CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Result of the Study

This chapter deals with the analysis of the data that were found from the activities during the research. As mentioned in the previous chapter that in this research, the researcher wants to describe the implementation of teaching vocabulary by using external motivation to improve students' vocabulary and to find out the improvement of students' vocabulary after taught using external motivation. In this research the researcher uses classroom action research. Its purposes are to know students' ability in receiving and mastering the vocabulary that given. In these findings, the researcher presents the result of research and the analysis of data collected which are conducted through four cycles that consist of pre cycle and three cycles of the treatment. Pre-cycle considered as the preliminary reflection, three times of the treatment are the teaching and learning processes using external motivation and the assessment tests.

B. Implementation External Motivation in Teaching Vocabulary and Improvement of Students' Vocabulary

1. Students' Score in Pre Cycle

Before doing cycle, the researcher collected the first data such as the students' name and the score from the average tests that had done by the students in learning English lesson. It was held on 27 April 2011. Test score was used to know the students' ability in mastering vocabulary. Based on the observation result of teaching learning process, the researcher saw that the teacher still used conventional methods, the teacher only translated and monotone in teaching vocabulary. The students were easy to get bored. At the last time, students had to do some assessments. The teacher gave a text with topic was about human's body. There were 10 questions in the test; all questions were about human's body based on the text given. It was followed by 6 students as the participants of the study.

The teacher provided 15 minutes for them to do the test. The purpose of the test was to measure the increasing of the students' ability in receiving and mastering vocabulary that given. The score from pre cycle could be seen in the table below:

Table 3
Scoring Data from the Pre Cycle

Number		Students' Code	Score
Urt	Induk		
1	001	A1	60
2	002	A2	65
3	003	A3	75
4	004	A4	60
5	005	A5	80
6	006	A6	65
Total		$\sum = 6$	$\sum = 405$

According to the table above, the final score of the test was also being counted using formula as follows:

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

Explanation:

M   : the average of the students' score

$\sum X$: total score

N   : the number of students

$$M = \frac{405}{6} = 67.5$$

The average score of the students test for pre cycle test was 67.5. It means that the result is low because still under the achievement indicator of 70 points.

The result of pre-test is not satisfying yet. The researcher was aware of the most of the students in first class still have difficulties in mastering vocabulary.

Researcher considered that by giving continuous improvement to the students they would get the better result.

2. Implementation and Result of First Cycle

The first cycle was held on 9th May 2011. The first cycle was about teaching learning process and the assessment test. The researcher did research of using external motivation to improve students' vocabulary at class I SD Alam IT Auliya Kendal. The topic was parts of house especially things at the guest room. There were 6 students. There were four steps in this cycle such as follow:

Planning, the researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using external motivation. Then the researcher prepared the teaching-learning process resources, such as the materials, pictures the things at guest room, students' attendance list, worksheet, and observation sheet. And then, researcher made a plan of teaching technique that would be implemented in teaching vocabulary using external motivation.

Acting. The learning process was started by greeting, asked students to pray together, checking attendance. Before entering the main activity, the researcher told to the students that he would give the punishment to the students who got the lowest score in the group and individual test. Then the researcher gave the introduction about materials by asking some questions such as, "do you know where room does the guest sit?" "What do you do to keep your guest room clean?" Etc. Then the students answered the questions orally. The researcher told his own activities to keep his guest room. The students were introduced to the vocabulary of the things at the guest room by showing some pictures. Researcher told the pictures in English and pronounced it and students followed after him. After that the researcher asked the students to guess what the researcher said by mimic some vocabulary. And then the students answered what vocabulary that the researcher said. After that the researcher asked the students what the difficult thing. And then the students were asked to read loudly together.

After all of the activities had finished, researcher divided students into two groups that consist of 3 students and asked each group to match some words that related to the pictures on the white board quickly. The group that got the lowest result must sing a song in front of the class. Then, researcher evaluated students by giving evaluation test that consist of 10 questions that divided to 6 multiple choice and 4 matching pictures to the words. Researcher told to students again that who got the lowest score of the evaluation; they got the punishment to sing a song. Teacher checked the students' work and asked the student who got the lowest score to sing. Teacher gave the feedback to the students about their activities.

