CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Result of the Study

This chapter deals with the analysis of 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 spoof text to improve students' memory on concrete noun and to find out the improvement of students' memory on concrete noun after being taught using spoof. In this research, the researcher uses classroom action research. Its purposes are to know students ability in receiving and memorizing concrete noun. In these findings, the researcher presents the result of research and the analysis of the data collected which are conducted through three cycles that consist of pre-cycle and two cycles of treatment. Pre-cycle considered as the preliminary reflection, two times of treatment are the teaching and learning processes using spoof and the assessment tests.

B. Implementation Spoof in Teaching Concrete Noun and the Improve of Students' Memory on Concrete Noun

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 first test of the students. It was held on 20 March 2010. The test score is used to know the students' ability in memorizing concrete noun. Based on the observation result of teaching learning process, the researcher saw that teacher still uses conventional methods, the teacher only translates the text and monotone, and so, the students are easy to get bored. In the last time, students had to do some assessments. The researcher gives a text, the topic was about Jogjakarta. There were 10 questions in the test; all questions were about Jogjakarta

based on the text given. It was followed by 28 students as the participants of the study. The teacher provided 30 minutes for them to do the test. The purpose of the test was to measure the increasing of the students' ability in receiving and memorizing vocabulary especially on concrete noun. The score from pre cycle could be seen in the table below:

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

Table 1
Scoring Data from the first Test in Pre Cycle.

Number		Students' Code	Score
Urt	Induk		
1	1900	A1	60
2	1943	A2	50
3	1944	A3	60
4	1945	A4	60
5	1949	A5	70
6	1952	A6	70
7	1953	A7	90
8	1955	A8	70
9	1959	A9	40
10	1960	A10	40
11	1966	A11	60
12	1972	A12	70
13	1973	A13	70
14	1974	A14	60
15	1975	A15	70
16	1978	A16	80
17	1984	A17	60
18	1985	A18	70
19	1988	A19	50
20	1993	A20	70
21	2063	A21	60
22	2064	A22	80
23	2150	A23	50
24	2151	A24	80
25	2157	A25	70
26	2166	A26	70
27	2258	A27	60

28	2259	A28	70
			$\sum = 1810$
			$M = \frac{\sum X}{N}$
			$= \frac{1810}{28}$
		$\sum = 28$	$= 64.6428571$

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

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

Explanation:

M   : the average of the students' score

ΣX : total score

N   : the number of students

$$M = \frac{\Sigma X}{N} = \frac{1810}{28} = 64.6428571$$
$$= 64.6\%$$

The average score of the students test for pre cycle test is 64.6%. 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 5A still have difficulties in memorizing concrete noun. Hence, the researcher intended to help them to improve their vocabulary especially on concrete noun by using spoof so that it could improve their vocabulary especially on concrete noun. Researcher considers that by giving continuous improvement to the students they will get better result.

2. **Implementation Spoof in Teaching Concrete Noun and Students' Score in First Cycle**

The first cycle was held on 22 March 2010. The first cycle was about teaching learning process and the assessment test. The researcher did research of using spoof text to improve students' memory on concrete

noun at class V A SD Ngadirgo 03 Mijen Semarang. The topic was healthy. There were 28 students. There were four steps in this cycle such as below:

1) 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 'spoof text'.

2. The researcher prepared the teaching learning process resources, such as, the materials, text of spoof, students' attendance list, worksheet, and the observation sheet.

3. Planned the teaching technique that would be implemented in teaching concrete noun using spoof text.

2) Acting

Learning process was started by greeting, asked students to pray together, checking attendance, and then teacher gives introduction about materials by asking some questions such as have you ever got sick?, what do you do to keep your body healthy? Have you ever had a funny experience when got sick? Etc. The students answer question orally. The teacher tells her own funny story to students and the students identify the part of the story told and which concrete noun. Then teacher shows a text of funny story (spoof text) about healthy, the text can be seen in the (appendix) and asks the students to read and understanding the text, teacher also gives the meaning of difficult words and then teacher and students discuss the message of the story.

