

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer presents the results of this research in the cycle I and cycle II. The writer present all of the data obtained from the observation cheklist, interview, field note, and test. The writer analyzed all of the data generate the students' participation in teaching and learning vocabulary through Total Physical Response method. And also the writer present the discussion based on the finding of this research.

A. Finding

In this part the writer presents the data obtained from the teaching and learning process through observation checklist, interview guideline, field note and test from cycle I and cycle II. For this research the writer used Classroom Action Research to implementation the Total Physical Response method. In the research the writer made there were be two cycles of improving students' vocabulary mastery , the cycle I and cycle II was conducted in two meeting.

1. The Implementation of Total Physical Response in Cycle I

The Data of cycle I is intended based on the results of observations, field notes, and test. The writer used observations, field notes, and interviews which aim to determine students' participation in learning vocabulary through the Total Physical Response method. Based on the test results, the writer explains the students' vocabulary mastery. The writer collected data of this research at eight grade in

SMP Joseph Khatulistiwa through four stages in each cycle, namely planning, action, observation, and reflection.

a. Planning

The first step of this research is making the plan before doing the action. In this step the writer first, pays attention to the organize of this research, as well as what must be done in the classroom. The writer also has to prepare lesson plans, prepare learning materials, and also prepare what methods are used in teaching. Specifically the Total Physical Response method used to improve students' vocabulary mastery. In this cycle the writer plan two meetings and at the each meeting an observation checklist will be carried out by the collaborator to find out the activities that occur in the classroom.

The writer also prepared data collection tools for conducting this research such as observation checklists, field notes, and interview guideline, and test. The writer also developed a lesson plan for teaching in the classroom. The lesson plan is prepared based on the syllabus in the second semester of eight grade English subjects. The lesson plans also adjust based on the method used in the classroom, namely the Total Physical Response method. For the material to be conveyed, of course. That has been prepared by the writer. In this research, the material to be taught is nouns around us and action verbs. The writer also prepared the

learning process using the Total Physical Response method in classroom to help improving students' vocabulary mastery.

b. Action

The cycle I of this research conducted two meetings. Action is the second step after planning, this shows that the writer is ready to take the next step. In the Classroom Action Research process the writer is supervised by a collaborator during the teaching and learning process in class. The collaborator referred to in this study is an English teacher. the task of the collaborator is to observe students' activities based on the observation checklist that have been given by the writer.

1) The First Meeting

The first meeting of cycle I was conducted on Thursday, October 6th, 2022 the class was at 10:30 to 11:30 a.m. at the first meeting in cycle I the writer introduced himself to the students, and the students introduced themselves one by one. The writer also checks the attendance list of students, gives a few questions related to the material to be taught.

The writer begun to explained the material, namely noun around us focus on the things at the classroom. And the writer asked the students about action verbs. Then the writer begins to explain the steps for using the Total Physical Response method. And the writer began to demonstrate it

alternately with students. Then students are asked to demonstrate in front based on instructions from the writer alternately with their friends.

2) The Second Meeting

The second meeting of cycle I was conducted on Friday, October 7th, 2022 the learning activities was at 10:30 to 11:30 a.m. At this meeting the teaching and learning activities were the same as the first meeting. But at this meeting the focus was more on the tests that would be given to students after the writer explained or poured out the material that had been taught. And the writer also provides material reinforcement using the Total Physical Response method to students.

In this second meeting students are given a students' test which will be worked on for ten minutes. After students finished doing the test, students were asked one by one to come forward in front of the class to mention the their pronunciation, spelling, meaning, and how much the students got the vocabulary in the pictures on the test.

c. Observation

Observations were made at the first and second meetings in cycle I which were carried out objectively to observed the participation and enthusiasm of students during the teaching and learning activities in classroom. Therefore the collaborator

observes students' activities while studying in classroom. The collaborator observe using the observation checklist to see student activity. And collaborator also wrote a note on field notes during the teaching and learning activities carried out by the writer.

In this section the writer provided conclusions from observations in the first meeting and the second meeting of cycle I. Based on the data obtained from this study, it can be seen that the increase in student participation and enthusiasm in the teaching and learning process. From the results of observations and field notes, the writer presented the data from the improvement students' participation as below.

