

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the research findings and the discussions which refer to the attempts to improve the students' vocabulary mastery through applying Short Story as Media.

#### **A. Research Findings**

The Implementation of Classroom Action Research of this study had been done in two cycles. In the process of teaching and learning vocabulary by using Short Story as Media of each cycle was done through three steps. The three steps include findings new words, determine the meaning of words, and comprehending the meaning of each sentences. The research findings divided in two types, as follows :

##### **A. Situation of the Implementation**

Based on the situation of the implementation of Classroom Action Research in the 8<sup>th</sup> grade class E of MTs Assyafi'iyah Gondang Tulungagung. There are divided into two steps, based on the situation of cycle 1 and cyle 2. The situation of the implementation, as follows :

##### **1. Situation of cycle 1**

In the implementation of the Short story as media to improve students' vocabulary mastery in the 8<sup>th</sup> grade class E of MTs Assyafi'iyah. There was found some weakness and problem in learning process.

It was found in this cycle. Firstly, there was found some students' has lack of vocabulary, but they have not dictionary to support their learning.

Secondly, the students' has lack of motivation to learn English. Some of students' can't to giving participation to learning English and also walked around the class and make noisy with talk others.

It was seen then the researcher giving text of Short Story to each students' and giving instruction to read and comprehending the story, and many of students' getting trouble to comprehend the story. It cause of they has less of vocabulary and they are not aware that vocabulary is important to their learning English. The researcher walked around the class and asked about the difficulties to ensure their problem.

In the end of the lesson, there were many of students finish the assignment but not their individually work, but then group work. In this cycle there was not possitive effect in conducting short story as media, and the students' involvement in the lesson was poor.

## 2. Situation of cycle 2

Based on the accomplishment of cycle 1, the researcher and the collaborator teacher believe in students' ability could increase than the previous. It proved that, in the implementation of cycle 2 there was some improvement than the previous.

Firstly, in the term of classrom condition and the students' awareness to learning English showed good progress. It could be seen from the classroom condition in teaching and learning process was changed that before. So far was

different with the previous, classroom was unconditional to teaching and learning process, many of students make noisy also walked around the class, and having low respond to learning English. But, in this cycle the students awareness to giving participation in learning English was changed. The classroom condition was quite and ready to follow the process.

Secondly, in the term of students' progress in learning vocabulary using short story as media was increase than in the cycle 1. It could be seen that in the previously students has lacks of vocabulary and find difficulties to comprehend each sentences of the short story. Based on this cycle the students' vocabulary mastery showed gradually increase. It was seen when the researcher giving instruction to some of students' to determine the meaning of each sentences in front of class, the students' could determine the meaning of each sentences correctly in the front of class. The students' vocabulary mastery was gradually increase than the previous, it was also seen then the researcher gave them randomly question to determine the sentences, the students' able to determine the sentences. In the end of lesson, the researcher choose two of the students to determine of whole text, and they able to finished determine of whole text.

As the conclusion. The students' vocabulary mastery at 8<sup>th</sup> grade class E of MTs Assyafi'iyah Gondang Tulungagung was increased than the cycle 1. The data from the preliminary study, post test cycle 1, and post test cycle 2 (*in Appendix*). The using of short story as media, it proved effective to increase students' vocabulary mastery.

## B. Steps to Solve the Problem

Based on the implementation of Classroom Action Research in the 8<sup>th</sup> graders class E of MTs Assyafi'iyah Gondang Tulungagung. There are divided into two steps how to solve the problem, based on each cycle. The steps as follows :

### 1. Steps in cycle 1

In the implementation of classroom action research to improve students vocabulary mastery in 8<sup>th</sup> grade class E of MTs Assyafi'iyah Gondang Tulungagung. The researcher applied some steps to solve the students' problem, the steps include : solve the problem of classroom condition, and solve the problem in learning English.

Firstly, in this cycle. The researcher wants to solved the problem of students' classroom condition which unconditional to learning process, and students' giving low respond in learning process cause of their awareness to learning English. In this cycle of each meetings, the researcher give learning motivation to students' awareness in learning English. The researcher gave them the explanation of the importance of vocabulary to their learning English. Finally, Some of students gives respond then the researcher give the explanation, they was understand what the researcher said. They was understand that if they are not able in vocabulary, then they are not able in learning English. They was understand that they are not mastered in vocabulary.

Secondly, in this cycle. The researcher wants to solved the students' problem in learning English. Especially, in the students' vocabulary mastery, cause many of them has lacks of vocabulary and find difficult to comprehend the English. In this case, the researcher was know that the main problems of the students' is lacks of vocabulary, it caused most of them find difficult to learn English. The researcher wants to solved their problem through the short story and include three steps, the steps as follows : findings new words or difficult words in short story, determined the meaning of words, and comprehending the meaning of each sentences. In this case, the researcher focussed on the students' comprehension.

In the conclusions of this cycle, explaining the purpose of the research is main core in the research. Based on this cycle, the researcher tried to find the problem and aldo solved the problem.