The result score of the first cycle was gotten by researcher from the evaluation test. The scoring from evaluation test such as below:

1. Score 1 if the answer was true
2. Score 0 if there was false

Table 4
The Score from the Evaluation Test in First Cycle

Number		Students' Code	Score
Urt	Induk		
1	001	A1	70
2	002	A2	60
3	003	A3	90
4	004	A4	70
5	005	A5	80
6	006	A6	60
		$\sum = 6$	$\sum = 430$

According to table above, the final score of the test was also being counted using the formula as follows:

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

Explanation:

M   : the average of the students' score

∑X   : total score

N   : the number of students

$$\text{Mean} = \frac{Total\ Score}{Number\ of\ the\ students}$$

$$= \frac{430}{6} = 71.7$$

$$= 71.7$$

From the analysis above, it was clear that the average of the students test result of first cycle was 71.7 . There is the improvement comparing to the pre-cycle. But the students still had difficulty in mastering vocabulary. Hence, the researcher decided to conduct the next cycle and the researcher intended to give better explanation to them.

Observing of the research, the teacher of class observed students in learning process by using observation instruments. This observation was done in learning process of using external motivation to teach vocabulary especially on noun of things at the guest room. There were notes for the students' participation in this research. It could be seen from the table such as follow:

Table 5

Score of Observation in First Cycle

No	Indicators	Poor	Fair	Average	Good	Excellent	Total score
		1	2	3	4	5	
A	Students' activities						
	1. Students' attendance					✓	5
	2. Students pay attentions toward teacher's explanation			✓			3
	3. Students' participation on writing the vocabulary on the white board		✓				2
	4. Students show curiosity by asking the questions to the teacher		✓				2
	5. Students' enthusiasm in responding teacher's questions		✓				2

6. Students pronounce the vocabulary given			✓			3
7. Students' participation in a group work				✓		4
8. Students follow the teacher' instruction						
9. Students' interest in doing the test			✓			3
Total Score	1	6	9	4	5	25

Score $= \dfrac{Total\ Score}{maxi\ al\ score}$ x 100%

$= \dfrac{25}{45}$ x 100%

$= 55.5$ %

In the first meeting of implementing external motivation to improve students' vocabulary, all of students were attended in class. From the result of observation, the researcher knew that students' activeness were fair. Most of students just listened and followed what the researcher pronounced. Fawwas and Eno were students who active in asking questions even though their concentration were fair.

From the observation students' participation, it was showed that students still did not respond well for learning process using external motivation of giving punishment and feedback. From the observation can be seen that students' activeness was little enough. Students still did not focus on the material. They did not listen to teacher's explanation, and there were many students were passive in learning process, and working evaluation themselves.

Base on the note above, the researcher as the teacher must be more creative in delivering material by using external motivation to improve students' vocabulary. Researcher completed the student's observation in the first cycle and then he did reflecting and evaluating the learning activities in the first cycle and tried to get solution on the problem by planning some action such as; researcher asked the students to focus on the study and to do the evaluation test by themselves, to be more active in the learning process. The researcher should

manage class well, made class condition well to get students be more active and noted all of the activities learning process in class.

Reflecting. From the result of evaluation of test above showed that there were some students got pass in evaluation test. The mean in first cycle was 71.7. It increased 4.2 from the pre test. Although there was the increasing of the result, the researcher analyzed that some students still had difficulty in identifying the vocabulary. Based on the problem above, the researcher conducted cycle 2 in order to improve students' vocabulary.

3. Implementation and Result of Second Cycles

This cycle hold on 11th May 2011. This cycle consisted of the several steps such as; Planning, the researcher planned some activities to get maximum result in the second cycles. He did same activities such as the first cycle. The planning of the second cycles such arranged the lesson plan, attendance list, observation sheet, evaluation test.

