

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions which refer to the attempts to improve the students' vocabulary mastery through applying Vocabulary Self-Collection Strategy.

A. Research Findings

The implementation of Classroom Action Research of this study had been done by running two cycles. In the practice, the process of teaching and learning vocabulary integratively with reading comprehension by using Vocabulary Self-Collection Strategy of each cycle was done through three steps; choosing some new and important words, using context to determine the meaning of the words, comprehending the whole text.

After implementing the previously stated steps of applying Vocabulary Self-Collection Strategy to improve student's vocabulary mastery, it was found that in Cycle-1 there were some weaknesses. First of all, because the researcher prepared seven texts, it was inconvenience for the last group. The last group could not choose the text they wanted to learn and it was likely they only got the rest. Secondly, due to the researcher only delivered one text for one group, the students could not be focus. Some of them walked around the class to visit other groups either to disturb other group's concentration or to play around. Thirdly, the students were confused to determine the meaning of the chosen words based on the context. Moreover, even after the researcher tried to give clues to help them in defining the words, they were still upset. The next obstacle was that the students could not complete the student's recording form. They did not have enough time to write the listed words both in their own notebook and the student's recording form. As a result, in the end of the lesson there were many students had not finished

copying the words onto student's recording form. Because there were many obstacles encountered during the implementation of Cycle-1, it was a need to do some modifications towards the lesson plan for the next cycle. Consequently, the students had not reached the criteria of success yet.

In qualitative terms, students had not reached the criteria of success. It was proven by classroom situation which was still dirty. There were some torn pieces of papers laid in the floor. Some students were also walking around the class and made it very crowded. It was really unconditional for conducting teaching and learning process. The student's involvement in the lesson was also poor. When the researcher asked one representative of each group, there was only group 2 who came forward without being called many times. In presenting the results of the discussion, the representatives were also still seemed feeling unconfident and pronounced the nominated words it in low voice so that the class could not catch the points clearly. In term of students' attendance, unfortunately there was one student who was absent without any permission.

In line with qualitative criteria, in quantitative terms, there were only 11 students out of 37 students who passed the criteria minimum mastery in the post-test 1. As stated previously, the students could only passed the test if their score was equal or more than 70.

Table 4.1 The Results of Post-Test 1

NO	NAME	SCORE	PASS	FAIL
1	DAS	72	√	-
2	DEP	68	-	√
3	DEDK	64	-	√
4	DR	64	-	√

5	DPKW	A	-	-
6	DKN	62	-	√
7	DA	76	√	-
8	EA	64	-	√
9	EPA	72	√	-
10	EHL	72	√	-
11	ETR	68	-	√
12	EEN	50	-	√
13	EYK	64	-	√
14	ESA	64	-	√
15	EDL	76	√	-
16	EF	64	-	√
17	ERM	64	-	√
18	FM ₁	64	-	√
19	FWA	60	-	√
20	FWS	60	-	√
21	FKS	46	-	√
22	FA	68	-	√
23	FEH	72	√	-
24	FDU	72	√	-
25	F	56	-	√
26	FM ₂	56	-	√

27	FCA	76	√	-
28	GYP	60	-	√
29	GS	72	√	-
30	HS	76	√	-
31	HTI	60	-	√
32	HKSP	60	-	√
33	HB	60	-	√
34	IYA	46	-	√
35	IZ	60	-	√
36	IKF	60	-	√
37	ILU	78	√	-
Total		36	11	25

Based on the accomplishments of Cycle-1, the researcher and the collaborator teacher did some revision of the lesson plan to be implemented in Cycle- 2. To overcome the problems of the number of text selection, the researcher would prepare ten texts rather than seven texts so that the last group could still choose the text they wanted to learn and not only got the rest one. By giving the same chances for all groups to choose the texts they wanted to learn, they would feel easy to follow the lesson. It was expected that they would joyfully find the important words from their readings, using context to determine the meaning of the words, and comprehending the whole text.

The next modification was in term of the number of the texts delivered towards each group. In Cycle-1, the researcher only delivered one text for one group. Practically, it was inefficient and made the class very crowded since the students who did not hold

the text walked around the class. As a result, the students were less focus to the lesson. To overcome those problems, in the implementation of Cycle-2, the researcher would distribute one text for one student, not one text for one group. After the group had chosen the text, the researcher would deliver of the copies of the selected text for all the group's members. It was intended to get the students more focus to the lesson. In addition, to make the students concentrate more towards the lesson, the researcher would ask the group to send a different representative in presenting their work. The researcher hoped that the students would be more confident in delivering their group work.