1) The students' participation in the first meeting

At the first meeting the writer only focused on observing students' participation in class learning activities, starting from student responses to the writer, explaining material, practicing methods, and student activity in learning. The data obtained here was through observation and field notes. Both of these instruments are used by collaborator to observe student participation in class using the observation checklist. which will provide a result of what each meeting.

Based on the results of the observation checklist and field notes that had been carried out by the collaborator in the first meeting, students' participation was still low and not active. In pre-activity only a few students responded to the

writer, when the writer giving the greeting. And when the writer asked to the students, only a few students who could answer what vocabulary was included in the action verb.

Next, for the while activity, the participation and enthusiasm of the rest began to look quite good when participating in the learning activities provided by the writer, starting from when the writer gave the material, and gave instructions on how to use the Total Physical Response method to help students' vocabulary. But there are some students who are still confused when demonstrating the instructions that have been given by the writer.

In the post activity, there are no students who can give conclusions from the material that has been taught today. and also students pay less attention when the writer gives conclusions on the material and only a few students are quite enthusiastic listening to it. And in the end the students also looked enthusiastic to answer when the writer gave closing greetings before learning activities was done.

2) The students' participation in the second meeting

Based on results of the observation checklist and field notes showed that in the second meeting the student participation was good in pre activity all students are very active in responding to greetings from the writer. Even

though when the writer asked only a few students who could answer but overall it was so good.

In the while activity, almost all students paid attention to the writer's explanation of the material. And all students also participate in doing assignments given by the writer. It's just that when students are asked to pronounce and spell words, there are some students who still look confused and embarrassed to say the word. Meanwhile for the post activity the students were very enthusiastic and actively responded to the greeting from the writer.

d. Reflection

The last part is reflection, in this stage the writer evaluated the data from cycle I. At this stage the writer evaluates the data based on the observation checklist, field notes, and tests. The writer evaluates the data aims to find out whether this cycle is successful or not. The cycle considers the criteria of success. In this study the cycle is said to be successful if 80% of students get score of 70 to 70.99 then this cycle could be said successful. Meanwhile, the criteria for success could be seen from the observation checklist, field notes, and guideline interviews. If 80% of students followed the learning process was actively and enthusiastically using the Total Physical Response method.

In this cycle the writer emphasized that cycle I was not successful because there were still two indicators of success that

had not been fulfilled. This can be seen from the results of observations and tests. Based on the reflection from cycle I, the writer must continue to cycle II because the writer is not satisfied with the results obtained in the field. The writer will also continue to increase student participation and improve students' vocabulary mastery.

1) Data of observation checklist

Based on the results of the observation checklist in the cycle I that have been filled by the collaborator, the writer found that student participation in learning was still lack, especially from the students' response when the writer gave greetings, only a few students responded to the writer, students also did not understand the explanation given by the writer, and students also did not understand to follow the orders or instructions given by the writer, especially when the writer applied the use of Total Physical Response.

That can be said that students' participation is still low in participating in learning activities in the classroom, which is only 56% and 63% in this first cycle. Because the results of cycle I were not as expected, the writer continued this research to the next cycle. This statement can be seen from the results of the observation checklist to cycle I in first meeting and second meeting..

2) Field notes

In this study the writer also used field notes to evaluate learning activities in the classroom. The field notes were also filled in by collaborators. Based on field notes, it shows that students are still confused about following the instructions given by the writer, some students do not pay attention to the writer explanation. and there are some students who are noisy so that teaching and learning activities are less effective. The result of observation based on the field note in cycle I.

3) Interview

The writer conducted interviews with students on Friday, October 7th, 2022 were started at 11:30 to 12:16 p.m. This interview was conducted after the first cycle was completed. The writer took five students randomly to be interviewed individually and each student answered the seven questions asked by the writer. From this interview, the writer want to know the students' responses when learning vocabulary and what obstacles they face. And do they like the Total Physical Response method for learning vocabulary, especially the action verbs and nouns around us. Based on the results of interviews with the five students, they said that their obstacles in learning vocabulary were difficulties in finding the meaning of vocabulary, pronunciation, and spelling of words. The students are also less enthusiastic in participating in learning activities because some

students are still confused to follow the instructions given by the writer. From the five students it can be the result that they have not been able to participate actively in learning activities in the classroom.

