

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Result of the Research

##### 1. Pre-Cycle

Pre-Cycle was conducted on 21 July 2010. The researcher observes the class on how teacher introduces vocabulary directly. The teacher still uses conventional method. In this activity, the students were given test consists of 20 questions. It was followed by 33 students as the participants of the study. The purpose of the test is to measure the increasing of the students' ability in understanding English vocabulary. The score from pre cycle could be seen in the table below:

**Table 1**  
**Score of Test in Pre-Cycle**

No.	Name	Score
1	Ahmad Sulvani	40
2	Heri Kiswanto	35
3	Mega Nur Oktavia L	65
4	Ahda Maulana	60
5	Ahmad Ramadhan P	65
6	Agas Sagatama	55
7	Anis Maulifah	45
8	Annas Nur Sabila Rosyid	40
9	Anjar Adi Priwanda	30
10	Andini Dewi	50
11	Alfiah Hidayatun Nikmah	30
12	Aprillya Zhafirah Aziz	60
13	Bagas Wastito Raharjo	60

14	Difa Ahmad	45
15	Dieto Hadi Ananta	55
16	Diah Yusvita Anggraini	55
17	Denisa Suganda	40
18	Diah Aprilia Firdyansah	75
19	Dimas Faisal Reza	35
20	Dandi	50
21	Dias Fasari	55
22	Durrotun Nafisah	75
23	Febry Adi Nugroho	65
24	Fahriza Yanuar	55
25	Fifin Fitriani	50
26	Heru Tri Irawan	45
27	Intan Farida	60
28	Intan Wulan Sari	55
29	Iis Nur Hasanah	65
30	Jihan Qurnia Renita EP	55
31	Aprilya Nur Widyastuty	60
32	Fernadhika Eka Putra	55
33	Nawawel Sakti Aroisi	45
	Total score	1730

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

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

Explanation:

M : the average of the students' score

$\Sigma X$  : total score

N : the number of students

$$M = \frac{1730}{33}$$

$$= 52,4$$

The average score of the students test for pre cycle test is 52,4. It means that the result is low.

The result of pre-test is not satisfying yet. The researcher is aware of the most of the students in class 4A still have difficulties in understanding vocabulary. It could be said that treatment was important to improve the students' vocabulary. The researcher intended to help them to improve their vocabulary by Pictorial Story so that it could improve their vocabulary. The researcher considers that by giving continuous improvement to the students they will get better result.

## 2. First Cycle

First cycle was conducted on 28 July 2010. The first cycle was about teaching and learning process and achievement test. The topic was parts of body. The test is followed by 33 students. The researcher did research of using Pictorial Story to improve students' understanding on English vocabulary at class 4A SDN 01 Mulyoharjo Jepara. The procedure as follow:

### a. Planning

1. The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using Pictorial Story

2. The researcher prepared Pictorial Story that is appropriate with the material
3. The researcher prepared the materials, students' attendance list, worksheet, and the observation sheet.
4. The researcher planned the teaching technique that would be implemented in teaching vocabulary using Pictorial Story.

b. Acting

In this activity, the teacher became a researcher and she was accompanied by English teacher as observer. Learning process was started by greeting, asked students to pray together, checking students' attendance and then the teacher gave brainstorming before started the material by asking the students "Have you ever read pictorial story? If you have, what the story about?" and some of the students answer the teacher's question. After that, the teacher said that she will give a story and describe the story that will be learnt. The teacher asked one of the students to read the story in front of the class and the other students must listen the story very well. After that the teacher asked the students what did the story about. The teacher read the story again and the students paid attention. If they found difficult words they can ask the meaning after the story finished. After finished, students asked the difficult words that they found and write down on the whiteboard. The teacher did not answer directly. Firstly, the teacher asked the other students to answer it. If they cannot answer, the teacher will answer it. The students pronounce the words together for two until three times. The students also asked to answer question about information of the story. To make class situation more relax, the teacher gave a quiz. The teacher gave some clues and the students asked to guess it and make a sentence. The students will receive a reward if they can answer it. At the last, the teacher reviewed all of

vocabularies. After all of the process had finished, the teacher evaluated students by giving a test.