Acting of the research starts such as in the first cycle. Learning process was started by greeting, asked students to pray together, and checking attendance. Then the researcher reviewed of the previews result test and motivated them to get the better result. The researcher told that he would give the achievement mark to the students who could answer his question. The researcher as the teacher gave warming up by giving question about student's activities in the bedroom such as, "Where did you sleep?" "What do you do to keep your bedroom clean?" Etc. Teacher asks the students to close their eyes and to imagine they are at the bedroom. They are asked what they see at the bedroom. The researcher told his own activities to keep his bedroom. Teacher draws on the whiteboard a bedroom. Researcher asks the students to write the name of the picture by following researcher's dictation .Researcher told the pictures in English and pronounced it. Then the students followed after him.

After all of the activities had finished, researcher divided students into three groups and gave each group a collage of the bedroom and things of its. Every group must stick the pictures on the white board become a complete picture of the

bedroom and its content. After students had done sticking pictures on the whiteboard, the researcher gave the appreciation by giving the smile mark on their work. Then the researcher asked them to answer the questions individually. Researcher evaluated students by giving evaluation test that consist of 10 questions that divided to 6 multiple choice and 4 match the pictures to the words. Before closing the class, the researcher asked the students to count the smile mark that they got and reinforced them to study hard. After that the researcher asked students to give applause together.

The result score of the second cycle was gotten by researcher from the evaluation test. The scoring from evaluation test such as below:

Table 6
The Score from the Evaluation Test in Second Cycle

Number		Students' Code	Score
Urt	Induk		
1	001	A1	70
2	002	A2	70
3	003	A3	80
4	004	A4	70
5	005	A5	90
6	006	A6	70
		$\sum = 6$	$\sum = 450$

According to table above, the final score of the test was also being counted using the formula as follows:

$$M = \frac{\sum X}{N} = \frac{450}{6}$$
$$= 75$$

From the analysis above, it is clear that the average of the students test result of second cycle was 75. There is the improvement comparing to the first cycle.

But there was 3.3 point increased from the first cycle. It was not significant improvement. Hence, the researcher decided to conduct the next cycle and the teacher intended to give better explanation to them.

Observing of the research, the teacher of class observed students in learning process at class by using observation instruments. This observation was done in learning process of using external motivation to teach vocabulary especially on noun of things at the bedroom. There were notes for the students' participation in this research. It could be seen in the table below:

Table 7
Score of Observation in Second Cycles

No	Indicators	Poor	Fair	Average	Good	Excellent	Total score
		1	2	3	4	5	
A	Students' activities						
	1. Students' attendance					✓	5
	2. Students pay attentions toward teacher's explanation			✓			3
	3. Students' participation on writing the vocabulary on the white board		✓				2
	4. Students show curiosity by asking the questions to the teacher			✓			3
	5. Students' enthusiastic in responding teacher's questions				✓		4
	6. Students pronounce the vocabulary given			✓			3
	7. Students' participation in a group work				✓		4
	8. Students follow the teacher' instruction	✓					1
	9. Students' interest in doing the test			✓			3

| Total Score | 1 | 2 | 12 | 8 | 5 | 28 |

$$\text{Score} = \frac{Total\ Score}{maximal\ score} \times 100\%$$

$$= \frac{28}{45} \times 100\%$$

$$= 62.2\%$$

In the second meeting of implementing external motivation in this case using appreciation and feedback to improve students' vocabulary, all of students were attended in class. There was the increasing of the students' enthusiastic in responding teacher's question. But the class very crowded because the students gibe to the other about their bedroom.

From the observation of students' participation, it showed that students more enthusiasts about the topic, but it made the class crowded. Giving feedback and appreciation as the external motivation just can increase a little bit of the result test.

