

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter deals with the presentation of the data and the research findings that were from series of data collection. The data are presented based on the two cycles were conducted and each of which consist of planning, acting, observation and reflecting. The discussion presents the improvement of the students' achievement in English class.

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

There was one cycle of this research having four steps. They were planning, implementing, observing and reflecting. But before presenting the findings of each cycle, this chapter is initiated by presenting the preliminary study and its findings. It is important from the result of the preliminary study, the planning of the cycle one can be arranged. It was done by observing learning vocabulary activities in the classroom, interviewing the English teacher, giving questionnaire to the students, and administering preliminary test. The preliminary study focuses on the participant the teaching learning process before dealing with the classroom action research. The researcher was also an English teacher wanted to know about condition an enthusiastic of students in the class especially in English class. And also about students' achievement in English lesson using realia. Those were the finding in the preliminary study:

a. Result of Observing Learning Vocabulary Activities in the Classroom

It was carried out the process of teaching and learning vocabulary activities in the classroom before the implementation of realia. It was held at seventh grade E class of MTs Assyafi'iyah Gondang academic year 2013/2014. Class consisted of 29 students in the class. The pre observation was conducted on Saturday, May 10<sup>th</sup> 2014.

Based on the observation, she found that the students had difficulties in memorizing vocabulary. It happened because the students just knew a little vocabulary in English and they cannot remember the new words they have gotten. So, they did not participate actively in the teaching and learning process.

b. Result of Interviewing the English teacher

I interviewing the English teacher was held on Saturday, May 10<sup>th</sup> 2014. The researcher proposed the teacher some question related to categories. Those were about curriculum, students' book and general condition in English class primarily when the teacher taught vocabulary and criteria of success, students' activities and kind of techniques implemented. At the last, the researcher asked about realia.

The first category talked about curriculum, students' book and general condition in English class when the teacher taught vocabulary. The teacher made KTSP curriculum and LKS. The teacher felt that in general the condition of class was good enough because a half of students still gave their attentions to the teacher. In spite of there were always some students who became the trouble makers.

The second category was about students' activities and kinds of technique implemented by the teacher. The teacher explained that she used a traditional method in teaching vocabulary. It caused the students just knew a little vocabularies in English. So the teacher tried to help the students translated vocabulary. But, this condition made the students passive and always depended on the teacher.

The last category asked about realia. The teacher said that she had known about semantic mapping. But, she never used this technique in teaching recount text.

c. Result of Pre Questionnaire

The pre questionnaire was conducted to know about students' response about English lesson especially about vocabulary and implementation of realia. The questionnaire used in this study was structured questionnaire. The questionnaire was given to 29 students of seventh grade E MTs Assyafi'iyah Gondang on Saturday, May 10<sup>th</sup> 2014. The result of questionnaire can be seen in appendix 19.