The last, the teacher gave suggestions to the students to study hard and also learned the vocabulary and asked students to say *hamdalah* together then closed the meeting.

The result score of the first cycle was gotten from the achievement test. There were 20 questions, 10 multiple choice and 10 arrange words.

**Table 2**  
**The Score of Test at the first Cycle**

No.	Name	Score
1	Ahmad Sulvani	60
2	Heri Kiswanto	55
3	Mega Nur Oktavia L	65
4	Ahda Maulana	70
5	Ahmad Ramadhan P	70
6	Agas Sagatama	65
7	Anis Maulifah	60
8	Annas Nur Sabila Rosyid	55
9	Anjar Adi Priwanda	50
10	Andini Dewi	65
11	Alfiah Hidayatun Nikmah	55
12	Aprillya Zhafirah Aziz	70
13	Bagas Wastito Raharjo	65
14	Difa Ahmad	60
15	Dieto Hadi Ananta	60
16	Diah Yusvita Anggraini	70
17	Denisa Suganda	60
18	Diah Aprilia Firdyansah	85
19	Dimas Faisal Reza	55

20	Dandi	55
21	Dias Fasari	70
22	Durrotun Nafisah	85
23	Febry Adi Nugroho	75
24	Fahriza Yanuar	60
25	Fifin Fitriani	60
26	Heru Tri Irawan	55
27	Intan Farida	65
28	Intan Wulan Sari	70
29	Iis Nur Hasanah	70
30	Jihan Qurnia Renita EP	70
31	Aprilya Nur Widyastuty	65
32	Fernadhika Eka Putra	70
33	Nawawel Sakti Aroisi	70
	Total score	2135

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

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

$$M = \frac{2135}{33}$$

$$= 64,7$$

From the analysis above, it is clear that the average of the students test result of the first cycle was 64,7. There is improvement comparing to the pre-cycle, but the students still had difficulty in understanding vocabulary. Hence, the researcher

decided to conduct the next cycle and the teacher intended to give better explanation to them.

c. Observing

The observer observed students in learning process at class by using observation checklist. This observation was done in learning process of using Pictorial Story to teach vocabulary at the fourth grade of SDN 01 Mulyoharjo Jepara. It could be seen in the table below:

**Table 3**  
**Score of observation in first cycle**

No	Indicators	None (0%)	Few (< 20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation of vocabulary			√			3
2	The students are enthusiastic in responding the teacher's pronunciation				√		4
3	The students are enthusiastic in repeating the teacher's pronunciation				√		4
4	The students show curiosity by asking the questions		√				2
5	The students ask questions to clarify understanding		√				2
6	The students are enthusiastic in responding teachers' quiz or drills			√			3
7	The students answer teachers' questions			√			3
8	The students are enthusiastic in participating the quiz				√		4

9	The students complete the task correctly			√			3
10	The students are enthusiastic doing the test				√		4
	Total score	0	4	12	16	0	32

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{32}{50} \times 100\% \\
 &= \mathbf{64\%}
 \end{aligned}$$

According to the result of the observation above it can be concluded that more students joined the class enthusiastically but still did not respond well. They paid attention to the lesson, although some students made noisy.

d. Reflecting

From the result of the test above, showed that there were some students get pass in achievement test. The mean in first cycle was 64.7. It was because there were students still did not understand of the text and worksheet's direction.

For observing the students' participation, it showed that students still did not respond well for learning process using Pictorial Story to improve students' understanding on English vocabulary.

From the observation could be seen that the students are passive. Students still did not focus on the material; they did not listen to teacher's explanation.