Reflecting. From the result of evaluation of test above showed that there were some students get pass in evaluation test. The mean of the test result in second cycle was 75 and 62.2% for the students' participation of the learning process from the observation result. Although there was the increasing of the result, the researcher analyzed that some students still did not maximal in doing the activities. Based on the problem above, the researcher conducted cycle 3 in order to improve students' vocabulary and implement the other kind of external motivation.

4. Implementation and Result of Third Cycles

This cycle was holding on May 18th 2011. This cycle consisted of the several steps such as; Planning, the researcher planned some activities to get maximum result in the second cycles. He did same activities such as the first cycle. The planning of the second cycles such arranged the lesson plan, attendance list, observation sheet, evaluation test.

Acting of the research starts such as in the second cycle. Learning process was started by greeting, asked students to pray together, and checking attendance. The researcher asked the students "where did your mother cook?"etc, to warming up. Implement teaching vocabulary, the researcher asked the students to look for the words that had been hidden at the surrounding of the class. After they found the words, the researcher read the words that had found and students followed after him. Researcher asked the students to pronounce the words loudly after him. Students asked a question to teacher what they did not understand the meaning of the words.

After that the researcher gave the students' group assignment to match some words with their meaning. Students worked assignment in group. Teacher gave the students' individual assignment to answer the question in multiple choice forms and sticking the pictures that related to the meaning. Students work assignment individually. Teacher gave the gift to students after them have done the task.

The result score of the third cycle was gotten by researcher from the evaluation test. The scoring from evaluation test such as below:

Table 8
The Score from the Evaluation Test in Third Cycles

Number		Students' Code	Score
Urt	Induk		
1	001	A1	100
2	002	A2	80
3	003	A3	100
4	004	A4	90
5	005	A5	90
6	006	A6	80
		$\sum = 6$	$\sum = 540$

According to table above, the final score of the test was also being counted using the formula as follows:

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

$$= \frac{540}{6}$$

$$= 90$$

From the analysis above, it is clear that the average of the students test result of third cycle was 90. There was the significant improvement comparing to the preview cycles. The researcher felt that the implementation of external motivation to improve students' vocabulary was successful.

Observing of the research, the teacher of class observed students in learning process at class by using observation instruments. This observation was done in learning process of using external motivation of giving reward and challenging task in teaching vocabulary especially on noun of things of kitchen equipment. There were notes for the students' participation in this research. It could be seen in the table below:

Table 9
Score of Observation in Third Cycles

No	Indicators	Poor	Fair	Average	Good	Excellent	Total score
		1	2	3	4	5	
A	Students' activities						
	1. Students' attendance					✓	5
	2. Students pay attentions toward teacher's explanation				✓		4
	3. Students' participation on writing the vocabulary on the white board			✓			3
	4. Students show curiosity by asking the questions to the teacher				✓		4
	5. Students' enthusiasm in responding teacher's				✓		4

	questions			✓			3
6.	Students pronounce the vocabulary given				✓		4
7.	Students' participation in a group work						
8.	Students follow the teacher' instruction						
9.	Students' interest in doing the test				✓		4
	Total Score			6	20	5	31

Score $= \dfrac{Total\ Score}{maximal\ score}$ x 100%

$= \dfrac{31}{45}$ x 100%

$= 68.8\%$

In the third meeting of implementing external motivation to improve students' vocabulary, in this case using reward and challenging task, all of students were attended in class. From the result of observation, the researcher knew that students more active and enthusiast in doing the challenging task. Most of students like finding the words were hidden around the class. They looked happy and curious. Doing activities out of the class made them stimulated to do the task enthusiastically. It seen on the result of the observation was 68.8 %.

From the observation that teacher class observed, it was showed that students were more active in the third cycle. They were able to respond the researcher's explanation because they were promised if they can do the evaluation test correctly, they would be given a good book from the researcher. Besides that, students like learning by doing such as giving the challenging task out of the class.

Reflecting. From the result of evaluation score in the third cycles above showed that there were 6 students had finished in the evaluation better. It showed that students had good achievement in the study of vocabulary using external motivation to the better score.