4) Students' score in cycle I

The results of student assignments the writer uses a scoring rubric to measure students' vocabulary mastery. So from the scoring rubric there are several aspects that are assessed such as pronunciation, spelling, meaning, and quantity. Then in this section the results obtained by student in cycle I will be explained.

a) Pronunciation

The number of students who got score 1, 2, 3, and 4 in the pronunciation category will be explain in the chart below

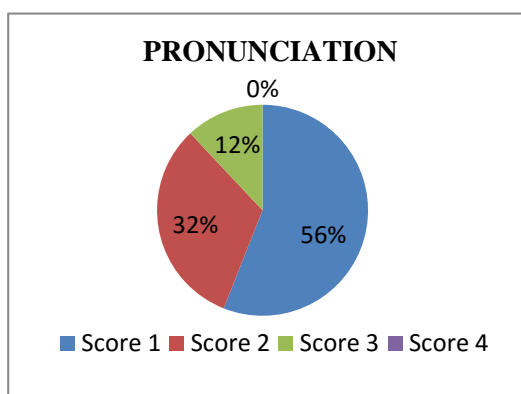


Chart 4.1 Students' Scores in the Pronunciation of Cycle I

The number of students in cycle I was 25 students. Based on the chart above on the category of students' pronunciation, the students get score 1 are 56% or 14

students. Who gets score of 2 is 30% or 8 students. Who got score of 3 as much as 12% or 3 students. And none of the students got score of 4. Therefore the writer concludes that many students got a score of 1 in this category. That means that many students are still very low in pronouncing words.

b) Spelling

The number of students who scored 1, 2, 3, and 4 in the spelling category can be show in the chart below.

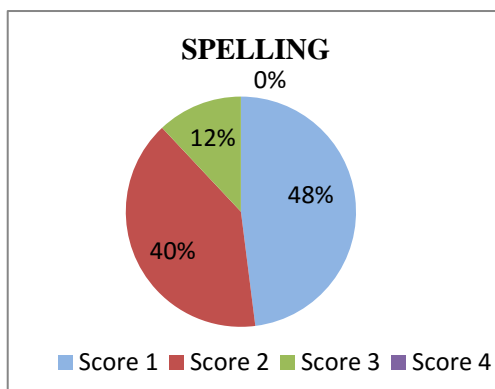


Chart 4.2 Students' Scores in the Spelling of Cycle I

Based on the chart above students who get a score of 1 is 48% or 12 students and for a score of 2 are 40% or 10 students. While for score of 3 are 12% or 3 students who get that score. At score 4, there are no students who get that score. So it can be concluded that there are still many students who are lacking in spelling words based on the vocabulary assignments that have been given.

c) Meaning

The number of students who scored 1, 2, 3, and 4 in the meaning category can be show in the chart below.

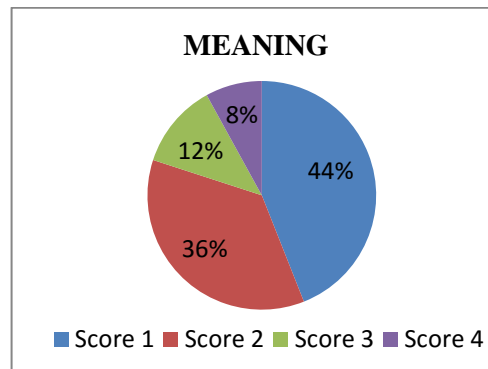


Chart 4.3 Students' Scores in the Meaning of Cycle I

Based on the chart listed above, students who get score of 1 are 44% or 11 students, on score of 2 are 36% or 9 students. While for scores 3 and 4 are 12% and 8% or only 3 students get score of 3 and for score of 4 only 2 students. So, from this chart it could be concluded that students cannot write vocabulary correctly.

d) Quantity

The number of students who scored 1, 2, 3, and 4 in the quantity category can be show in the chart below.

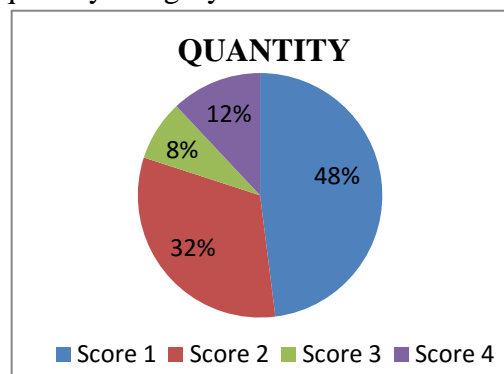


Chart 4.4 Students' Scores in the Quantity of Cycle I

Based on the chart above it can be explained as follows on each score obtained for each student. Starting from a score of 1 are 48% or 12 students and score 2 are 32% or 8 students. Score 3 are 8% or 2 students get that score and score 4 are 12% or 3 students. So it could be concluded that students are not able to say how much vocabulary students' get.