Based on the notes above, the teacher as researcher must be more creative. The teacher is reflecting and evaluating the learning activities in the first cycle and tried to get solution on the problem by planning some action such as below:



- a. Teacher asked students to focus on study and not make noises
- b. Teacher asked students to be more active in the learning process.
- c. Teacher should manage class well.
- d. Teacher made class condition well to get students be more active.
- e. Teacher noted all of activities in class in learning process.
- f. Teacher used the other technique.
- g. Teacher changed the worksheet form.

The result from the reflecting could be used to make improvement. It was also used as reflecting for doing second cycle to get maximum research and repairing the third cycle if the result of the second cycle unsatisfied.

### **3. Second cycle**

Second cycle was conducted on 7 August 2010. The second cycle was the same with the first cycle. It was about teaching learning process and the achievement test, but the materials were different for the second cycle. The topic was something around the school. The test is followed by 33 students. The procedure as follow:

#### **a. Planning**

The teacher as researcher planned some activities to get maximum result in the second cycle. The planning of the second cycle is not far from first cycle. Such as arranged the lesson plan, attendance list, observation sheet, worksheet, and added of documenting for the second cycle. The researcher also prepared Pictorial Story that is appropriate with the material.

b. Acting

The teacher as a researcher did some activities such as in the first cycle. Learning process was started by greeting, asked students to pray together, and checking attendance. Then teacher asked the students to repeat previous lesson and asked about something around the school. In this cycle the teacher gave Pictorial Story books. A pictorial story book for two students. The students asked to read and understand the story individually. After that the students asked the difficult word and write down on the whiteboard. After get the meaning, the students pronounce the vocabulary together for two until three times. The students discussed about information of the story. The teacher gave a quiz like on the first cycle. At the last, the teacher reviewed all of vocabularies. After all of the process had finished, the teacher evaluated students by giving a test.

The last, the teacher gave suggestions to the students to study hard and also learned the vocabulary and asked students to say *hamdalah* together then closed the meeting.

The result score of the second cycle was gotten from the achievement test. There were 20 questions, 10 multiple choice and 10 matching words.

**Table 4**  
**The Score of Test at the Second Cycle**

No.	Name	Score
1	Ahmad Sulvani	65
2	Heri Kiswanto	65
3	Mega Nur Oktavia L	75
4	Ahda Maulana	75
5	Ahmad Ramadhan p	75

6	Agas Sagatama	65
7	Anis Maulifah	70
8	Annas Nur Sabila Rosyid	65
9	Anjar Adi Priwanda	55
10	Andini Dewi	70
11	Alfiah Hidayatun Nikmah	60
12	Aprillya Zhafirah Aziz	80
13	Bagas Wastito Raharjo	80
14	Difa Ahmad	65
15	Dieto Hadi Ananta	75
16	Diah Yusvita Anggraini	75
17	Denisa Suganda	70
18	Diah Aprilia Firdyansah	90
19	Dimas Faisal Reza	65
20	Dandi	60
21	Dias Fasari	70
22	Durrotun Nafisah	90
23	Febry Adi Nugroho	75
24	Fahriza Yanuar	65
25	Fifin Fitriani	65
26	Heru Tri Irawan	65
27	Intan Farida	75
28	Intan Wulan Sari	75
29	Iis Nur Hasanah	75
30	Jihan Qurnia Renita EP	85
31	Aprilya Nur Widyastuty	80
32	Fernadhika Eka Putra	75
33	Nawawel Sakti Aroisi	75
	Total score	2370

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

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

$$M = \frac{2370}{33}$$

$$= 71,8$$

The analysis above showed that the result of the second cycle was better than the previous one. There were many increases in this cycle. However, there was improvement for the students' ability although it was step by step.

c. Observing

The observer observed students in learning process at class by using observation checklist like at the first cycle. It could be seen in the table below:

**Table 5**  
**Score of Observation in Second Cycle**

No	Indicators	None (0%)	Few (< 20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation of vocabulary				√		4
2	The students are enthusiastic in responding the teacher's pronunciation					√	5
3	The students are enthusiastic in repeating the teacher's pronunciation					√	5