The result of the student's evaluation showed that there were students got the better result or amount 90, it means that the students were better in respond the material in the third cycles. It also showed that students were active in learning process by using external motivation in this cycle using reward and challenging task.

Teaching vocabulary by using external motivation was able to improve students' vocabulary. Although there were the kinds of external motivation like giving punishment and feedback cannot improve students' vocabulary significantly, all of the implementation teaching vocabulary by using external motivation can improve students' vocabulary. By analyzing the result of the research in the whole cycles commonly and the result of third cycles especially, this research was stopped by the researcher.

## C. The Analysis of the Whole Meetings

Table 10
Comparison Percentage Students' Enthusiastic in Response Teaching Learning
Process Using External Motivation on Cycle I, Cycle II and Cycle III

No	Cycle	Total score	Percentage (%)
1	Cycle 1	25	55.5%
2	Cycle 2	28	62.2%
3	Cycle 3	30	68.8 %

Table 11
Comparison Average of the Students' Score on Pre Cycle,
Cycle 1, Cycle 2, and Cycle 3

No	Cycle	Mean
1	Pre-Cycle	67.5
2	Cycle 1	71.7
3	Cycle 2	75
4	Cycle 3	90

Table 12
The diagram of the whole result
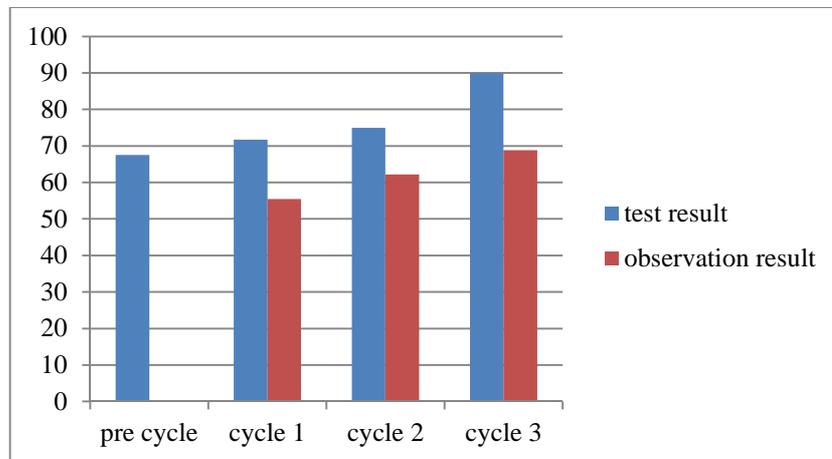
As whole the meetings ran well. There was some significant improvement from pre-cycle to the third cycles.

In the pre-cycle test, all of the students have been doing the test, and the average result was 67.5. In this activity teacher of class taught the students by translated the vocabulary directly without pictures. In learning process, the students were inactive and enthusiast to the lesson. They did not give response maximally to the teacher explanation and they like talked with the other. Some of them looked bore and sleepy.

In the first cycle, the average result of the test was 71.7 . The researcher as the teacher began giving external motivation of giving punishment and feedback in teaching students vocabulary. In the teaching learning process, there were many students afraid to sing a song in front of the class. They tried to cheat and discussed the answer with their friend. The average result of observation was 55.5 %, even though there was improvement result from the pre cycle, but students still did not respond well. They paid attention to the lesson, although many of the students still made mistake in identifying the written vocabulary that given.

In the second cycles, the average result of the test was 75. It was improvement result from the first cycle although there were 4.3 points increased from the first cycle. The average result of observation was 62.2 %,

And the average result test of the third cycles was 90. It was highest result of the whole cycles in the research. It showed that there was some significant improvement in students' achievement. And the students' gave response well. It showed the result of observation was 68.8 %. It was the best result of the cycles.

The researcher had a notion that the implementation of the external motivation in teaching vocabulary to improve students' vocabulary was successful. Because by giving motivation to the students in learning process, they more enthusiast and active in responding and mastering the material that given.