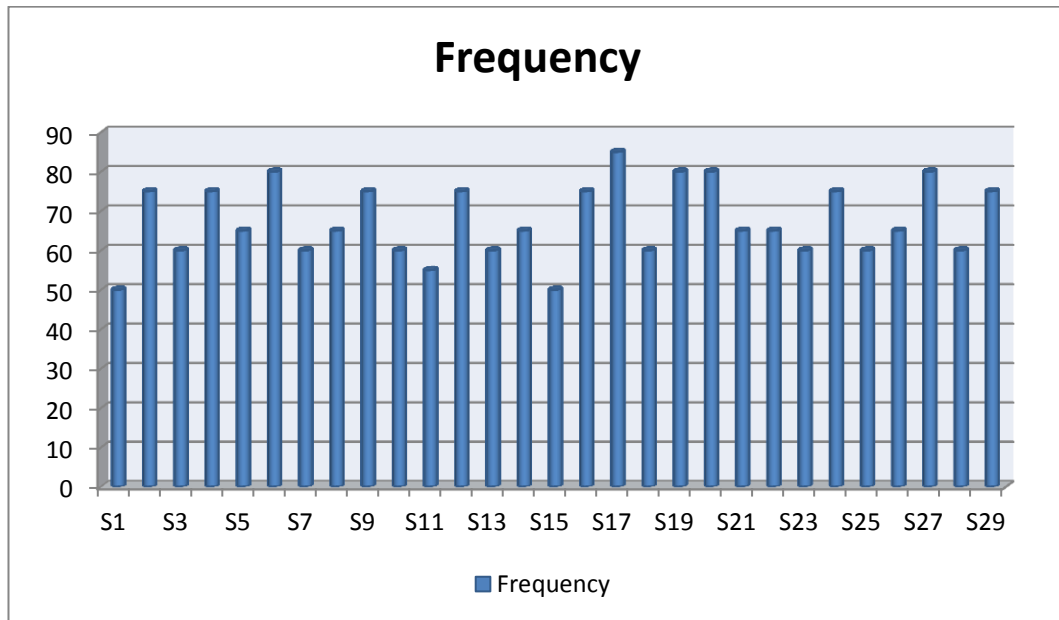
d. Result of Preliminary Test

The preliminary test was done before the implementation of technique. It was administered on Monday, May 12<sup>th</sup> 2014. There were twenty questions which the students carried out the test during 30 minutes (see appendix 1). This was the table of students' score in preliminary test.

**Table 4.1: The Result of Students' Preliminary Test Score**

No.	Registered No.	Students' Name	M/F	Score	Passing	Fail
1	4455	AR	F	50		✓
2	4456	BHS	M	<b>75</b>	✓	
3	4457	CNA	M	60		✓
4	4458	DSDR	M	<b>75</b>	✓	
5	4459	DAHNM	M	65		✓
6	4460	FA	M	<b>80</b>	✓	
7	4461	FKU	F	60		✓
8	4462	HA	F	65		✓
9	4463	HAT	M	<b>75</b>	✓	
10	4464	IDM	M	60		✓
11	4465	IK	F	55		✓
12	4466	LKM	F	<b>75</b>	✓	
13	4467	MARB	M	60		✓
14	4469	MSM	M	65		✓
15	4470	MTA	M	50		✓
16	4471	NU	F	<b>75</b>	✓	
17	4472	NNW	F	<b>85</b>	✓	
18	4473	RKW	F	60		✓
19	4474	R	F	<b>80</b>	✓	
20	4476	SR	M	<b>80</b>	✓	
21	4477	SI	M	65		✓
22	4478	SSV	F	65		✓
23	4479	SH	F	60		✓
24	4480	S	M	<b>75</b>	✓	
25	4481	SRS	F	60		✓
26	4482	WM	F	65		✓
27	4483	YEC	F	<b>80</b>	✓	
28	4484	Y	F	60		✓
29		RS	M	<b>75</b>	✓	
<b>Total</b>				<b>29</b>	<b>12</b>	<b>17</b>
<b>Percentage</b>				<b>100%</b>	<b>41%</b>	<b>59%</b>
<b>Mean Score</b>				<b>67.41</b>		

**Figure 4.1 Graphic of Students Score in Preliminary Test**



Based on the table above, it showed that only 12 students passed the pretest. Most of them, 17 students, did not pass the test.

### 1. Finding of Cycle 1

The finding of the study can be explained as follow:

In writing test some student confused to write the part of body especially in rearrange the word. They were confused because the spelling was different from pronunciation. Most of them could not arranged words correctly.

The students' mastery in cycle 1 obtained from the exercise given. The result showed that six students got 60, three students

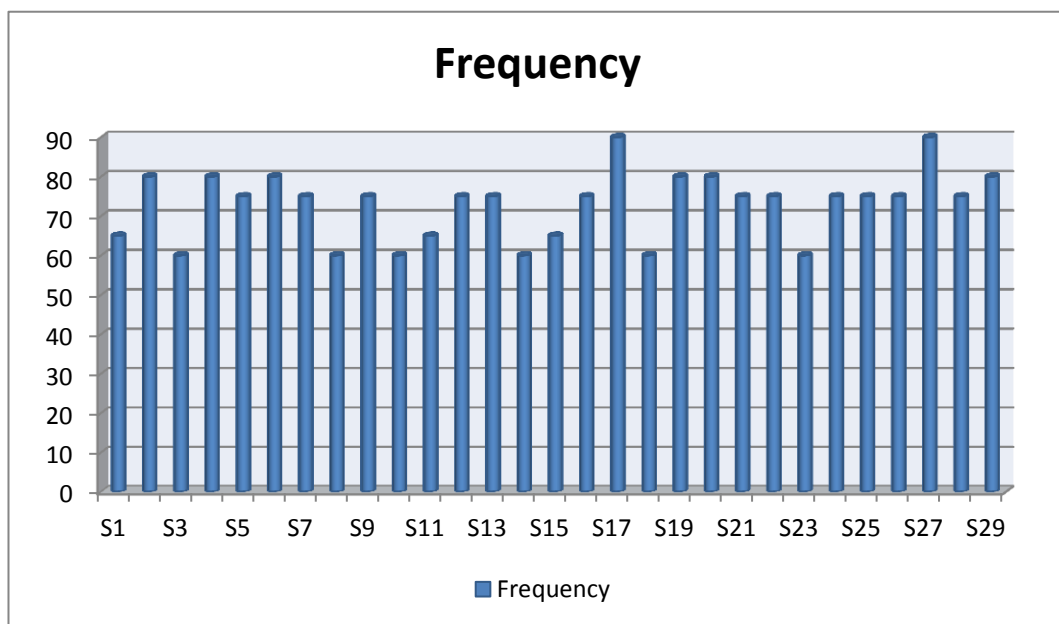
got 65, twelve students got 75, six students got 80 and two students got 90. The students' average score was 72.93.