Another modification of Cycle-2 would be in term of the use of vocabulary. In Cycle-1, the researcher prohibited the students to look up the dictionary. The researcher found it was difficult to make students get to the meaning of the chosen words by only giving some clues in English. Thus, in Cycle-2, the researcher would allow the students to look up the dictionary after they had determined the meaning of the words based on the context o the text. The use of dictionary was to confirm the meaning of the chosen words. In practice, the researcher would only deliver one dictionary for one group and it was given after the representatives of the group presented their group works.

The Student's Recording Form would not be submitted at the end of the lesson, but at the day of administering post-test 2 before the post-test began. It was expected that the students had finished copying the listed words from their notebook onto the student's recording form at home.

After implementing the revised actions of Cycle-1, it was found that in Cycle-2 the criteria of success were well accomplished. It was proven by looking at the classroom situation, teaching and learning atmosphere and the students' participation in the teaching and learning process. In point of classroom situation, it showed good progress.

It could be seen from the classroom which was clean enough and the students did not walk around the class while they were having discussion. They seemed to be more focus to the lesson. It was proven by the words they chose. The words chosen were mostly fit to the context. More interestingly, the groups seemed to have passion to compete each other. In this case, each group worried that other groups might have more precise analysis about the text and chose the correct interesting and important words. They did not have time to walk around instead of discuss seriously with their group. Thus the teaching and learning process could run actively. When the researcher called the representatives of the groups to present their work, they willingly came forward without by being called many times. The representatives also read the words loudly so that all the students could listen and record the words in their notebook and Student's Recording Form. However, unfortunately, there were two students who could not attend the class because they had another business as written in permission letter.

Besides, based on the results of post-test of Cycle-2, it could be seen that the number of students who passed the text also improved significantly. There were 33 students out of 35 students who could pass the minimum mastery criteria.

Table 4.2 The Result of Post-Test 2

NO	NAME	SCORE	PASS	FAIL
1	DAS	82	√	-
2	DEP	82	√	-
3	DEDK	82	√	-
4	DR	82	√	-
5	DPKW	94	√	-

6	DKN	82	√	-
7	DA	74	√	-
8	EA	88	√	-
9	EPA	94	√	-
10	EHL	94	√	-
11	ETR	88	√	-
12	EEN	62	-	√
13	EYK	82	√	-
14	ESA	82	√	-
15	EDL	74	√	-
16	EF	82	√	-
17	ERM	85	√	-
18	FM ₁	86	√	-
19	FWA	66	-	√
20	FWS	76	√	-
21	FKS	94	√	-
22	FA	82	√	-
23	FEH	I	-	-
24	FDU	86	√	-
25	F	82	√	-
26	FM ₂	82	√	-
27	FCA	82	√	-

28	GYP	72	√	-
29	GS	72	√	-
30	HS	62	-	√
31	HTI	I	-	-
32	HKSP	74	√	-
33	HB	86	√	-
34	IYA	94	√	-
35	IZ	71	√	-
36	IKF	60	-	√
37	ILU	70	√	-
Total		35	31	4

B. Discussion

The research has a purpose in improving the students' vocabulary mastery by using Vocabulary Self-Collection Strategy (VSS) for tenth graders of Vocational High School of Bandung. The data are taken by observing while implementing this innovative instructional strategy. The observation was done to know the effect of applying the Vocabulary Self-Collection Strategy. The findings show that the students got a lot of new vocabulary. They could utilize the mastered vocabulary while completing the sentences. They also willingly participate in the teaching and learning process. It was proven by looking at the Student's Recording Form. The students recorded the new vocabulary diligently in their notebook and rewrite them in Student's Recording Form. It is also supported by the result of making field notes containing the students' progress in

learning English. Therefore, it could be concluded that the teaching of vocabulary by using Vocabulary Self-Collection Strategy run well.

Another method in collecting data is by conducting interview. The researcher prepares interview guidelines both for the English teacher and students. The difference is that for the students, the researcher only prepares the interview guidelines without showing to them. The reason is to obtain more accurate data by asking them directly. After the implementation of the Vocabulary Self-Collection Strategy, it shows that the students get some benefits. It is proven when the teacher says a word in English, the students can write the word on their notebooks correctly. Besides, the students are also getting more active to show their ideas.

The next method of collecting the data is by administering preliminary test, Post-Test 1, and Post-Test 2. To be pronounced successful, the students have to pass the Minimum Mastery Criteria. The Minimum Mastery Criteria is determined for the score of ≥ 70 .

From the preliminary test, it shows that there is only one student who can pass the Minimum Mastery Criteria and the others are failed. It indicates that the students do need an innovative instructional strategy to improve their vocabulary mastery. After having discussion with the collaborator teacher, the researcher then chooses Vocabulary Self-Collection Strategy (VSS) as the recommended strategy to solve the practical problem.