Therefore, based on the fourth charts above, it can be explained from the scoring rubric and aspects in the vocabulary in cycle I. From the chart, almost all students get scores 1 and 2, although there are some students who are able to get scores 3 and 4 but are still classified as very a little. In the pronunciation category, it can be seen from the chart that it is stated that in this category many students get a score of 1 and a score of 2. Although there are some students who get a score of 3 and for a score of 4 no student gets that score in this category.

In the spelling category is the same with pronunciation category, because students are more likely to get a score of 1 and score 2. Meanwhile, for score 3 there are only a few students. Even on a score of 4 no student got that score. And the meaning and quantity scores obtained by students are almost the same because students still tend to be confused when interpreting words. And many of the students

still lack vocabulary. They were only able to write down some of the vocabulary they got.

Based on table 3.2 criteria of students' vocabulary mastery. So student scores in cycle I could be classified as that it can be classified that only 2 students get criteria excellent, only 1 student gets criteria good. While 3 students got the criteria fair, and 19 students got the criteria. So, in the cycle I, many students received criteria poor and obtained average scores between 25-43.75.

2. The Implementation of Total Physical Response in Cycle II

The writer continued this research into cycle II with the aim of improving students' vocabulary mastery skills. The writer wants students to be able and understand how to pronounce and spell words and how much vocabulary they can get. The writer proceeded to cycle II in two meetings. In cycle II, the writer used four tools, namely observation checklists, field notes, interview, and tests. In this cycle the writer also conducted interviews with students related to teaching and learning activities in classroom.

a. Planning

The planning step in cycle II is continued based on the results of reflection and evaluation of data results in cycle I. In cycle II two meetings are held. The writer also prepared a different lesson plan from cycle I, but still focused on the same material, namely vocabulary. The learning steps of cycle II are still the

same as cycle I. The difference in cycle is how the writer makes students more active and involved in every instruction given by the writer. In this cycle the writer maximizes how to use the Total Physical Response method to improve students' vocabulary mastery. The writer also prepares instruments of data collection such as observation checklist, and field note.

b. Action

In this cycle two meetings were held. The writer in the first meeting focused on implementing the Total Physical Response method to improve student vocabulary. And also the writer focuses on the presentation of the material, namely nouns and action verbs. Furthermore, for the second meeting the writer only briefly repeated the material being taught and continued to student work the test.

1) The First Meeting

In the first meeting of cycle II conducted on Monday, October 10th, 2022 at 10:30 to 11:30 a.m. The action of meeting was conducted based on the lesson plan. At this first meeting the writer gave an opening greeting, as well as checked the student attendance list. The writer also brainstormed to improvement some of the vocabulary that had been taught in cycle I. Then the writer implemented the use of the Total Physical Response method. This step is still the same as cycle I. Through the Total Physical Response

method students will try pronouns and spelling of words and how many words they got.

2) The Seond Meeting

The second meeting was conducted on Tuesday, October 11th, 2022 at 8:30 to 9:30 a.m. At the pre-activity the writer asked one of the students to lead the prayer. Then the writer gave a greeting, as well as checked the student attendance list.

And for the while activity the writer briefly explained the material that had been taught. So the writer gave the students a worksheet to work only for ten minutes. After the students finished doing the test, the students were asked to be better understand the meaning of words and what they write. The students are also asked to pronounce and spell words according to the test by the writer.

c. Observation

When conducting observation the writer was supported by the collaborator. The collaborator observed the students' activities used the observation checklist was prepared by the writer. The purpose of this observation is to focus more on how students participate when implementing the Total Physical Response method. And whether this method was successful or not to improve students' vocabulary mastery.

1) Students' participation in the first meeting

The results of observations from cycle II of the first meeting, the writer explained that students' participation in teaching and learning improve well. The students have started to focus more and actively follow the instructions given by the writer. The students can also pronounce words, and students try to spell the words are clearly. In other the writer has also been able to handle class situations. Therefore the process of teaching and learning activities in the classroom can be said to be good. This statements is based on the results of observation data and field notes.