**Table 4.2: The Result of the Test Cycle 1**

No.	Registered No.	Students' Name	M/F	Score	Passing	Fail
1	4455	AR	F	65		✓
2	4456	BHS	M	<b>80</b>	✓	
3	4457	CAN	M	60		✓
4	4458	DSDR	M	<b>80</b>	✓	
5	4459	DAHNM	M	<b>75</b>	✓	
6	4460	FA	M	<b>80</b>	✓	
7	4461	FKU	F	<b>75</b>	✓	
8	4462	HA	F	60		✓
9	4463	HAT	M	<b>75</b>	✓	
10	4464	IDM	M	60		✓
11	4465	IK	F	65		✓
12	4466	LKM	F	<b>75</b>	✓	
13	4467	MARB	M	<b>75</b>	✓	
14	4469	MSM	M	60		✓
15	4470	MTA	M	65		✓
16	4471	NU	F	<b>75</b>	✓	
17	4472	NNW	F	<b>90</b>	✓	
18	4473	RKW	F	60		✓
19	4474	R	F	<b>80</b>	✓	
20	4476	SR	M	<b>80</b>	✓	
21	4477	SI	M	<b>75</b>	✓	
22	4478	SSV	F	<b>75</b>	✓	
23	4479	SH	F	60		✓
24	4480	S	M	<b>75</b>	✓	
25	4481	SRS	F	<b>75</b>	✓	
26	4482	WM	F	<b>75</b>	✓	
27	4483	YEC	F	<b>90</b>	✓	
28	4484	Y	F	<b>75</b>	✓	

29		RS	M	80	✓	
<b>Total</b>				<b>29</b>	<b>20</b>	<b>9</b>
<b>Percentage</b>				<b>100%</b>	<b>68.9%</b>	<b>31.03%</b>
<b>Mean Score</b>				<b>72.93</b>		

**Figure 4.2 Graphic of Students Score in Posttest 1**



From the table above, it showed that only 20 or 68.9% students passed the posttest 1. Most of them, 9 or 31.3% students, did not pass the test.

## **2. Finding of Cycle 2**

The findings on cycle 2 can be done by doing 2 phases. This phase consisted of two meetings, these are meeting I, and meeting II.

1). Meeting I (Wednesday, 21<sup>th</sup> May 2014)

In this meeting, the students had to do as previous meeting in cycle 1, using realia, again with the same material. The researcher concentrated in spelling and made them more attractive. The researcher asked the students to come forward and mentioned the part of body that they knew on the visual aids. One by one they were asked to show and say what the part of body that he/ she held, for example “this is cheek”. The researcher asked him / her “what is this?” with other object. After that, the researcher mentioned the part of body, for example “eyebrow” and asked the students to point on themselves and repeats it. Most of students were able to answer correctly. And after all finished, the researcher asked the students to do exercises on the whiteboard. They could answer with the spelling correctly. The researcher for a while concluded that the students had accepted all the material successfully.

## 2). Meeting II (Wednesday, 28<sup>st</sup> May 2014)

In the last meeting the teacher gave them the test related to the sub topics that had been presented in cycle 2. Time was given to do the test in 30 minutes. The students were given paper test and answered all questions correctly. After they had finished answering all questions they could submit the answer sheet and took a rest out class.

