

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the fourth chapter, based on the interview, observation and documentary to the headmaster and administration staff of SMPN 16 Banjarmasin, the writer describes about brief story of the school, English teachers, vision and mission of this school, description of students and school facilities in SMPN 16 Banjarmasin where the research is held. To know more detail the data about, it can be seen on appendix 4.

In this part, the writer describes about the result of research on the field that collected by technique of data collection, they are observation, interview, questioner, test and documentary. Those data will be presented in table from which given category based on statement of problems, and then the table will be explained.

The writer performed the research in 20th May 2013 to 8th June. The process of research can be seen on the table below:

Table 4.1. The writer's research activities

Date	Activity of Research
20 th – 22 nd May 2013	First observation, interviewing, first test
23 rd May – 4 th June 2013	Observing the process of teaching and learning by using word maps technique
6 th June 2013	Giving questioner to the students
8 th June 2013	Second test

The writer performed the research in 20th May 2013 to 8th June 2013. In 20th – 22nd May 2013, the writer did first observation (met with the Headmaster, English teacher, and administration staff) interviewed and took documentary to fill the data. In 22nd May 2013 the writer takes the sample of student to do first vocabulary test. In 23th May – 4th June 2013, the writer observed teacher activity in the classroom. In 6th June 2013, the writer gave questioner to students and 8th June the writer did the second vocabulary test for some students of eight grades as the sample of research.

By using observation, interview, questioner, test and documentary the writer's answered the statements of the problems.

1. The use of word maps technique at teaching vocabulary at eighth grade student of SMPN 16 Banjarmasin

In observing the class and interviewed to English teacher, the writer observed the use of word maps technique by the teacher in teaching English actually in teaching vocabulary. The writer also checked the steps that he used in teaching English by using observation sheet, so that the data here can be complete, in other words the writer wants to know about how is the use of word maps technique by the teacher in teaching English actually in teaching vocabulary to the student from the process of teaching learning has done by him.

	<p>word maps which they have made*.</p> <ul style="list-style-type: none"> - Student focus on the teacher explanation. - Do a group discussion - Teacher make sure that student write down the mapping words in their individual notebooks (kept by each student) - Students take notes and organize the notes in a meaningful way*. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>
3	<p>Post activity</p> <ul style="list-style-type: none"> - Summarize the lesson - Give a homework 	<p>√</p> <p>√</p>
<p>Note (*):</p> <p>*Memorizing may be done by the teacher through some ways. For example drill repetition.</p> <p>*Teacher explains the maps. Through the maps, teacher can explain the word (vocabulary building) try to make paragraph writing, also make the student comprehend in reading. (Depend on the material) (look at appendix for the lesson plan)</p> <p>*Meaningful way means student will take notes and organized the material (using word maps) in their note books by themselves. But, it still depends on the material that they have learned at the moment.</p>		

Based on the table above, **in the first observation**, on May 23rd and 24th 2013, The English teacher used word maps with the topics about “healthy” by using brainstorming technique in this learning process. To know more about learning process it can be seen from the lesson plan (see on appendix 3).

1) Pre Activity.

In pre activity, the teacher opened the class by greeting to the students; ask the students' condition and checking their attendance by calling their names one by one and every one will raise their hand if they have present, then the teacher prepares to make word maps on the white board.

The preparing process of using word maps by teacher were:

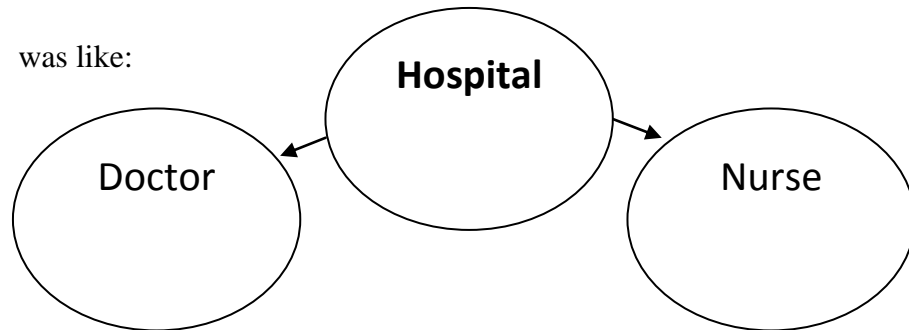
- The teacher drew some maps on white board.
- Introduced the word maps to all students, what is the function of word maps and how to use it
- Before starting to teach, the teacher asks about the topic (healthy). Teacher asked about kind of diseases that the students have known.

2) While Activity.

In the while activity, the teacher taught with the topic about healthy. The process of using word map on while activities were:

- Teacher shared some words which are have relation with healthy such as hospital, vitamin, diseases, etc. He wrote the words on maps that he has drawn on the white board.
- Then, he taught the material by using word maps

- On the explanation, first, he asked the students the meaning of some words in maps, it was like hospital, vitamin, etc. Some of the students answered it.
- Then, the teacher added some maps on white board and asked the students to find some words that have relation with the main word. It was like:



Hospital was the main word, and doctor also nurse were the predicted words.

- The students focused on the teacher's explanation.
- After the teacher explained the material. Teacher asked students to write the material on their note book. There are two activities that teacher did in the while activity they were:

Activity I

Teacher chose one of the students to lead their friends read some vocabularies on the white board loudly, and the other will repeat after him. (4-5 students). He used the vocabularies that he has elaborated by using word maps before.

Activity 2

Teacher gave “words games” to the students. The games were word maps games. The activities were:

- Teacher divided students into group
- Teacher shared some main words to each group.
- Then every group should found the words that have relation with the main word (brainstorm the other word). Students who can brainstormed many words in this activity will got more score. It made students enjoy in this games.
- After finished their task, every group chose one of their friend to read the words.

3) Post Activity.

Based on the writer’s observation, the writer saw the activities that has done by teacher, before the class ended, the teacher asked students to remember the lesson that they have learnt before, the teacher asked them to close their books, and asked the students about the topic “healthy”, the students answered the questions from the teacher, he also read some words on the white board loudly and asked students to repeat after him

Then, the teacher asked one students to conclude their lesson that they have learned. After that the teacher gave homework based on the lesson materials. At the end of teaching and learning process, the teacher reviewed the lesson in brief, and

	<ul style="list-style-type: none"> - Do a group discussion - Teacher make sure that student write down the mapping words in their individual notebooks (kept by each student) - Students take notes and organize the notes in a meaningful way*. 	<ul style="list-style-type: none"> √ √ √
3	Post activity <ul style="list-style-type: none"> - Summarize the lesson - Give a homework 	√

For the second observation on May 28th and 29th 2013, the topic was using the phrase looks like to describe people about “job or occupation”. By using Building Sentences technique for teaching “job or occupation” (Arrange some words to be a good sentence).

1) Pre activity

In pre activity, the teacher’s activities were same as in the first observation. The teacher began with greeting, asked student’s condition and prepared what he needs for teaching. The preparing of used word maps was same like the first observation. The processes were:

- The teacher drew some maps on white board.
- Remembered the word maps to all students, the function of word maps and how to use it.

2) While activity

In while activity, in the second observation, before delivering new material, the teacher asked students about last material which given by him in last meeting, He reviewed about word maps with the topic “healthy”, after that taught a new material with the topic “*using the phrase looks like to describe people* about “job or occupation”. There are two activities on this meeting too, they were:

Activity I

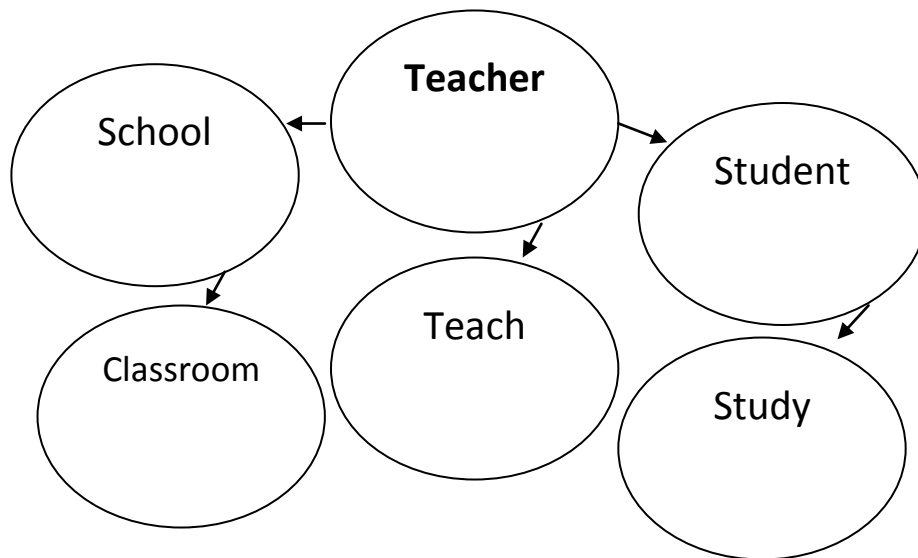
Teacher asked students to arrange some words to be a good sentence (group activity). In this meeting the teacher used Building Sentences. The teacher ordered the students to count one until five and then every student will be a group with the same number. Then, the teacher gave every group some cards and orders them to arrange that cards to be a good sentences and put the good sentences on white board. Students do this activity enthusiastic.

Activity 2

The use of word maps can be seen on this activity. The processes were:

- Teacher gave to the student (main word), took the word out from the activity 1. And write it on the maps that he has drawn on the white board.
- He asked students the meaning of the word.

- Then, he asked student to brainstorm the other words which has relation to the main word.
- Every student wrote a word in a map. It was like:



Teacher is the main word. Teach, school, classroom, student, study were predicted categorized.

- He motivated students to add another words and gave opportunities to all students for adding the maps.

3) Post activity

In post activity the teacher's activity was same as in the first observation. He reviewed all lessons that he has taught and order one or two of her students to conclude the lesson. He also made sure students about their note taking.

	in a meaningful way*.	
3	Post activity - Summarize the lesson - Give a homework	√

In the third observation on May 30th and June 3rd, 4th 2013, the topic was about “vacation”. The *pre activity* that was done by the teacher is the same with the first and the second observation, teacher always began with greetings, absence, asked students condition, and always prepared what he needs for teaching and learning. The same activities also like the first and second observation can be seen in *post activity* he always reviewed all lessons that he has taught and order one or two of her students to conclude the lesson. And he also made sure that the students have taken note the material.