After all of the activity had finished, teacher divided students into 4 groups with random and consist of 7 students and asked each group to matching some words with their meanings quickly and then one of students from each groups wrote the result of discuss on the white board.

From the process above, the teacher as researcher observed the enthusiast students' in learning English vocabulary especially on concrete noun.

After all of the process had finished, teacher evaluated students by gave evaluation test. The evaluations were used to control learning program.

The last, teachers gives suggestion to the students to study hard and also memorize vocabulary especially on concrete noun and asked students to say hamdalah together then she closed the meeting.

The result score of the first cycle was gotten by researcher from the evaluation test. There were 10 questions from multiple choice test. The scoring from the test such as below:

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

Table 2
The Score from the Evaluation Test by Using spoof to Improve Students' memory on new vocabulary at the first Cycle

Number		Students' Code	Score
Urt	Induk		
1	1900	A1	60
2	1943	A2	50
3	1944	A3	70
4	1945	A4	70
5	1949	A5	80
6	1952	A6	70
7	1953	A7	90
8	1955	A8	90
9	1959	A9	50
10	1960	A10	50
11	1966	A11	60
12	1972	A12	70
13	1973	A13	70
14	1974	A14	60
15	1975	A15	70
16	1978	A16	100
17	1984	A17	60

18	1985	A18	70
19	1988	A19	60
20	1993	A20	80
21	2063	A21	70
22	2064	A22	90
23	2150	A23	60
24	2151	A24	70
25	2157	A25	80
26	2166	A26	70
27	2258	A27	60
28	2259	A28	70
			$\sum = 1950$ M= $\frac{\sum X}{N}$ $=\frac{1950}{28}$
		$\sum = 28$	= 69.6428571

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

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

Explanation:

M   : the average of the students' score

ΣX : total score

N   : the number of students

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

$$= \frac{1950}{28} = 69.64$$

$$= 69.6\%$$

From the analysis above, it is clear that the average of the students test result of the first cycle was 69.6%. There is improvement comparing to the pre-cycle. But the students still had difficulty in understanding text and memorizing vocabulary especially on concrete

noun. Hence, the researcher decided to conduct the next cycle and the teacher intended to give better explanation to them.

3) **Observing**

      The researcher observed students in learning process at class by using observation instrument. This observation was done in learning process of using spoof text to teach vocabulary especially on concrete noun at the fifth grade of SD Ngadirgo 03. There were notes for student's participation in this research. It could be seen in the table below:

Table 3
Score of observation in first cycle

No	Indicators	Poor (0-35%)	Fair (40-59%)	Avarage (60-74%)	Good (75-84%)	Exellent(85-100%)	Total Score
		1	2	3	4	5	
1	Student's attendance					√	5
2	Students pay attentions toward teacher's explanation			√			3
3	The students are seriousness in understanding the material			√			3
4	The students show curiosity by asking the questions to clarify understanding				√		4
5	The students are enthusiastic in responding teachers' question		√				2
6	Students are active during learning and teaching process		√				2
7	The students are active in group work			√			3
8	The students are discipline in doing the task in individual work.				√		4
9	The students are			√			3

	enthusiastic in doing the test					
10	The students memorizing vocabulary especially on concrete noun easily			√			3
	Total score	0	4	15	8	5	32

Score $= \dfrac{Total\ score}{max\,imal\ score} x100\%$

$= \dfrac{32}{50}$ x 100

$= 64\ \%$

First meeting, all of students were attended in class. From observation, the researcher knew that students' activeness were poor. Most of students did not join the class enthusiastically and still did not respond well. Their attentions to the lesson were enough, but some students made noisy when teacher explained the material, because they still confused with the researcher direction. Students still did not focus on the material, they did not listen to teacher's explanation, and there were many students were still passive in learning process, in grouping, and working evaluation themselves. In understanding the text, the students felt difficult because the students not knew the meaning of vocabulary in the text. In memorizing concrete noun, most of students felt lazy because there were some words that they felt difficult to knew meaning of vocabulary and still unfamiliar.