## 2. Steps in cycle 2

In the implementation of cycle 2, the researcher tried to used some modification in this cycle. The modifitaction is purpose to interest the students' to more interested in learning vocabulary. This modification include : changed the length of short story into shorter than the cycle 1, and changed the short story more attractive than the cycle 1.

Firstly, the purpose of modification to giving students more interested to learning vocabulary. Based on the previous cycle, the students felt that the short story made them bored, cause of the previous cycle the text of short story too length to students comprehension. Which the students' has lacks of vocabulary

and the text of short story too length, then made them spent more time to comprehend the short story. In this cycle, the researcher tried to changed the short story shorter than the previous, and also changed the short story more attractive.

Secondly, the modification of cycle 2 giving good progress. after the modification in the cycle 2. The students gives good response for the modification, they felt that could not spent more time to comprehend the short story. Based on their opinion, learning vocabulary in the cycle 2 gave them more fun and more interested to learning vocabulary. They liked shorter text than too length text, they felt bored if the text too length.

The researcher saw some students' have more interesting in learning vocabulary using Short Story. It can be seen then the researcher walked around the class, the researcher found some students' having discussion each other about the Short Story. Now, the student has awareness to learn vocabulary.

Based on the implementation of cycle 2, the students' vocabulary mastery was increase than the previous cycle. It proved that the students' give good respond in the learning vocabulary. Moreover, in this cycle. The students' are able to comprehend and determine the whole text of short story. It proved that when the researcher asked two of them to determine the whole text of short story in the front of class, then they could determine the whole text. If the students' still lacking vocabularies, then they have not able to determine the whole text.

As the conclusions of this cycle, the researcher found that the students' vocabulary mastery was increased than the previous. It was also proved on their

score of Post test cycle 2, there was increased significantly. The using of short story gives positive effect to improve the students' vocabulary mastery.

Based on the research findings showed that the comparison of the mean score of the test. Based on the minimum score of criteria of the success. The mean score of result of the tests shows good improvements: from 5,2 in the Preliminary study, to 5,4 in the Post test Cycle 1, and 7,9 in the last Cycle or Post test Cycle 2.

Based on the analysis of students' mean score of test and observation result in the all cycle. The researcher found some comparison based on the preliminary study, post test cycle 1, and post test cycle 2. The comparison as follows :

#### 1. Preliminary study

Based on the mean score of pre-test, the students' got score 5,2. It happens because, the first a few students has lack of vocabulary but they don't bring a dictionary to help their learning activities, so they has a trouble to pass the test. The second, the students' lack of motivation in learning English, cause the class condition is noisy. So, based on problem above the students' can't to giving full participation in learning process.

#### 2. Post test Cycle 1

In the implementation of Cycle 1. The Students' mean Score isn't far different than Pre-test. In the Post test Cycle 1, the students' got score 5,4. The mean score better than the previous, its just 5,2 in the preliminary study. The mean score increased is very bit than the previous. It happens that the students'

got difficulty to comprehend the Short Story, cause the others students' still lack of vocabulary

### 3. Post test Cycle 2

Based on the implementation of Cycle 2. The students' progress showed significantly increase. It could be seen that the students' mean score of the Post test Cycle 2 got score better than the pre-test and post test cycle 1. In the Post test Cycle 2 Students' mean score got 7,9. Its too far than the previous just got 5,2 and 5,4. The students' progress is too far different than the previously, it's also the effect of change length of short story and teachers learning motivation. Changing the length of short story is very influential to improving students' development in learning vocabulary. If the Short story too length make students bored to learn vocabulary, because the students would spend more time to comprehend the Short Story. The shorter of Short Story could show good progress to students' vocabulary mastery improvement.

## **B. Discussion**

The research has a purpose in improving students' vocabulary mastery by using Short Story as media for eight graders of MTs Assyafi'iyah Gondang Tulungagung. The data are taken by score test while implementing this efficient media. The observation and the implementation of media was done to know the effect of applying the Short Story as Media to improving students' vocabulary.

Based on the students' mean score analysis. The students' vocabulary mastery could improve by using Short story as media. It's proven that using Short Story as media in learning vocabulary was successful. This cause, using a media

in teaching and learning giving more easily. Statement of Sumantri (2001:153), “Media on teaching or learning is a learning device are used by the teacher as mediator to conveyed an instructional materials on teaching and learning process then giving more easily to reached the objective of learning. Moreover, using Short Story as media would giving more easily for students learning vocabulary. because, in the Short Story there is many vocabulary for students learning.

The application of Short Story as media to improve students vocabulary mastery is effective, cause in the Short story there are many vocabulary, moreover using Short Story as media is the ideal way to introducing the foreign language to students’. Statement of Collie & Slater (2011:196) state that Short Story are often an ideal way to introducing students to literature in foreign language classroom

Finally, the last activity done to teach the students by using Short Story as media is reviewing the materials. The aims of this research to be students’ mastery in vocabulary has done, it is very useful for students learning activity and having more vocabulary.