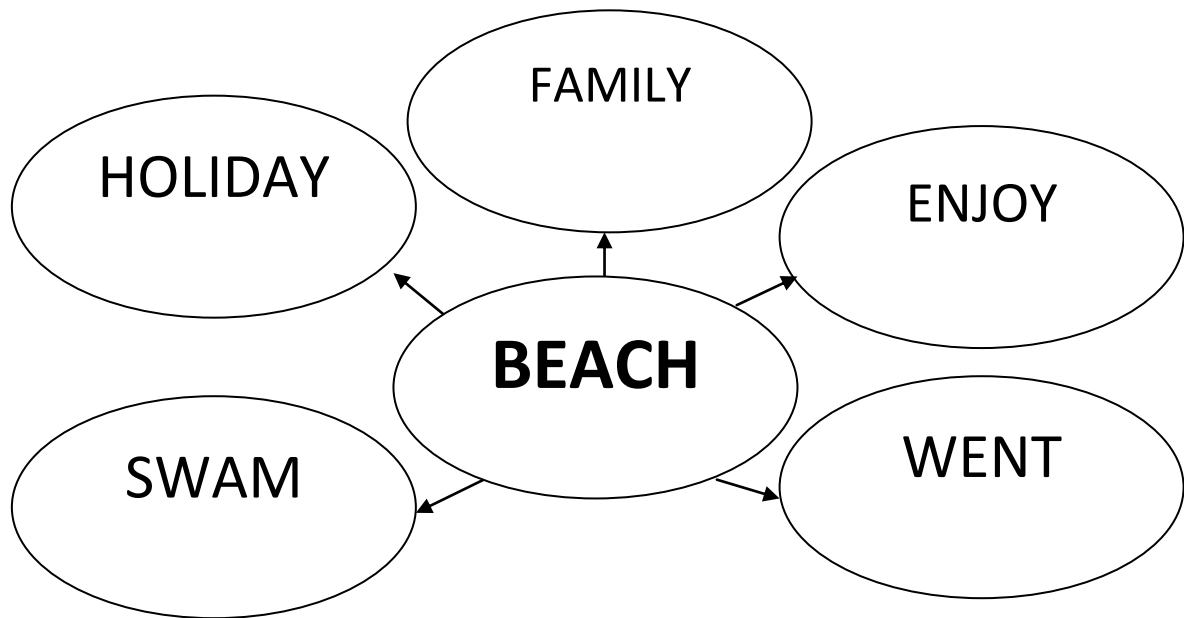
In while activity, before teaching by using word maps technique, firstly the teacher reviewed about last material that they have learned before, and continued new material about “vacation”, after that in this meeting the teacher continued to teach the students with telling an experience (vacation) by using word maps technique. The activities were:

Activity 1

The use of word maps can be seen in this activity. They were:

- The teacher taught past form sentences to the student. He made a text through the maps..

- He drew some maps on the white board and filled it with some words.
- From the maps, teacher shared a story or an experience about vacation. It was like:



The text can be like:

On last holiday, my family went to the beach. We went to Takisung beach. Over there my brother and I swam on the beach. It was an enjoy experience.

- After he finished the explanation, he gave question about the topic to the students and motivated the student to respond it. Student was active in learning.

Activity 2

Teacher divided students into group. Every group should make a story about vacation. Teacher asks students to make a story depend on their experience by using word maps. And after they have finished it, they should write the maps down on the white board and present it.

From the three topics that the teacher has used in teaching learning activity by using word maps, it can be concluded teacher planed the lesson, prepared materials, used appropriate time allocation, achieved the learning goal and the students condition well. The teacher can control the classroom activity well in teaching vocabulary by using word maps technique. It can be seen from students' responses too, that were very interested and enthusiastic in teaching and learning process appropriate with teaching material and purpose of teaching and learning. But, still there was weakness of the teacher in using word maps. The weakness was the variation of word maps. The teacher always used the same variation of word maps. The word maps that used by the teacher was drawing maps on the white board.

The eighth grade students' achievement in vocabulary by using word maps.

After the observation time, the writer gave a written test to the student. The test has done twice, before and after learning by using word maps. This test was done by the writer to know more about students' achievement in vocabulary.

From the interviewed the English teacher, the use of word maps technique in teaching vocabulary is useful and good technique in encourage students' improvement especially in helping teaching and learning vocabulary.

To know the students' achievement in vocabulary by using word maps at SMPN 16 Banjarmasin, the writer got the data from the test of English vocabulary by using word maps to the eighth grade student at SMPN 16 Banjarmasin. There are 114 students of eight grade student, but the writer just took 25% (30 students) of the student as the sample.

The writer did the test twice. The first test did before the students learned English by using word maps. And the second one, the test did after the student learned English by using word maps. The student's score of first test on May 22nd 2013 and the second test has done on June 6th 2013.

