

CHAPTER IV

FINDING DISCUSSION

A. Subject and Object of Research

A.1: The study was conducted in a Class Action SDN Karang Bunga Mandastana Barito Kuala Regency. The subject of this study is the fourth-grade students, they are to 36students. The problem in this study is "Can the color picture cards improve vocabularies mastery at the fourth year students of SDN Mandastana Karang Bunga?". For that class actions are planned in an effort to improve students' skills in the mastery of English vocabulary by using picture cards. Class actions to be implemented in applying learning to use Picture Cards on learning English in grade fourth by using:

1. Direct observations made by researchers on learning activities using Picture Media Cards
2. Participation observation made by a competent teacher to observe the learning activity 2 x (2 x 35 minutes) first cycle and second cycle according to the stages of teaching and learning in the classroom.

Arikunto states that, "sources of data are subjects where data comes from. In this study the writer used research procedure in order to get the required data. The research was done by conducting

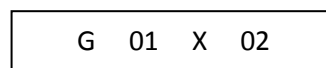
a treatment. The writer treated a group of the fourth grade students of elementary school by using pictures. At the beginning of the treatment, the group was given a pretest. At the end of the treatment, the group was given a post test”.

A. 2 : Subjects

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population of this study was the fourth graders of elementary school of SDN Karang Bunga in the academic year of 2010 / 2011. There were 36 students, so the population was 36 students. The writer took the fourth grade students based on consideration that English.

B. The Method Design

This study used pre-experimental design using ” pre test — post test” technique. The design is described as follow:



G = group of subject

01 = pre test

X = treatment using pictures

02 = post test

The quality of the subject was first checked by pre testing them (01), then the treatment was performed to the group. The test consisted of one part, it was multiple-choice tests.

C. Procedure of Experiment

In this research, the writer took the fourth grade students of SDN Karang Bunga Mandastana, Barito Kuala Regency which consists of 36 students. All of them are selected as sample. Before giving the treatment, the writer conducted a pre test for the sample group. It was conducted on 12 May 2010. The vocabulary test consists of 30 multiple-choice items with four options in each item. The group is asked to do the test in 20 minutes by crossing the letter A, B, C, or D as the correct answer.

After conducting the pre — test, the writer conducted a treatment. The treatment began on 19 May 2010 and ended on 01 June 2010. In G 01 X 02 conducting the treatment, the students are given verbal explanation besides using pictures in teaching vocabulary. The writer gave the English lesson once a week. The writer conducted four meetings. The meetings are based on the following materials:

Table 4.1. Activities And Materials Of Teaching Vocabulary

NO	ACTIVITIES	MATERIAL	TIME
1.	Pre Test	Address and phone number, things in the classroom, things in the house, shapes and colour	May 12, 2010
2.	Treatment	Address and phone number	May 19, 2010
3.	Treatment	Things in the classroom	May 26, 2010
4.	Treatment	Things in the house	May 30, 2010
5.	Treatment	Shapes and colour	June 1, 2010
6.	Post Test	All the materials taught	June 4, 2010

The material taught was chosen based on the students' text book "Grow With English" published by Erlangga. After conducting the treatment, the writer gave the students post test. The post test was conducted on June 4, 2010. The writer had a limited time to do the post test since there was a final examination that was conducted on June 6, 2010.

To reach the goal of the study, the writer has to construct the test as good as possible. She has to choose the type of test and arrangement of the test. "A test of vocabulary measures the students' knowledge of the meaning of certain words and words group. Such a test may examine the students' active vocabulary (the words he should be able to use in speaking and writing) or his passive vocabulary (the words he should be able to

recognize and understand when he is listening to someone or when he is reading).”

D. Variabels

Arikunto (1998: 99) states that variable is the object of the experiment or the focus on an experiment. In this study, there were two kinds of variable called the independent variable and dependent variable. The independent variable was the method of teaching vocabulary. It was the treatment in the form of utilizing pictures during the teaching and learning process. The dependent variable was the student achievement manifested in the test scores.