4) Reflecting

From the result of the evaluation test above, showed that there were some students get pass in evaluation test. The mean in first cycle was 69.6. It was because there were students still did not understand of the text.

For observing the students' participation, it showed that students still did not respond well for learning process using spoof to improve students' memory on concrete noun.

From the observation could be seen that student's 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 still passive in learning process, in grouping, and working evaluation themselves.

Based on the notes above, the teachers as researcher must be more creative in delivering material by using spoof to improve students' memory on concrete noun. Teacher completed the student's observation in the first cycle and then she 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 below:

a. Teacher asked students to focus on study and asked students to do work by themselves.
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.

From the reflecting above, it got solution of the problem of learning process by using spoof to improve students' memory on concrete noun at the fifth grade of SD Ngadirgo 03 Mijen Semarang. 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. **Implementation Spoof in Teaching concrete noun and Students Score in Second Cycle**

This cycle was hold on 29 March 2010. This cycles consisted of several steps such as below:

1) **Planning**

> The researcher planned some activities to get maximum result in the second cycle. She does same weakness such as the first cycle. The planning of the second cycles such arranged the lesson plan, attendance list, observation sheet, evaluation test and added of documenting for the second cycle.

2) **Acting**

> The 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 gave warming up such as gave questions about material, gave a text about animals and asked them to read together. After finishing reading together, teacher wrote some name of animals on white board and asked students to read together after teacher read. And then teacher and students discuss about text given.

> After all of the activities had finished, teacher divided students into 4 groups and each group consist of 7 students to matching some words with their meanings quickly and one of students wrote result from discussion of group on white board.

> After all of the process had finished, teacher evaluated students by giving evaluation test. The evaluation test was used to control learning program then they checked it together.

> The last, teacher asked students to say hamdalah together then she closed the meeting.

> The result score in the second cycles was gotten by researcher from evaluation test. There were 10 questions. The scoring from the test in the second cycle such as below:

Table 4
The Score from the Evaluation Test by Using spoof to Improve
Students' memory on new vocabulary at the second Cycle

Number		Students' Code	Score
Urt	Induk		
1	1900	A1	80
2	1943	A2	60
3	1944	A3	80
4	1945	A4	80
5	1949	A5	90
6	1952	A6	80
7	1953	A7	100
8	1955	A8	90
9	1959	A9	60
10	1960	A10	60
11	1966	A11	80
12	1972	A12	70
13	1973	A13	90
14	1974	A14	70
15	1975	A15	80
16	1978	A16	100
17	1984	A17	70
18	1985	A18	80
19	1988	A19	60
20	1993	A20	90
21	2063	A21	70
22	2064	A22	90
23	2150	A23	60
24	2151	A24	70
25	2157	A25	70
26	2166	A26	90
27	2258	A27	60
28	2259	A28	70
			$\sum = 2150$
			$M = \dfrac{\sum X}{N}$
		$\sum = 28$	$= \dfrac{2150}{28}$ $= 76.7857143$

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

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

Explanation:

M   : the average of the students' score

ΣX : total score

N   : the number of students

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

$$= \frac{2150}{28} = 76.7857143$$

$$= 76.8\%$$

From the analysis above, the average achievement of the students' final test was 76.8%. The researcher felt that the implementation of spoof to improve students' memory on concrete noun was successful. The students' use of the target language increased as well as their motivation to learn English.