2) Students' participation in the second meeting

At the second meeting of cycle II based on the results of the observation checklist that had been observed by collaborator showing good and significant results. At this second meeting the students paid attention to the instructions from the writer, and the students worked on the worksheet given by the writer in an orderly manner. The students' participation can also be seen from field notes which explain that students are very enthusiastic to doing the assignments given by the writer.

d. Reflection

The last part is reflection in this section the writer will explain all the data that has been obtained from cycle II. Based

on cycle II analysis taken through observation and field notes, the writer could conclude using the Total Physical Response method is also effective to improve students' vocabulary mastery. In reflection the writer was evaluated all of the data from the observation checklist, field notes, tests, and interviews. So that the data obtained is more accurate.

1) Data of observation checklist

Observation checklist in cycle II of the collaborator each meeting filling in the observation sheet during class learning activities. In cycle I, the results of the observation checklist showed that students were active and enthusiastic in responding to the writer, starting from responding to greetings, paying attention to the explanation of the material being taught, following the instructions given by the writer, and students could practice with their friends using Total Physical Response. So from the results of observations checklist in cycle II the results were 81% and 82%, these results indicate that student participation in class has increased. This means that more than 80% of students actively participate in teaching and learning activities in class. It can be seen in appendix 3 and 4 on cycle II.

2) Field notes

Furthermore, from the results of field notes that have been provided by collaborator. From the results of the cycle

II field notes, it shows that students have started to actively respond to the writer since the first meeting was held. then at the second meeting in the field notes it was shown that students were involved in doing the assignments given by the author and also students were very active in participating as volunteers when asked by the writer. So that it can be said that as a whole the students have actively participated during the learning activities.

3) Interview

The writer conducted interviews with students on Friday, October 14th, 2022 at 10:30 to 11:25 a.m. That was same with cycle I the writer This interview was conducted after the first cycle was completed. The writer took five students randomly. This interview was conducted after the cycle II processes were completed. Based on the results of the interviews, almost all students liked and enjoyed learning through the Total Physical Response method to improve their ability to master vocabulary. Therefore from that 80% of students gave a positive response during the learning activity took place. Therefore based on data obtained from all the tools used in this study starting from observation checklist, field notes, and interviews. The cycle II can be said to be successful, this can be explained from the criteria of success, which in this cycle is very satisfying. There were more than

80% of students actively participated in learning activities in the classroom. There were more than 80% of students when interviewed gave positive responses, and students also said that they were enthusiastic about learning. And finally more than 80% of students' scores was improved. Then this research has been completed and there is not need to process to the next cycle.

4) Students' score in cycle II

Based on the results of the cycle I score, it was stated that the results were unsatisfactory, then proceed to cycle II. In cycle II namely presenting the results of the students' vocabulary assessment based on the scoring rubric, which consists of, pronunciation, spelling, meaning, and quantity. The result of cycle II is as follows chart below:

a) Pronunciation

The number of students who scored 1, 2, 3, and 4 in the pronunciation category can be show in the chart below.

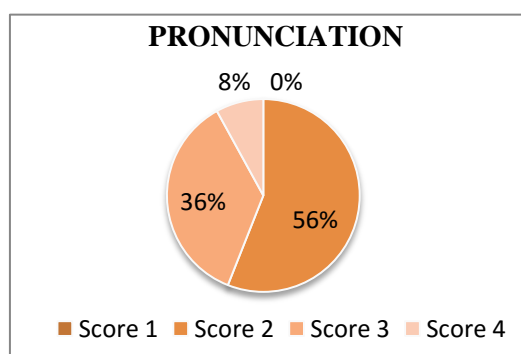


Chart 4.5 Students' Scores in the Pronunciation of Cycle II

In this cycle II there were 25 students who were actively involved during class learning activities, especially doing tests. Based on the chart above it can be seen that 56% or 14 students got score of 2. And 36% or 9 students got a score of 3. While 8% or 2 students got a score of 4. And from the chart no students got a score of 1. Therefore it can be concluded that the the pronunciation has improved because students already understand how to pronounce words well.

b) Spelling

The number of students who scored 1, 2, 3, and 4 in the spelling category can be show in the chart below.