E. Instrument

An instrument is very useful to collect data required in an experiment. The writer used a test as the instrument in this study. For most part the instrument used to measure the achievement in education is a test. The writer concerned with the vocabulary mastery of the fourth grade of elementary school. The writer decided to use multiple choice test type based on the following considerations:

- a) Multiple choice test type is economical in term of the number of item that can be answered in a short period of testing time.

b) Student's test-papers can be easily and quickly scored

c) Since the correct answers were limited in number, objective test type will not make examiners have different interpretation of student's test papers.

F. Pre Test and Post Test Findings

Before the experiment was conducted, the writer gave the students pre test consisting of 30 multiple-choice items. At the end of the experiment, post test was given. The calculation of the means of pre test and post test were 88.33 and 90.83. If we compare the two means it is clear that the mean of the post test was higher than that of the pre test. The difference between the two means was 2.50 ($M_2 - M_1$). It indicates that the treatment was effective. Based on the computation there was significant difference between teaching vocabulary after and before using pictures. Teaching vocabulary after was more effective than teaching vocabulary before using pictures. It could be seen by the result of the test where the students' score was higher after the treatment.

The objective of this study was to find out the significant effect of vocabulary mastery achieved by students after they were taught using pictures as a teaching aid. Below was the list of the level of mastery that

shows the percentage of the correct answers and grade for the subject sample.

Table 4.2. Design Measurement Of Vocabulary Achievement

Percentage	Grade	Level of achievement
90-100	A	Excellent
80-89	B	Very Good
70-79	C	Good
60-69	D	Sufficient
- 59	E	In sufficient

Frequency is the number of the students in the one grade. The number of the students in the one grade was put into percentage. To show the achievement of the scores obtained by the students, distribution of the scores was described in frequency and percentage for both pre-test and post test. The list below is achievement according to the grade:

Table 4.3 The Result Of Students Achievement in Vocabulary

Grade	Frequency		Percentage	
	Post-test	Post-test	Post-test	Post-test
A	21	24	21%	24%
B	11	10	11%	10%
C	3	2	3%	2%
D	1	-	1% -	-
E	-	-	-	-

The result of vocabulary for pre-test and post-test is reported here in the form of polygon. The vertical line with numbers beside shows the percentage of students for each grade. The horizontal line shows the grade of achievement of the scores obtained by the students. There are three polygons describing the research findings.

G. The Implementation of Cycle 1

Before implementing cycle 1, the researcher administered pre-test by asking the students to write recount text. The result of the test indicates that most students can not write the recount text. Based on the observation and interview to the students, the problem is that they are difficult to find idea to write.

In cycle 1 the researcher presented the recount text by using picture series. First of all, the students are given some pictures with incomplete sentence. Based on the pictures the students complete the sentences. After that, the students are given some pictures without any clue. The students write their own sentences based on their understanding about the pictures.

When the students were making their writing, the writer observed the students activities. It is done to know the students motivation and their

activeness in doing the task as influence of the use of picture series media. In this activity, the researcher wrote the students' development happened during the research. The result of the implementation of cycle 1 shows that the students' writing ability is improved, but it has not achieved the criteria of success. The minimal standard criteria of the students' writing ability are when the mean score of all the students is 7.00. The result reveals that the mean score of the students is only 65.55. It means that the study has not been successful yet.