Table 4.5. The Result of the Students' Vocabulary Test before Using Word Maps

No	Name	Sex		Score
		Male	Female	
1	Abdul Aziz	√		68
2	Adjie Massaid	√		68
3	Ahlia Parah Pisna		√	70
4	Ahmad Fauji	√		70
5	Ahmad Taufik	√		60
6	Alfiyanur	√		70
7	Bintoro Indra wmk	√		68
8	Dimas Permana	√		70
9	Dita Febri Emelia		√	72
10	Ervin Kurniawati		√	72
11	Fajar Siddik	√		70
12	Megawati Sanusi A.P		√	70

13	Mia Amelia		√	68
14	Muhammad Fahrudinnor	√		72
15	Muhammad Isra Muhyiddin	√		68
16	Muhammad Mu'minin	√		62
17	Muhammad Noor Hidayatullah	√		62
18	Muhammad Rizky Fadillah	√		58
19	Nurul Hafizah Yunita		√	80
20	Rida Fitri Nursyifa		√	76
21	Rizky Ilhami	√		66
22	Rizki Ramadani	√		70
23	Sahid Wardani	√		62
24	Satria Aldi Wardana	√		60
25	Septian Hari Nugroho	√		66
26	Siti Annisa		√	76
27	Siti Faizah		√	68
28	Susilawati		√	72
29	Tri Cahyo	√		70
30	Viani Sinta Purnomo Putri		√	80
Total				2064

The mean of the score before using word maps:

$$M = \frac{\sum X}{N}$$

N

$$= 2064 / 30$$

$$= 68.8$$

As shown in the table above, it is found that the highest score of the data is 80 and the lowest score is 58. The whole gotten scores are 2064 from 30 respondents.

The mean score is 68.8. It is in fair category.

Table 4.6. The Result of the Students' Vocabulary Test after Using Word Maps

No	Name	Sex		Score
		Male	Female	
1	Abdul Aziz	√		74
2	Adjie Massaid	√		82
3	Ahlia Parah Pisna		√	78
4	Ahmad Fauji	√		74
5	Ahmad Taufik	√		70
6	Alfiyanur	√		76
7	Bintoro Indra wmk	√		74
8	Dimas Permana	√		74
9	Dita Febri Emelia		√	78
10	Ervin Kurniawati		√	82
11	Fajar Siddik	√		74
12	Megawati Sanusi A.P		√	80
13	Mia Amelia		√	84
14	Muhammad Fahrudinnor	√		72
15	Muhammad Isra Muhyiddin	√		78
16	Muhammad Mu'minin	√		76
17	Muhammad Noor Hidayatullah	√		74
18	Muhammad Rizky Fadillah	√		72
19	Nurul Hafizah Yunita		√	90
20	Rida Fitri Nursyifa		√	90
21	Rizky Ilhami	√		74
22	Rizki Ramadani	√		76
23	Sahid Wardani	√		74
24	Satria Aldi Wardana	√		76
25	Septian Hari Nugroho	√		76
26	Siti Annisa		√	80
27	Siti Faizah		√	84
28	Susilawati		√	78
29	Tri Cahyo	√		74
30	Viani Sinta Purnomo Putri		√	84
Total				2328

The mean of the score after using word maps:

$$M = \frac{\sum X}{N}$$

$$= 2328 / 30$$

$$= 77.6$$

As shown in the table above, it is found that the highest score of the data is 90 and the lowest score is 70. The whole gotten scores are 2328 from 30 respondents. The mean score is 77.6. It is in good category.

2. The students' responses to the use of word maps technique at eight grade student of SMPN 16 Banjarmasin

To easier know about the student's responses to the use of word maps technique in teaching learning process the writer has shared questioner to the sample students, the result includes:

Table 4.7. The Frequency of Student's Opinion to use word maps technique in Learning English

No	CATEGORY	Frequency	Percentage
1	Really Like	7	23.3
2	Like	19	63.3
3	Less like	4	13.3
4	Dislike	0	0
	Total	30	100

Based on the table above, it is known clearly that 7 students (23.3%) stated that they really like to use word maps technique in learning English, 19 students (63.3%) stated that they like to use word maps technique in learning English, 4 students (13.3%) stated that they less like to use word maps technique in learning English, and none of student stated that they dislike to use word maps technique in learning English.