4	The students show curiosity by asking the questions		√				
5	The students ask questions to clarify understanding			√			3
6	The students are enthusiastic in responding teachers' quiz or drills			√			3
7	The students answers teachers' questions			√			3
8	The students are enthusiastic in participating the quiz				√		4
9	The students complete the task correctly					√	5
10	The students are enthusiastic doing the test				√		4
	Total score	0	4	12	16	0	37

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{37}{50} \times 100\% \\
 &= \mathbf{74\%}
 \end{aligned}$$

Based on the result of observation above, it can be concluded that many of the students joined the class enthusiastically. Teaching learning process ran well, but in the last time in the lesson, the bell made students did not concentrate to the lesson as they wanted to go back home soon. The teacher said that they will back home soon after did the test.

d. Reflecting

From the evaluation score in the second cycle above, it showed that there were 30 students had finished in achievement test is better. It showed that students had good achievement in the

study by using Pictorial Story to improve students' understanding on English vocabulary from the minimum score to good score. But, there were 3 students still have lower score. So the researcher decided to continue the action to the next cycle.

#### **4. Third cycle**

Third cycle was conducted on 14 August 2010. The third cycle was the same with the previous cycle. It was about teaching learning process and the achievement test, but the materials were different for the third cycle. The topic was animals. The test is followed by 33 students. The procedure as follow:

##### **a. Planning**

The researcher planned some activities to get maximum result in the third cycle. The planning of the third cycle is arranged the lesson plan, attendance list, observation sheet, worksheet, and added of documenting for the third cycle. The researcher also prepared Pictorial Story that is appropriate with the material.

##### **b. Acting**

The teacher as a researcher did some activities such as in the previous cycle. Learning process was started by greeting, asked students to pray together, and checking attendance. Then the teacher asked the students to repeat previous lesson and asked "Do you have pets? And how do you keep it?" and the students answer orally. The teacher read a story about animals. The students listen very enthusiastically. After that, the students asked the difficult word and write down on the whiteboard. After got the meaning the students pronounce the vocabulary together for two until three times. The students discussed about information of the story. The teacher gave a quiz like on the previous cycle. At the last, the

teacher reviewed all of vocabularies. After all of the process had finished, the teacher evaluated students by giving a test.

The last, the teacher gave suggestions to the students to study hard and also learned the vocabulary and asked students to say *hamdalah* together then closed the meeting.

The result score of the third cycle was gotten the achievement test. There were 20 questions, 10 multiple choice and 10 matching words.

**Table 6**  
**The Score of Test at the Third Cycle**

No.	Name	Score
1	Ahmad Sulvani	70
2	Heri Kiswanto	75
3	Mega Nur Oktavia L	75
4	Ahda Maulana	80
5	Ahmad Ramadhan p	75
6	Agas Sagatama	75
7	Anis Maulifah	75
8	Annas Nur Sabila Rosyid	70
9	Anjar Adi Priwanda	65
10	Andini Dewi	75
11	Alfiah Hidayatun Nikmah	65
12	Aprillya Zhafirah Aziz	85
13	Bagas Wastito Raharjo	75
14	Difa Ahmad	65
15	Dieto Hadi Ananta	80
16	Diah Yusvita Anggraini	75
17	Denisa Suganda	75
18	Diah Aprilia Firdyansah	90
19	Dimas Faisal Reza	70

20	Dandi	65
21	Dias Fasari	75
22	Durrotun Nafisah	95
23	Febry Adi Nugroho	75
24	Fahriza Yanuar	75
25	Fifin Fitriani	70
26	Heru Tri Irawan	70
27	Intan Farida	80
28	Intan Wulan Sari	80
29	Iis Nur Hasanah	75
30	Jihan Qurnia Renita EP	85
31	Aprilya Nur Widyastuty	85
32	Fernadhika Eka Putra	75
33	Nawawel Sakti Aroisi	80
	Total score	2500