Table 4.4. The Students' Score Of The First Cycle

The students' scores for the first cycle can be seen in the following

table:

NO	NAME	SCORE
1	Aminah	70
2	Arbainah	60
3	Azizah	65
4	Basman	65
5	Dewi	70
6	Dian Fajar Wati	60
7	Desi Jakal Kuswinarni	60
8	Fathurrahman	60
9	Ganang Hadi Prasetyo	65
10	Hamdah	60
11	Imam Muslim	65
12	Intan Sari	70
13	Junaidi	60
14	Khairul Rohayatin	70

15	Madinatul Munawaroh	70
16	Majeri	60
17	M. Noor Ansori	75
18	Milawati	70
19	M. Yudi	65
20	Naimah	70
21	Nasrul	60
22	Novi Arianto	60
23	Norbaiti	65
24	Normalinda	65
25	Only Crist Pangky	75
26	Rahman	65
27	Rahmawati	65
28	Raihanah	65
29	Riki Purnamasari	70
30	Rizal	60
31	Riska Arianti	65
32	Rofika	70
33	Sabaniah	60
33	Sariwati	70
35	Siti Fatimah	70
36	Yuliana	65
TOTAL		2360
Mean		65.55

H. Reflection For Cycle 1

Based on the data presented in the table above, it can be stated that the implementation of using picture media to improve the students' ability in writing recount text is not successful yet. The criterion of success is if the mean score of the students is at least 7.00 and the students are active in writing. In terms of the students' activeness in writing activity, the result of observation shows that some students are active, but some others are not active in the writing activity. They look still confused in finding the idea to write in a piece of paper. Although some students show their improvement in writing motivation and score of writing, the cycle 2 needs to be conducted. This is done because some students get score under the standard which is determined. Many students get score below 7.00. The cycle 2 is done to find the appropriate strategy in improving students' writing ability in recount text using Colour Picture Cards.

I. The Implementation Of Cycle 2

In cycle 1, the researcher used picture series in presenting the recount text to the students. The result shows that some students get improvements in their scores and in their activeness in writing activity, but some others are still under the target or the criteria.

In cycle 2, the researcher still used picture series in presenting recount text. But in this cycle, the strategy used is different from the strategy applied in cycle 1. The strategy applied is the researcher gave more examples of how to write recount text using picture series. After the students understand and have confident, the researcher gave them again picture series, and the students write their own writing based on the pictures. The result of observation shows that most students are very active and serious doing their tasks. Before the time given is over, all students submitted their writing. When they were interviewed, they stated that they understood how to make recount text the help of the picture series and the researcher's explanation. By paying attention to the examples the researcher presented and the explanation, the students are easier to make their own writing. Besides that, the students not only can write the text but also mention the components of recount text and explained the function of components.

Table 4.5. The Result Of The Test

The result of the test can be seen in the following table:

NO	NAME	SCORE
1	Aminah	75
2	Arbainah	70
3	Azizah	70
4	Basman	70
5	Dewi	75
6	Dian Fajar Wati	70
7	Desi Jakal Kuswinarni	70
8	Fathurrahman	70
9	Ganang Hadi Prasetyo	70
10	Hamdah	70
11	Imam Muslim	70
12	Intan Sari	75
13	Junaidi	75
14	Khairul Rohayatin	75
15	Madinatul Munawaroh	75
16	Majeri	70
17	M. Noor Ansori	80
18	Milawati	75
19	M. Yudi	70
20	Naimah	75
21	Nasrul	70
22	Novi Arianto	70
23	Norbaiti	70
24	Normalinda	70
25	Only Crist Pangky	75
26	Rahman	70

27	Rahmawati	70
28	Raihanah	65
29	Riki Purnamasari	70
30	Rizal	65
31	Riska Arianti	70
32	Rofika	75
33	Sabaniah	65
33	Sariwati	75
35	Siti Fatimah	75
36	Yuliana	70
TOTAL		2575
Mean		71.52

J. Reflection for Cycle 2

Based on the data on the table above, it is concluded that the students' ability in writing recount text is improved. The criterion of success is if the mean score of the students is 70.00 or more. The data show that the students' mean score is 71.52. In terms of the students' activeness in writing, it is also improved. In other words, the teaching of recount text using picture series can improve the students' ability in writing recount text for the students of SDN Karang Bunga.