Table 4.8. The Frequency of Student's Attention in class while learning English by Using Word Maps Technique

No	CATEGORY	Frequency	Percentage
1	Really pay attention	15	50
2	Pay attention	14	46.7
3	Less attention	1	3.3
4	Non attention	0	0
	Total	30	100

Based on the table above, the writer have known that, 15 students (50%) stated that they really pay attention to the lesson while the teacher taught English by using word maps technique, 14 students (46.7%) stated that they pay attention to the lesson while the teacher taught English by using word maps technique, 1 student (3.3%) stated that he seldom attended to the lesson (less attention) while the teacher taught English by using word maps technique, and none of student state that they

never attended (non attention) to the lesson while the teacher taught English by using word maps technique.

Table 4.9. The Frequency of Student's note taking in class while learning English by Using Word Maps Technique

No	CATEGORY	Frequency	Percentage
1	Always Taking note	11	36.7
2	Taking note	19	63.3
3	Less taking note	0	0
4	Not taking note	0	0
	Total	30	100

Based on the table above, it is clearly known that 11 students (36.7%) stated that they always take a note while the teacher teach English using word maps technique, 19 students (63.3%) stated that they take a note while the teacher teach English using word maps technique, and none of student less in taking note also never take a note while the teacher teach English using word maps technique.

Table 4.10. The Frequency of Student's Response in using word maps technique in Learning English

No	CATEGORY	Frequency	Percentage
1	Very Easy	7	23.3
2	Easy	18	60
3	Difficult	5	16.7
4	Very Difficult	0	0
	Total	30	100

Based on the table above, it explained that 7 students (23.3%) stated that the use of maps technique in learning English is very easy, 18 students (60%) stated that

the use of word maps technique in learning English is easy, 5 students (16.7%) stated that the use of word maps technique in learning English is difficult, and none of student said that the use of word maps technique in learning English is very difficult.

Table 4.11. The Frequency of Student's Knowledge about Purposes of Using Word Maps Technique in Learning English

No	CATEGORY	Frequency	Percentage
1	Very known	16	53.4
2	Known	12	40
3	Less known	2	6.6
4	Unknown	0	0
	Total	30	100

Based on the table above, the writer found that, 16 students (53.4%) stated that they have very known about the purpose of using word maps technique in learning English, 12 students (40%) stated that they have known about the purpose of using word maps technique in learning English, 2 students (6.6%) stated that they have less known about the purpose of using word maps technique in learning English, and none of students unknown about the purpose of using word maps technique in learning English.

Table 4.12. The Frequency of Student's Knowledge about Reason of Using Word Maps Technique in Learning English

No	CATEGORY	Frequency	Percentage
1	Very known	14	46.7
2	Known	15	50
3	Less known	1	3.3
4	Unknown	0	0
	Total	30	100

Based on the table above, it explained that 14 students (46.7%) stated that they have very known about reason of using word maps technique in learning English, 15 students (50%) students have known about reason of using word maps technique in learning English, 1 student less known about reason of using word maps technique in learning English, and none of student unknown about reason of using word maps technique in learning English.

B. Discussion

The data that have been collected from the observation, interview, questioner, documentary and test are processed and presented on the table and described in findings. Then the data is analyzed and reported systematically based on the statement of the problems that are about the use of word maps technique in teaching vocabulary and the students' responses to the use word maps technique at eighth grade student of SMPN 16 Banjarmasin. For further description, it is known from analysis below.

1. The use of word maps technique at teaching vocabulary at eighth grade student of SMPN 16 Banjarmasin

From the observation, in the teaching and learning process, previously teacher always prepared what he need for teaching by using word maps based on his material.