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

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

$$M = \frac{2500}{33}$$

$$= 75,7$$

From the analysis above, the average achievement of the students final test was 75,7. The researcher felt that the implementation of Pictorial Story to improve students' understanding on English vocabulary was successful. The students'



use of the target language increased as well as their motivation to learn English.

c. Observing

The observer observed students in learning process at class by using observation checklist like at the first cycle. It could be seen in the table below:

**Table 7**  
**Score of Observation in Third Cycle**

No	Indicators	None (0%)	Few (< 20%)	Half (20- 49% )	Many (50%- 69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation of vocabulary				√		4
2	The students are enthusiastic in responding the teacher's pronunciation				√		4
3	The students are enthusiastic in repeating the teacher's pronunciation					√	5
4	The students show curiosity by asking the questions				√		4
5	The students ask questions to clarify understanding			√			3
6	The students are enthusiastic in responding teachers' quiz or drills			√			3
7	The students answers teachers questions			√			3
8	The students are enthusiastic in participating the quiz				√		4
9	The students complete the task correctly					√	5
10	The students are enthusiastic doing the test					√	5

Total score	0	0	9	16	15	40
-------------	---	---	---	----	----	----

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{40}{50} \times 100\% \\
 &= 80\%
 \end{aligned}$$

Based on the result of observation above, it can be concluded that the majority of the students joined the class enthusiastically. All activities in the third cycle could run well. It can be seen from their responses. While the teacher was presenting the lesson, majority of the students were paying attention to her and they tried to answer the questions correctly and enthusiastically.

d. Reflecting

The result of the third cycle was also considered as implementation. It was better than previous one. There was an improvement in this cycle. The condition of the class was getting better. The students did not run around the class again and did not speak loudly in the class. It was because they are interesting to study with Pictorial Story that the teacher never uses it as teaching aid before and also the researcher gave reward to the students who can answer the question correctly and gave punishment to the students who made noisy.

The researcher concluded that the problems have been solving using Pictorial Story to teaching English vocabulary although the students were not quite familiar with the English words about animals. The vocabularies were completely new for them.

In this study, the researcher also used interview as supporting data; it was about the responses of the teacher and the students toward the use of Pictorial Story in teaching process. It was conducted on Saturday; August 14, 2010 in the end of third cycle. Firstly, the researcher interviewed the students and then the teacher. The researcher just interviewed five students. The researcher asked nine questions to the students and the teacher about their responses of using Pictorial Story in teaching process.

All of the students had positive responses toward the teaching activity by using Pictorial Story. They were enjoying the learning process. Learning English by using Pictorial Story was interesting technique. They can look the picture with full of colors. The pictorial story have interesting story. According the English teacher, Pictorial Story is an interesting medium to teach English vocabulary for elementary school students. The words that are used were simple and easy to understand the vocabulary.

After the interview had finished, the researcher found that most of the students had positive responses toward the teaching activity and it was supported by the increase of the students' average that could be seen in the result of the post-test.

It proved that the use of Pictorial Story could motivate the students' interest in learning English and understanding as a second language and also helped them to learn and memorize easily the English words started from the things around them.

## **B. The Analysis of the Whole Meetings**

**Table 8**  
**Comparison of the Average Students Score on Pre Cycle 1,**  
**Cycle 2, and Cycle 3**

No	Cycle	Mean
1	Pre-cycle	57,4
2	Cycle 1	64,7
3	Cycle 2	71,8
4	Cycle 3	75,7

**Table 9**  
**Comparison of Students' Enthusiastic Percentage in Response Teaching Learning Process Using Pictorial Story on Pre-Cycle, Cycle I, Cycle 2 and Cycle 3.**

No	Cycle	Total Score	Percentage (%)
1	Cycle 1	32	64
2	Cycle 2	37	74
3	Cycle 3	40	80

As whole the meetings ran well. There was some significant improvement from first cycle to third cycle.