3) Observing

The researcher observed students in learning process at class by using observation instrument. This observation was done in learning process of using spoof text to teach concrete noun at the fifth grade of SD Ngadirgo 03. There were notes for student's participation in this research. It could be seen in the table below:

Table 5
Score of observation in second cycle

No	Indicators	Poor (0-35%)	Fair (40-59%)	Avarage (60-74%)	Good (75-84%)	Exellent (85-100%)	Total Score
		1	2	3	4	5	
1	Student's attendance					√	5
2	Students pay attentions toward teacher's				√		4

	explanation						
3	The students are seriousness in understanding the material			√			3
4	The students show curiosity by asking the questions to clarify understanding			√			3
5	The students are enthusiastic in responding teachers' question			√			3
6	Students are active during learning and teaching process				√		4
7	The students are active in group work			√			3
8	The students are discipline in doing the task in individual work.				√		4
9	The students are enthusiastic in doing the test				√		4
10	The students memorizing on concrete noun easily				√		4
	Total score	0	0	12	20	5	37

Score $= \dfrac{Total\ score}{\max imal\ score} x100\%$

$= \dfrac{37}{50}$ x 100

$= 74\ \%$

Based on the result of observation above, all activities in the second cycle could run well. All of students were attended in class, it could be seen that the majority of the students joined the class enthusiastically and students were more active in the second cycle. They were able to respond the researcher's explanation better; students to be more active to ask the researcher if they did not understand about the material and they could understand the text easily. The students are discipline in doing the task in individual and group work. They tried to answer the questions correctly and enthusiastically.

4) **Reflecting**

From the evaluation score in the second cycle above, it showed that there were 28 students had finished in evaluation test is better. It showed that students had good achievement in the study by using spoof to improve students' memory on concrete noun from the minimum score to good score.

The result of the student's participation showed that there were students were good participation or amount 74%, It means that the students were good in respond the material in the second cycle well. It also showed that students were active in learning process by using spoof to improve students' memory on concrete noun.

From observation that researcher observed, it showed that students were more active in the second cycle. They were able to respond the teacher's explanation because if they made crowded or did not listen to the teacher's explanation so teacher asked them to come forward and memorizing the words has given. Beside that, students were more active to ask to the teacher if they did not understand about the text. They were also diligent to do work by themselves although students still did not discipline because they felt bored if the study went over time.

Teaching vocabulary by using spoof text was able to improve the student's memorize concrete noun. The student's achievement was fulfilled although there were little students were still did not getting satisfy achievement. By analyzing result of the research in the second cycle, this research was stopped by the researcher.

C. **The Analysis of The Whole Meetings**

Table
Comparison percentage students enthusiastic in response teaching learning process using spoof on pre cycle, cycle I, and cycle 2.

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

Table
Comparison the average of students score
on pre cycle, cycle 1, and cycle 2.

No	Cycle	Mean
1	Pre-cycle	64,6%
2	Cycle 1	69,6%
3	Cycle 2	76,8%

As whole the meetings ran well. There was some significant improvement from pre cycle to cycle two.

In the pre test, all of the students have been doing the test, and the average result was 64.6% in this activity, the teacher still use conventional method. She did not use spoof as teaching aid. 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 average result of test was 69.6%. The teacher began use spoof to teach the students. In teaching learning process, there were many of students joined the class enthusiastically, the average result of observations was 64% but the students still did not respond well. They paid attention to the lesson, although many of students still confused with the researcher and the teacher direction.

In the last cycle, the average result was 76.8% it was higher than result in the cycle before. It showed that there was some significant improvement in students' achievement. And the students give response well, it showed the result of observation was 74%, it was better than cycle before.

The researcher felt that the implementation of spoof text as teaching aid to improve students' memory on concrete noun was successful. Because spoof is interesting text, so, spoof texts are helpful in the process of teaching vocabulary especially on concrete noun.

4. The Use of Spoof to Improve Students' Memory on Concrete Noun

The spoof is one of the teaching media that can be used by the teacher to help him in teaching concrete noun on the text. Learn vocabulary of the text using spoof is interesting to the students, because spoof is funny story; students can receive and memorizing concrete noun easily. If the students have been interest with story, they can enjoy and interest 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 have feel bore in teaching learning process.

When the students have been interest with spoof, and like to read story, it will stimulate them to memorizing concrete noun easily. Indirectly, spoof text helps the students who have feeling boredom in learn concrete noun. But the teacher also must give motivation to the students in order to learn English well.