The students’ mastery was obtained from the test given. The result showed that one student got 60, two students got 65, ten



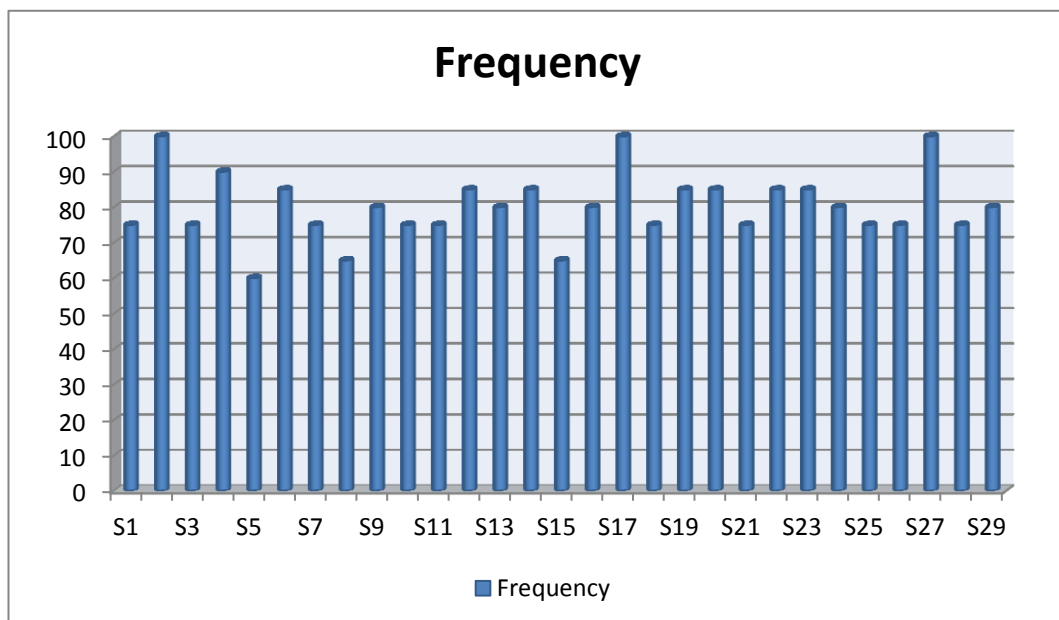
students got 75, five students got 80, seven students got 85, one student got 90, and three students got 100. The average score was 80.17. The result of the students' score posttest 2 can be seen in table 4.3.

**Table 4.3: The Result of the Test Cycle 2**

No.	Registered No.	Students' Name	M/F	Score	Passing	Fail
1	4455	AR	F	75	✓	
2	4456	BHS	M	100	✓	
3	4457	CAN	M	75	✓	
4	4458	DSDR	M	90	✓	
5	4459	DAHNM	M	60		✓
6	4460	FA	M	85	✓	
7	4461	FKU	F	75	✓	
8	4462	HA	F	65		✓
9	4463	HAT	M	80	✓	
10	4464	IDM	M	75	✓	
11	4465	IK	F	75	✓	
12	4466	LKM	F	85	✓	
13	4467	MARB	M	80	✓	
14	4469	MSM	M	85	✓	
15	4470	MTA	M	65		✓
16	4471	NU	F	80	✓	
17	4472	NNW	F	100	✓	
18	4473	RKW	F	75	✓	
19	4474	R	F	85	✓	
20	4476	SR	M	85	✓	
21	4477	SI	M	75	✓	
22	4478	SSV	F	85	✓	
23	4479	SH	F	85	✓	
24	4480	S	M	80	✓	

25	4481	SRS	F	75	✓	
26	4482	WM	F	75	✓	
27	4483	YEC	F	100	✓	
28	4484	Y	F	75	✓	
29		RS	M	80	✓	
<b>Total</b>				<b>29</b>	<b>26</b>	<b>3</b>
<b>Percentage</b>				<b>100%</b>	<b>89.65%</b>	<b>10.34%</b>
<b>Mean Score</b>				<b>80.17</b>		