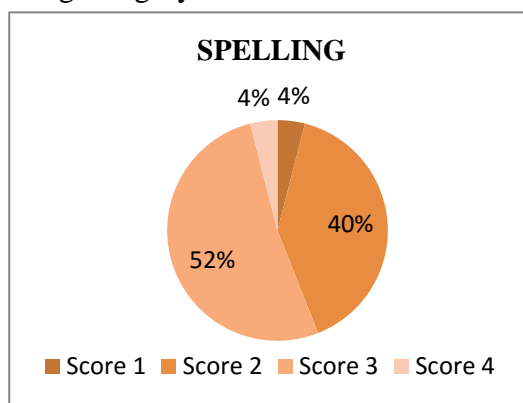


Chart 4.6 Students' Scores in the Spelling of Cycle II

In the spelling category can be explained based on the chart above that 52% or 13 students get a score 3. And for score 2 is 40% or 10 students. While for scores 1 and 4 are both 4% or only 1 student who gets each of these scores. So in this

category almost all students got a good score to spelling the words.

c) Meaning

The number of students who scored 1, 2, 3, and 4 in the meaning category can be show in the chart below.

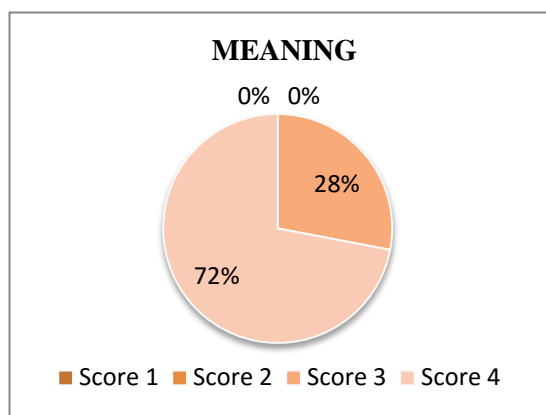


Chart 4.7 Students' Scores in the Meaning of Cycle II

In the meaning category can be explained in the cgart above, namely 72% or 18 students obtained a score of 4, which is the highest score in each aspect in this category. And 28% or 7 students got a score of 3. Meanwhile for scores 1 and 2, no one students got both scores. So, that means in the meaning category it has improved and got criteria excellent.

d) Quantity

The number of students who scored 1, 2, 3, and 4 in the quantity category can be show in the chart below.

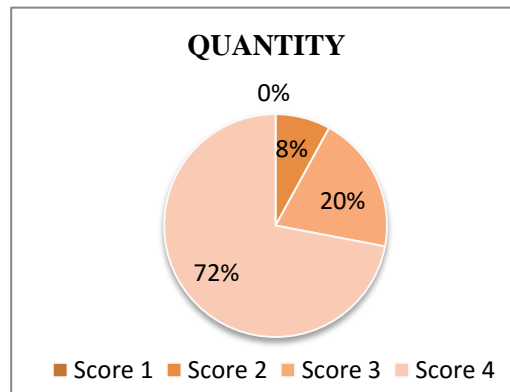


Chart 4.8 Students' Scores in the Quantity of Cycle II

Based on the chart above on the quantity category can be explained as follows, 72% or 18 students get a score of 4. And 20% or 5 students get a score of 3, while only 8% or 2 students get a score of 2. Based from the chart above also shows that there is no there are students who get a score of 1 in the quantity category. Therefore in the category quantity category students have obtained good scores.

In this cycle students have obtained quite good score, almost all aspects of vocabulary are quite easy to understand. In cycle II it can be said that the aspects of pronunciation and spelling are good, while the meaning and quantity have greatly improved. Therefore cycle II can be said to be successful based on the results of students' score. Therefore based on table 3.2, namely the criteria of students' vocabulary mastery, so in this cycle it can be classified that there are 12 students who get excellent criteria, 8 students get good criteria, 5 students get fair criteria and no one student gets criteria poor. So it can be concluded that the average student gets a score of 75-81.25. So, that this cycle was improved significantly when compared to the previous cycle.

B. Discussion

Based on the results of cycle I and cycle II, it can be seen that the Total Physical Response method could improve students' participation and it is effective in improving students' vocabulary mastery at eight grade in SMP Joseph Khatulistiwa.

In the cycle I the participation and enthusiasm of students was still lacking in participating in teaching and learning activities in the classroom. Many students are less active, especially when asking and answering the opinions given by the writer. But also students cannot pronounce words and spell words based on the vocabulary they have learned. However the writer was not satisfied with the results of the observations, field notes, and tests, therefore the writer continued to cycle II.

