective. So, it can conclude that T1 and T2 have same characteristic of creativity in developing teaching media. Those creativities help teachers in easier, faster, and enjoyable ways of teaching learning process.

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

Based on the theory of according to Seels & Glasgow as quoted in Arsyad (2009: 33) the type of media is divided into two broad categories, namely traditional media choice and the choice of cutting-edge technology media. From traditional media choice, there are 8 media consist of visual silent projected (projection opaque, overhead projection slides, filmstrips,

etc), visual are not projected (picture, photograph, card, posters, charts, graphs, diagrams, expo, information boards, etc), audio (the recording disk, tape, reel, cartridge, etc), visual dynamic projected (movies, television, video, etc), print (text books, modules, workbooks, scientific magazine, hand-out, etc) and others media seen in the chapter II.

Related to theory above, in the result of the research or finding data in chapter IV, researcher finds some kinds of media that used by English teachers in applying media, especially to teach vocabulary and can be compared with kinds of media above that.

From the research finding, researcher finds 3 kinds of media that used T1 in applying media to teach vocabulary. Those are Visual are not projected, visual dynamic projected and visual silent projected. Each kind of media can be applied to be some forms. The first, T1 uses visual are not projected that applied in form of card, example snake & leader, lollipop number, and media card. It means that can provide the relationship between the contents of the subject with real world. The second, T1 uses visual dynamic projected that applied in form of video, example song. It means that can combine sound or teacher serve a video and sing together. The third, T1 uses visual silent projected that applied in form of slide, example fun English and jazz chunk. It means that only use projection still images on the screen.

Meanwhile, researcher finds 3 kinds of media that used T2 in applying media to teach vocabulary. Those are visual are not projected, audio,

and print. The first, T2 uses visual are not projected that applied in form of poster (snake & leader), picture (descriptive text) and cards (profession, shopping). It means that teacher can connect between contents of the subject with real world. The second, T2 uses audio that applied in form of recording disk, example parody song. It means that can combine a sound or only be heard. The third, T2 uses print that applied in form of handout, example handout certainty and handout procedure text. It means that make the material into a text- based interactive media.

From the discussion above, researcher can conclude that English teachers have 3 kinds of media in different forms, for T1 use visual are not projected, visual dynamic projected and visual silent projected. And then T2 use visual are not projected, audio and print.

### **C. The Advantages that acquired by Teachers and Students using Media in Teaching Learning Vocabulary.**

The use of instructional media is needed in relation to the improvement of the quality of education. According to Hamalik as quated in Sadiman (1998:15), advantages in teaching and learning can generate new desires and interests, raise motivation and stimulation of learning activities, and even bring psychological influences on students. In addition to arouse students' motivation and interest, learning media can also help students

improve comprehension, provide attractive and reliable data, facilitate interpretation of the data, and condense information.

From the theory above, the researcher mentions in research finding (Chapter IV) about the advantages that acquired by teachers using media in teaching vocabulary. The advantages that acquired by T1 using media, there are 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. "

Whereas, the advantages that acquired by T2 using media, there are 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.

Besides that, the researcher also mentions about the advantages that acquired by students using media in learning vocabulary. It can be conclude that students of class VIIA & IXA are agree 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.