Before starting the class, the teacher prepared learning material, learning goal and students' condition. It was known before teaching and learning English by word

maps, the teacher prepared several ingredients for teaching vocabulary by using word maps with various ways that related to the topic.

The several ways of using word maps that the teacher used in the first, second and third meeting are “word games, building sentence, make a text through maps.” The techniques can help the teacher to explain the material easily and can be understood more easily by the students about the material. The teacher can give some interesting activity to make students active in teaching and learning process.

From the interviewed the English teacher, the use of word maps technique in teaching vocabulary is useful and good technique in encourage students' improvement especially in helping teaching and learning vocabulary. It can be seen on the observation process, the activity of the student in teaching learning process by using word maps was actively. The improvement of the students also can be proved by the vocabulary test that has done. The mean score of vocabulary test after using word maps is higher than before using word maps technique. In first test, the mean of score is fair category and in the second test it improved into good category. It was categorized by the English teacher. It means that the students' achievement in vocabulary is improving.

Based on result in findings and the writers analyzed, it can be known that English teacher skill and knowledge to use word maps in his teaching vocabulary is good. It is proved by the use of word maps technique in the process of the teaching

and learning has done clearly by the teacher. And the result of the students' vocabulary test is improved.

2. The students' responses to the use of word maps technique at eighth grade student of SMPN 16 Banjarmasin

Based on the findings above through questioner, the writer has known about students' responses to the use of word maps technique at eighth grade student of SMPN 16 Banjarmasin.

From the results of questionnaires that have been distributed to the sample of students. The frequency of students' responses, it can be seen from some indicators that have been cleared in the findings, they are: 1) Students' opinion to use word maps 2) Students' attention in class while learning English by using word maps, and 3) Students' note taking in class while learning English by using word maps technique. 4) Students' response to use word maps technique 5) Students' knowledge about purposes of using word maps technique and 6) Students' knowledge about reasons of using word maps technique.

From the six indicators above, various results have been ascertained,

7 students (23.3%) stated that they really like to use word maps technique in learning English and 19 students (63.3%) stated that they like to use word maps technique in learning English; it means that 26 students (86,6%) of 30 students have positive opinion to use word maps technique.

15 students (50%) stated that they really pay attention to the lesson and 14 students (46.7%) stated that they pay attention to the lesson while the teacher taught English by using word maps technique; it means that 29 students (96.7%) of 30 students stated they paid attention in class while learning English by using word maps. It is found a positive response.

11 students (36.7%) stated that they always take a note and 19 students (63.3%) stated that they take a note while the teacher taught English using word maps technique. It means that 30 students (100%) stated their activity in taking note while the teacher taught English is very good. It is found a positive response.

7 students (23.3%) stated that the use of word maps technique in learning English is very easy and 18 students (60%) stated that the use of word maps technique in learning English is easy. It means that 25 students (83.3%) of 30 students have very good response to use word maps technique in learning English.

16 students (53.4%) stated that they have very known about the purpose of using word maps technique in teaching and learning English and 12 students (40%) stated that they have known about the purpose of using word maps technique in

learning English. It means that 28 students (93.4%) of 30 students have responded to the student's knowledge about purposes of using word maps technique. It is found positive response.

14 students (46.7%) stated that they have very known about reason of using word maps technique in learning English and 15 students (50%) have known about reason of using word maps technique in learning English. It means that 29 students (96.7%) of 30 students have responded to the students' knowledge about reasons of using word maps technique. It is found a positive response.

The students' responses to use word maps technique in learning vocabulary can be categorized positive response. It can be seen from the result of questioner, the percentage of students' responses to use word maps technique is above 80%. The writer also can state that the students' responses are positive from the observation. While the teaching learning process the students looked enthusiastic to material that the teacher gave by using word maps technique. It can be proved also by the vocabulary test result; the mean score of students' vocabulary is improving from the pair category into good category.