After implementing the VSS and conducting the Post-Test 1, the progress can be identified. If in the preliminary test there is only one student who passes the Minimum Mastery Criteria, in the Post-Test 1 there are 11 students who pass the test. However the students' progress is not really satisfied yet. Hence, it needs more modification in applying the VSS. The modification goes well in the Cycle-2 and the effect can be seen through administering the Post-Test 2. The result of Post-Test 2 shows that most of

students can achieve the criteria of success. Here, 31 students get score ≥ 70 and only 4 students get score under 70. It means that the Vocabulary Self-Collection Strategy (VSS) is applied successfully.

The modified application of Vocabulary Self-Collection Strategy involves some improved activities for the learners. The activities are grouping students, proposing classroom questioning, using of dictionary, and reviewing the material. In implementing Vocabulary Self-Collection Strategy (VSS), the researcher firstly divide the students into some small groups. As stated in the lesson plan either in the Cycle 1 or Cycle 2, grouping students is done in the first meeting. The researcher divided the class into 7 groups that consists of 5 up to 6 students for each group. In applying the VSS, small group is quite needed because it can attract the learners to cooperate with others. It is in line with Newton's statement in Nunan (2001:62), when learners discussed the meanings of words from a worksheet with each other, the vast majority of discussions resulted in useful and accurate information being provided about the words. Malvis and Ken (1993) agree with Newton by saying that small group work provides opportunities for intellectual and personal growth which can not be achieved so easily in the standard lecture situation. Because the small group is a more personal situation, it provides opportunities for interaction between tutor or lecturer and students and among students. Such interaction can foster active learning and learning at a high conceptual level, and can help students to achieve a sense of independence and responsibility for their own learning. Thus, the implementation of the VSS by using small group teaching is quite useful for gaining a successful teaching and learning and suited the theories of some experts.

The next activity done in applying the VSS is classroom questioning. In the lesson plan, the researcher employed the classroom questioning. The questions were proposed to stimulate the learners' mind in being involved in English teaching and

learning. The researcher often added some clues made by the researcher herself. It can be seen when the researcher, who had role as the teacher, asked the students to answer some questions. The students got some difficulties to understand what the teacher's said, so the teacher gave some clues to stimulate the learners' mind. Finally, the learners could answer the questions after given clues to clues by the teacher. The classroom questioning is the second technique employed by the researcher. The consideration of applying this activity is that this activity can stimulate the learners how to think critically. This technique, furthermore, can make the teaching and learning more alive and active. Moreover, this activity is also intended to intrigue the learners' curiosity, and even the technique can create the good cooperation among the learners in group. Practically, there are many advantages for the learners exactly when classroom questioning applied in the EFL teaching and learning. Those are to develop interest and motivate students to become actively involved in lessons; to evaluate students' preparation and check on homework or seatwork completion; to develop critical thinking skills and inquiring attitudes; to review and summarize previous lessons; to nurture insights by exposing new relationships; to assess achievement of instructional goals and objectives; and to stimulate students to pursue knowledge on their own. From all of the benefits, either the teachers to be or classroom teacher should insert this activities to assist the learners comprehend the material toward the teaching process. Even it can be able to enlarge the teacher's point of view when deliver the knowledge to the learners.

In application of VSS in teaching vocabulary, the researcher also uses the dictionary. Commonly, the use of dictionary is aimed to help the learners find the meaning of the difficult word from the passage, find the part of speech of some words, and so forth. However, the use of dictionary in implementing VSS is not always intended to know the meaning of the words, but it is practically used for checking the correct

meaning. It means that before opening the dictionary, the learners have to guess the meaning of the difficult words with their group. Then, if they are still doubt with the meaning, the researcher gives some clues to reassure the learners and their guessing is strengthened by opening the dictionary. The use of dictionary in employing the VSS is done in the Cycle-2. It is supported by Urquhart in Songhao (1997) who states that although the literature is full of pedagogical advice on what to do about unknown vocabulary, there is comparatively little empirical evidence as to what L2 readers actually do. It is also true that little is known about what actually happens when L2 learners use a dictionary. The literature seems to indicate that the use of the dictionary is very simple. Marchkward in Bensoussan, *et al* (1984) also informed that dictionaries often supply information about the language not found elsewhere. It supplies information about grammar, usage, status, synonym, discrimination, application of derivative affixes, and distinctions between spoken and written English not generally treated in textbooks, even in a rudimentary fashion. Based on the addition information from the expert, it showed that the use of dictionary technique is a best chosen to aid the teacher in delivering the material, especially in applying VSS.

Finally, the last activity done to teach the learners by using VSS is reviewing the materials. The aim is strengthening the learners to all of the teaching material they learned. The researcher reviews the material in the following meeting after the teaching and learning process done. It is very useful for the learners to remind, to stimulate, and also to create their critical thinking related to the material. Due to the good benefit from the use of reviewing material, the researcher is interested to do that activity to help the applying of Vocabulary Self-Collection Strategy in the teaching and learning process.