In the pre test, all of the students have been doing the test, and the average result was 57,4 in this activity, the teacher still uses conventional method. In teaching learning process, only half of the students are active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who sit down in backside. They like talk with their pairs. The students look boring and sleepy.

In the first cycle, the teacher used Pictorial Story to teach the students. In teaching learning process, there were many of students joined the class enthusiastically. From the result of the achievement test, showed that there were some students get pass in achievement test. The mean in first cycle was 64.7. It was because there were students still did not understand of the text and worksheet's direction.

For observing the students' participation, it showed that students still did not respond well for learning process using Pictorial Story to improve students' understanding on English vocabulary. From the observation could be seen that the students are passive. Students still did not focus on the material; they did not listen to teacher's explanation.

In the second cycle, the average result was 71,8 it was higher than result of the first cycle. It showed that there was some significant improvement in students' achievement. In this cycle there were 30 students had finished in evaluation test is better. It showed that students had good achievement in the study by using Pictorial Story to improve students' understanding on English vocabulary from the minimum score to good score. But, there were 3 students still have lower score. So the researcher decided to continue the action to the next cycle.

In the third cycle, the average result was 75,7. The result of the third cycle was also considered as implementation. It was better than previous one before the lesson began, the researcher asked the students to give more pay attention to the lesson. There was an improvement in this cycle. In teaching learning process, majority of the students joined the class enthusiastically. All activities in this cycle ran well.

The researcher felt that the implementation of Pictorial Story as teaching aid to improve young learners' understanding to teaching English vocabulary was successful. Because Pictorial Story is interesting teaching aid to the students and a great way to present, practice, and recycle vocabulary. So, Pictorial Story is helpful in the process of learning vocabulary of a new language.

### **C. The Use of Pictorial Story to Improve Students' Understanding in English Vocabulary**

Pictorial Story is one of the teaching media that can be used by the teacher to help him in teaching vocabulary on the text. Learning English vocabulary by using Pictorial Story is an interesting way. Pictorial Story is

completed by funny story and picture with full color, so the students can understand and memorize the vocabulary easily. If the students have been interested with story, they can enjoy and interested in the teaching learning process, they can memorize the words easily and they did not confuse to understand vocabulary on the text. Beside that they did not feel bore in teaching learning process.

When the students have been interested with Pictorial Story, and like to read story, it will stimulate them to memorize vocabulary easily. Indirectly, Pictorial Story helps the students who have feeling boredom in learning vocabulary, but the teacher also must give motivation to the students in order to learn English well.

It can be shown that the data analyzes result of the student's successful indicator of observation in classroom action research with fourth graders on SDN 01 Mulyoharjo Jepara in the academic year 2010/2011 that have been done the researcher as follow:

**Table 10**

No	Indicators	Score each cycle		
		Cycle 1	Cycle 2	Cycle 3
1	The students are enthusiastic in listening to teachers' explanation of vocabulary	Half	Many	Many
2	The students are enthusiastic in responding the teacher's pronunciation	Many	Majority	Many
3	The students are enthusiastic in repeating the teacher's pronunciation	Many	Majority	Majority
4	The students show curiosity by asking the questions	Few	Few	Many
5	The students ask questions to clarify understanding	Few	Half	Half
6	The students are enthusiastic in	Half	Half	Half

	responding teachers' quiz or drills			
7	The students answers teachers' questions	Half	Half	Half
8	The students are enthusiastic in participating the quiz	Many	Many	Many
9	The students complete the task correctly	Half	Many	Majority
10	The students are enthusiastic doing the test	Many	Many	Majority

Based on the result of observation above, it can be said that Pictorial Story is interesting teaching aid to teach the students especially on English vocabulary. Students are enthusiastic when they are taught using Pictorial Story and fun activities. Pictorial Story can give stimulates to the students who have low motivation in learning.