

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the result of the Classroom Action Research in the use of Picture Word Inductive Model to improve students' vocabulary achievement to the second graders of MTs Assyafi'iyah Gondang. It describes and discusses the data collected from the research.

The research was conducted in collaboration with the other researcher of the second graders of MTs Assyafi'iyah Gondang. The researcher was as the teacher who implemented the action, and the other researcher of the second graders was the facilitator and observe. The research was conducted in two sessions. The first was preliminary research and the second was the implementation of action research.

A. Findings

When the researcher conducts preliminary research, the researcher got information from the English teacher of the second graders at MTs Assyafi'iyah Gondang. The information was got by the researcher are about the students' problems in teaching and learning vocabulary process. These are;

1. The students less motivation in learning vocabulary in the class, such as sleepy, lazy, make a joke, noisy, etc.
2. They cannot memorize meaning and spelling of vocabulary easily

3. The students' scores is less than 75 which is a KKM at MTs Assyafi'iyah Gondang.

1. Reflection on Cycle 1

Cycle 1 is the first meeting between the researcher and the students of A class of MTs Assyafi'iyah Gondang. In the action of applying the method, the students took part in the learning process. Derived from the result of cycle 1, the researcher summarized that it is very important for the teacher to concern serious with the students' vocabulary mastery. The researcher obtained the field note from her partner and observed the teaching learning process by monitoring the students' activities and their attention during the action. This is the result of observation, the students still confuse when the teacher explained about the material. They also forget the words and the meaning easily and also the students still make many mistake to pronounce the words properly.

The Picture Word Inductive Model (PWIM) helps students to enjoy and be interested in the learning process. However, they were less attracted in the early meeting especially when the teacher gave test to them. They were not ready when the teacher came and began this lesson, and there were some students looked afraid and they were shy. They did not pay attention for the teacher explanation, or they did not understand the Picture Word Inductive Model yet. Recapitulation of student test results first cycle shown in the following table below;

Table 4.1. Student Score in The Test Cycle 1

Number	Student's Name	Score	Passing The KKM	
			Yes	No
1	AR	70		√
2	AFM	65		√
3	AN	80	√	
4	AA	60		√
5	AFT	80	√	
6	EA	70		√
7	ES	90	√	
8	FBS	65		√
9	GRK	65		√
10	ILM	90	√	
11	IPA	70		√
12	MB	60		√
13	MF	50		√
14	MA	65		√
15	MFH	75	√	
16	MAH	65		√
17	MFM	90	√	
18	MNH	70		√
19	MRQ	70		√
20	MYD	80	√	
21	NFM	70		√
22	RM	75	√	
23	SF	65		√
24	VFN	60		√
25	VAKA	65		√
26	YDN	55		√
27	ZK	60		√
28	ZQAH	55		√
29	ZAN	75	√	
30	ZN	40		√
31	ZAD	65		√

In this reflecting stage, the researcher made reflection of the cycle 1, because the students' vocabulary achievement based on the test result

had not been achieved. From the cycle 1, only little student who passed the KKM. There were only 9 students or 29.03% who were passing the KKM and 70.07% students were failed the test, it meant that the researcher was unsuccessful, whereas the standard score (KKM) was 75. It maybe caused by some of the student who still did not comprehend the vocabulary enough. Based on the problem, the researcher decided to continue the study to the cycle 2.

The revision of the strategy that has been applied in the first cycle to be implemented in the second cycle is to increase the student confidence in order not to afraid and shy any more. The teacher explained the concept of Picture word inductive model (PWIM) again. Then the teacher explained briefly about descriptive text, the definition, the characteristics, and the example. The preparation of cycle 2 class action research:

- a. Select picture, before teacher teach vocabulary to the students. The teachers have to prepare a picture, the selected picture is the picture of kitchen utensils in the kitchen.
- b. Ask students' to identify things based on what they see in the picture. Mark the picture past identified. After identifying the activities or thing what they see in the picture, the students draw a line from the identified object or area, then say the word, write the word; ask students to spell the word aloud and then to pronounce it.

- c. Ask students to read the words based on the lines on the chart. In this case the students have to read the word based on the line word chart, identify and classify the word.
- d. After identifying all about grammar, pronunciation, meaning etc. ask students to generate a sentence/paragraph about the picture word chart. Ask students to classify sentences, in this case each students have to make some sentences/paragraph based on the picture word chart and next we read, check and review the sentences and paragraphs together.