The results of the cycle II students' participation increased more when compared to the cycle I. That from the second cycle it can be seen that students began to participate and were very enthusiastic about participating in learning activities in the classroom, especially when the writer implemented the Total Physical Response method, the students enthusiastically followed the instructions given by the writer. The following is a chart that shows an improvement in students' participation in learning activities in the classroom.

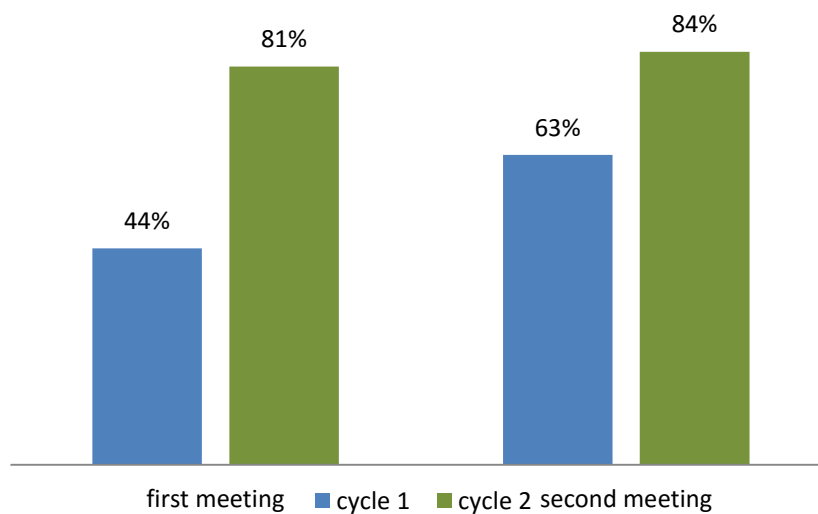


Chart 4.9 Students' Participation Improvement

Based on the data in chart 4.9 above it could be seen that students' participation in learning activities has improved significantly. In the cycle I at the first meeting the students' participation was 56% and the second meeting was 63%. Meanwhile for cycle II at the first meeting was 81% and at the second meeting was 84%. in the cycle I the students' participation was still low because not all students could follow the instructions given by the writer, and there were also students who were still confused when there was a suddenly order given by the writer. So the writer also rearranged the lesson plans for cycle II to provide additional coverage of the material. In cycle II the participation and enthusiasm of students has improved, and this provides information that the used of the Total Physical Response method is effective for improving students' participation.

The students' vocabulary mastery has improved significantly. In the fourth aspect of vocabulary mastery was also improved in cycle II this could be seen from the students' score in the test of vocabulary. The following is a chart showing the improving in students' scores in cycle I and cycle II. Students' test results could be seen from the chart below.

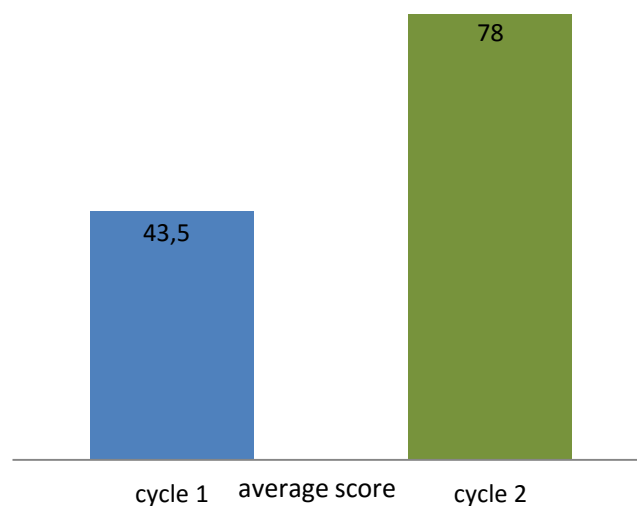


Chart 4.10 Students' Score Improvement

Based on chart 4.10 above, it shows an increase on student scores in cycle I and cycle II, which improved quite significantly. In cycle I, the average score was 43.5 and in cycle II, it was 78. Because in cycle II, the writer gave more treatment to students to further improve pronunciation and spelling of words. And students are also asked to mastered as much vocabulary as possible in order to facilitate student memory. In cycle II the average student scores 75 to 93.75 of the 25 students, and only 5 students who scored less

than 75. It can be concluded that improving students' vocabulary mastery use Total Physical Response method was effective.