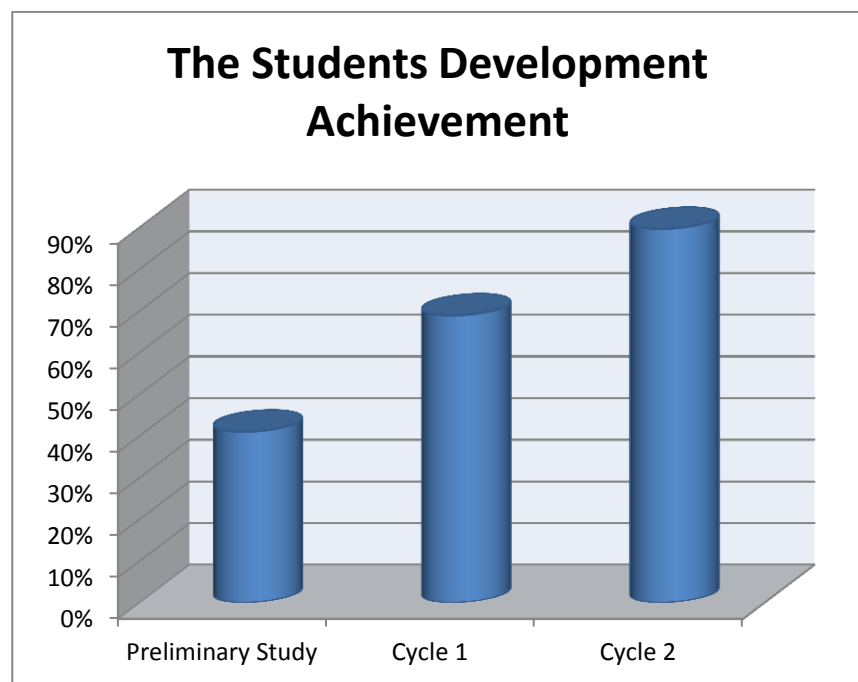
**Figure 4.3 Graphic of Students Score in Posttest 2**



From the table above, it showed that only 26 or 89.65% students passed the posttest 2. Most of them, 3 or 10.34% students, did not pass the test. More detail about the students' score can be seen in appendix 18.

Based on the second cycle, the researcher assumed that the action could be stopped because the students' vocabulary mastery was grown better than before. So, the researcher decided that the action did not be continued 3<sup>rd</sup> cycle.

**Histogram 4.4: The Students Development Achievement**



From the histogram above there was significant improvement since the implementation of realia. In the pretest on preliminary study only 12 or 41% students who passed on the test. In the first cycle's posttest there were 20 or 68.9% students who passed on the test. There was improvement between the result in preliminary study and posttest in cycle 1, but it did not meet the percentage of passing grade. And the result of posttest in cycle 2 there were only 3

students who failed. It meant that 10.34% of students passed the test and it met the criteria of success.

The response of the students' questionnaire in implementation of realia was most of them enjoyed that the realia as technique was used in teaching and learning process. This technique also increased the students' motivation and interest in mastering vocabulary. And they wanted to learn using realia in mastering vocabulary. The researcher concluded that the students like this technique especially in learning English Vocabulary. More about result of students' questionnaire see appendix 19.

#### **A. Discussion**

In this study, through realia in teaching and learning English made all of the seventh grade E students at MTs Assyafi'iyah Gondang have good motivation to improve their vocabulary mastery. Through realia, they enjoyed and did not make them get bored and confused easily. The students find learning with instructional media enjoyable and satisfying.

In addition, the students felt interested in doing activities since they supported by Scott and Ytreberg, (1990:2) that young children love to play. It means that children learn by doing. In conclusion, the seventh grade E students were interested in learning English. The students' vocabulary mastery was improved through realia. The result of the students' test that was conducted in cycle 1, cycle 2 and evaluation were satisfactory. It indicated that the teaching and learning process was successful. In line with Wrights' statement, Kemp and

Dayton (1985:4) state that media help the students to understand ideas and acquire information. They further state that media can enhance the positive attitude of students toward what they are learning and the process itself.

### 1. The Benefits of Using Realia in Teaching Vocabularies

According to Rusman (2005:2), Realia is all the real media in the classroom that can be used to do something as learning process in the classroom. So, Realia is everything that helps the teacher to teach and give real example in the teaching process in the classroom.

The strength of using Realia;

- easy to get
- easy to find
- giving a clear information
- the students can do the real activity
- training the students to use their sense in real way

### 2. Students Achievement

In this study of the classroom action research shows that used of realia in teaching and learning English made all of the seventh grade E students at MTs Assyafi'iyah Gondang have good motivation in their vocabulary. They were enjoying because learning English did not make them get bored and confuse easily.

The students were happy when realia used in teaching and learning process. They felt interested in doing activities since they liked to do realia and have fun with friends. Who stated that young learners frequently take great pleasure in finding and creating fun in what they do. In conclusion, the seventh grade year's students were interested in learning English. The vocabulary mastery of the students could improve by using realia.

### 3. Result of Observation Sheet

Observation was used to record the data about certain aspects during the teaching and learning process. In this study, observations were used for two aspects. First, the observation was used to watch closely the teaching and learning process through the students and teacher actions. The observation was done before and during the implementation of realia in the class. The second observation was used to record students' participation in the class during implementation of realia.

In the observation phase started from preparing lesson plan, explaining the material until the test both in cycle 1 and 2 all activity were done by both the researcher and the students during implementation of realia.