4. Reflection on Cycle 2

Cycle 2 was carried out with the same procedure and same strategy also time allocation as the cycle 1. The differences between cycle 1 and cycle 2 were in the steps in teaching and also the material. They felt that the material in the cycle 2 was easy to remember and comprehend also familiar. After analyzing the result of second cycle, it can be concluded that the picture word inductive model can motivate the students to be more active in learning vocabulary in the class. Picture word inductive model also can improve their vocabulary, since they are able to answer the question well in test. It indicates that they know the meaning of word well. They also became more active in the cycle 2 because all of the students were included in the teaching and learning process. Their score test in cycle 2 also showed the improvement than their score in cycle 1. It can be seen from the table below:

Table 4.2. Student Score in The Test Cycle 2

Number	Student's Name	Score	Passing The KKM	
			Yes	No
1	AR	90	√	
2	AFM	85	√	
3	AN	90	√	
4	AA	85	√	
5	AFT	90	√	
6	EA	95	√	
7	ES	95	√	
8	FBS	90	√	
9	GRK	90	√	
10	ILM	90	√	
11	IPA	75	√	
12	MB	80	√	
13	MF	70		√
14	MA	80	√	
15	MFH	90	√	
16	MAH	80	√	
17	MFM	95	√	
18	MNH	90	√	
19	MRQ	95	√	
20	MYD	85	√	
21	NFM	85	√	
22	RM	95	√	
23	SF	75	√	
24	VFN	75	√	
25	VAKA	90	√	
26	YDN	70		√
27	ZK	75	√	
28	ZQAH	75	√	
29	ZAN	95	√	
30	ZN	70		√
31	ZAD	85	√	

There were 28 students who passed the KKM, it means that there was 90.32% students achieved the criteria of success. The mean of students' vocabulary test score also improved from 58.55 point in preliminary test, then 68.23 point in test cycle 1, and 84.84 point in test cycle 2. The number of students who achieved the criteria of success also improved from 22 students or 68.23% in test cycle 1 to 28 students or 90.32% in test cycle 2. There were the score from preliminary test, test cycle 1 and test cycle 2. Following the table 4.1;

Table 4.3. Students' Development Achievement

Number	Student's Name	Score		
		Preliminary	Cycle 1	Cycle 2
1	AR	60	70	90
2	AFM	55	65	85
3	AN	70	80	90
4	AA	50	60	85
5	AFT	70	80	90
6	EA	60	70	95
7	ES	80	90	95
8	FBS	65	65	90
9	GRK	55	65	90
10	ILM	80	90	90
11	IPA	60	70	75
12	MB	50	60	80
13	MF	40	50	70
14	MA	55	65	80
15	MFH	65	75	90
16	MAH	55	65	80
17	MFM	80	90	95
18	MNH	60	70	90
19	MRQ	60	70	95
20	MYD	70	80	85
21	NFM	60	70	85

Number	Student's Name	Score		
		Preliminary	Cycle 1	Cycle 2
22	RM	65	75	95
23	SF	55	65	75
24	VFN	50	60	75
25	VAKA	55	65	90
26	YDN	45	55	70
27	ZK	50	60	75
28	ZQAH	45	55	75
29	ZAN	65	75	95
30	ZN	30	40	70
31	ZAD	55	65	85
Sum		1815	2115	2630
Mean/Average		58.55	68.23	84.84
Min/Lowest		30	40	70
Max/Highest		80	90	95

B. Discussion

In this section, the researcher was analyzed all of the data from the research. The data describes the finding of this study generally. Picture Word Inductive Model implementation is successful to improving the students' vocabulary achievement of second grade in MTs Assyafi'iyah Gondang.

From the table of total scores in all cycles, it proved that Picture Word Inductive Model could help the students to improve their vocabulary achievement. It required the teacher to follow the particular procedure in teaching vocabulary by using Picture Word Inductive Model (Bruce: 165-166):

- 1) select a picture, the teacher chooses the picture about the common picture which most liked by the students
- 2) ask the students to identity what they see in

the picture, to identify the activities or thing based on what they see in the picture 3) Label the picture parts identified, 4) Read and review the picture word chart aloud, 5) Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups, 6) Read and review the picture word chart (say the word, spell it, and say it again), 7) Add words, if desired, to the picture word chart and to the word banks, 8) Lead students into creating a title for the picture word chart, 9) Ask students to generate a sentence, sentences, or a paragraph about the picture word chart, and 10) Read and review the sentences and paragraphs. But in this research, the teacher only did the steps until number 5 because it will more time consuming when she had to do all of the steps. Besides, it was easier to do by the teacher and the students could receive the teaching and learning process without felt confused because of many steps in the treatment. The average score of test cycle 2 results is 84.84 point or 90.32% of the class, it meant implementing with Picture Word Inductive Model to second grade in MTs Assyafi'iyah Gondang more than 75% students passed the KKM.

Using those steps in implementing the teaching technique, the researcher will show the figure the students' vocabulary score improvemend. They could perform more confidently, more bravely, and less hesitantly during to pronounce the words properly. Moreover, their motivation and enthusiasm in English learning also improved. The research findings were also supported by the analysis of students' score improvement between cycle I and cycle II are as follow:

