

## **CHAPTER IV**

### **RESEARCH FINDINGS AND ANALYSIS**

#### **A. Finding of the Research**

In this chapter, the researcher would like to describe and discuss the finding of the research. As mentioned in the previous chapter that in this research, the researcher wants to know the implementation of fairy tales to develop students' vocabulary power on past form and to identify the development of students' vocabulary power on past form after being taught through fairy tales. In this research, the researcher used classroom action research. Its purpose is to develop students' vocabulary on past form. In these findings, the researcher present the result of research and the analysis of the data collected which are preliminary research and three cycles that consist of cycle I, cycle II, and cycle III. The results descriptions of all cycles are as follows:

##### **1. Preliminary Research**

A preliminary research was conducted on August 16<sup>th</sup>, 2010. It was done by asking some document from the English teacher and observed the classroom activity during the English lesson before being taught using fairy tales. Mrs. Ratinah Asmantika, S. Pd. said that the students' interest and ability toward English subject were low because they thought that English is very difficult because of limited vocabulary they had for example students still confused about past form in changing from infinitive or verb 1. It might be caused of some possibility reasons, such as the less facility or method supported in English lesson for example there is no interested technique or media in teaching learning process.

Besides that, the researcher also did the observation used in this activity. From the observation, the researcher found some facts that happen in the classroom during in English lesson. It could be described as below: the English teacher explained the material still use

conventional method; the teacher only uses LKS, and used conventional method (teacher learning center). When the teacher explained the material, there were some students did not pay attention to teacher' explanation. In teaching learning process, the students did not being active by asking to the teacher related to the material learn. They just kept silent and did the exercise from the teacher without understand the point of the material.

In the last activity, the teacher gave test that contains 10 items of multiple choices. The test was followed by 40 students as the participants of the study and they were given 30 minutes to do it. The purpose of the test was to measure students' achievement. And the minimum standard passing criteria of English at SMPN 23 Semarang is 60.

Based on the document from the teacher, most of students got the difficulties in deciding the main idea of reading narrative text and some new vocabularies words especially past form (Verb 2) also made them had difficulties in understanding a passage. Then, the researcher and the teacher decided to plan the action in the next activity of teaching learning process. The researcher hopes that by using fairy tales in teaching English will make students' vocabulary power better.

## **2. First Cycle**

The first cycle was conducted on August 24<sup>th</sup>, 2010. The first cycle was about teaching and learning process and the assessment test. There were 40 students who present. In this cycle the teaching and learning process was begun. The teacher used fairy tale entitled "Snow White and The Dwarfs" as medium and used audio visual and talking stick method and the researcher prepared the stick. The teacher told them that during the lesson they had to pay attention to the lesson carefully. Moreover, she asked them to be quiet and not to make any noises in the class.

Further result explained as follows:

### **a. Planning**

The teacher arranged the learning instrument such as:

- 1) Prepared the teaching material related to the material (fairy tale entitled “Snow White and The Dwarfs” as narrative text).
- 2) Prepared lesson plan.
- 3) Prepared checklist observation.
- 4) Prepared the material for test.
- 5) Prepared stick
- 6) Students’ attendance list

From planning above, the teacher used lesson plan as the form to implement of action will be done. In this phase, the teacher began from pre-activity, whilst activity, and post-activity.

Pre activity is the activity where a teacher must prepared for teaching learning process. In this activity, the teacher greets the students, checked the students’ attendance in order to the teacher knew who the students absent today. In the whilst activity, the teacher explained the material (narrative text), grammatical features and generic structure of the text. Then teacher divided students into groups, each group consist of four students. Then, the last activity is post activity, in this phase, the students created mind map based on the story discussed with their group.

b. Acting

- 1) Teacher introduced the material through short video in front of class. That video explained about an example of narrative text, then, simple past tense. It also explained verb which is used in simple past tense included how the changing of verb 1 (infinitive) into verb 2 (past form) is.
- 2) Teacher introduced that the fairy tales as example of narrative text which had simple past tense as language feature that contains past form.
- 3) After those activities teacher explained about fairy tale including: what fairy tale is, the minimum elements of fairy tale:

- a) Special beginning and or ending word
  - b) Good or nice character
  - c) Evil or bad character
  - d) Royalty and or a castle
  - e) Magic
  - f) Problem and solution
- 4) Teacher gave text of fairy tale entitle “Snow White” to each student.
  - 5) Teacher asked students to read the fairy tale for about ten minutes and asked them to understand what the core of fairy tale was.
  - 6) Teacher asked students to close the text.
  - 7) Teacher took a stick which is prepared before and pointed student one by one to answer the teacher’s question based on the text. For examples:
    - a) Mention the verbs that are used in the text!
    - b) Who has the good character?
    - c) Where was the story take place?
  - 8) Teacher corrected the students’ answer. Teacher said that the verbs that were used in this text is past form (V2) and some of them changed not added *-ed* because it were example of irregular verb.
  - 9) Teacher gave students a chance to get reflecting from the material that was learned.
  - 10) Students concluded the lesson together.
  - 11) Thus, Teacher gave test to students.
- c. Observing
- The observation on the students in first cycle was checked as bellow:
- 1) Students paid attention to the lesson, although some students cannot answer the question because they still confused about changing the infinitive to past form in the fairy tale.

- 2) Some students showed curiosity by asking about characters, setting, problem, and etc.
  - 3) There was improvement comparing to the preliminary research, but not satisfy enough.
- d. Reflecting
- 1) The students activity in learning process had not maximal. It was caused many students did not pay attention to the teacher. It still there where many students spoke with their friend when teaching learning process was progress. Beside that, there were many students that did not understand the instruction that was given by the teacher.
  - 2) The students' work in learning process still less maximal. It can be seen from the less of students' score.
  - 3) Some students were wrong in answering teacher's question. Some of them can't get the meaning, because they were some new vocabularies which they didn't know before such as decided, ran, meanwhile, woke up, saw, and told.
  - 4) After evaluating the result of data, teacher and the researcher discussed and decided to conduct the next cycle and the teacher intended to give better explanation to them. The teacher was going to use giving question and getting answer method in next cycle.

### **3. Second Cycles**

The second cycle is done based on the result of reflection from the first cycle. The second cycle was held on August 30<sup>th</sup>, 2010. The second cycle was with the same with the first cycle. It was about teaching learning process and the assessment test, but the material and method were different from the first cycle. The material about fairy tales entitled "The Golden Tree". There were 40 students. There was no student who was absent that day. In the second cycle, the researcher prepared flash

cards as teaching media. Before the lesson started, he asked the student to give more attention to the lesson.

The problem that faced by the researcher and the teacher in the previous cycle is the students still confused and difficult to understand about changing the infinitive to past form. So it is needed another action in order the next cycle makes some improvement of students' understanding on past form. Then, the teacher and researcher used the giving question and getting answer method to teach English through fairy tale. The title was "The Golden Tree". The procedure as follow:

a. Planning:

- 1) Identified the problem and made the solution for problem.
- 2) Prepared the teaching material (fairy tale as narrative text).
- 3) Arranged the lesson plan.
- 4) Prepared flash cards contained question card and answer card.
- 5) Prepared check list observation.
- 6) Prepared students' attendance list.
- 7) Prepared formative test.

b. Acting:

- 1) Teacher reviewed and asked some questions discussed at the previous meeting. For example: what is the fairy tale? Mention the elements of fairy tales!
- 2) Teacher gave to students a narrative text of fairy tale.
- 3) After that, teacher explained the rules of giving question and getting answer method in teaching, that it is kind of teaching method which if student want to answer the question, he gives answer card to teacher, and if he wants to give question to other, he give question card to teacher.
- 4) Next, teacher gave question card and answer card for each student.
- 5) Teacher asked students to read text that they had for 15 minutes approximately.

- 6) Teacher asked student to answer her question. Then, the student could give question to other students.
  - 7) Teacher got to the last student whom still has question card or answer card to make conclusion or resume.
  - 8) Teacher asked the students about their understanding of the Golden Tree, and reviewed of all the content of the story.
  - 9) Teacher helped the students to understand the text.
  - 10) Teacher reviewed the material.
  - 11) Teacher gave formative test at the last lesson.
- c. Observing:

The researcher observed the teaching learning process and compare with first cycle. The observation in second cycle had been checked that based on the result of observation check list, it could be concluded that many the students were enthusiastic in learning English with fairy tales as media of teaching vocabulary.

- d. Reflecting:

The analysis for second cycles showed that the result of the second cycles was better than the previous one. There was more development in this cycle. However, there was development for the students' vocabulary power on past form, but there were 12 students still had lower score. So the researcher decided to continue the action to the next cycle and used guided note taking method.

#### **4. Third Cycle**

The third cycle is done based on the result of reflection from the second cycle. The third cycle was conducted on September 1<sup>st</sup>, 2010. It was about teaching learning process and the assessment test, but the material and method were different from the second cycle. The material about fairy tales entitled "Sleeping Beauty". There were 40 students. There was no student who is absent that day. In the third cycle, the researcher prepared papers as teaching media.

There are some problems that faced by the students in the previous cycle, there are 12 students had low score, so the researcher and the teacher did this cycle to repair the strategy which used in teaching learning process. The researcher and the teacher try to maximum the students' development and motivation in English lesson. So, the teacher used guided note taking method in this teaching learning process. The procedure as follow:

a. Planning:

- 1) Prepared the teaching media (text of fairy tale and flash card).
- 2) Prepared the lesson plan based on the teaching material.
- 3) Prepared check list observation.
- 4) Prepared students' attendance list.
- 5) Prepared formative test.

b. Acting:

- 1) Teacher gave questions to the students discussed in previous meeting.
- 2) Teacher gives text (fairy tales) which contains missing words to students.
- 3) Teacher explained that the blanked words were intentional to maintain the students' attention forward the teaching process.
- 4) Teacher asked students to fulfill the missing words during teacher conveyed the material.
- 5) After finishing speech, teacher divided students into groups and asked them to discuss the material.
- 6) Teacher asked one of students to read his handout in front of class.
- 7) Teacher corrected it.
- 8) After that, teacher asked one of students to come forward and took one of flash cards which had verb letter like play, study, eat, etc.



- 9) Teacher asked the student whom got the flash card to make simple past tense sentence based on the letter. And it was going on until six students.
- 10) Teacher corrected the answer.
- 11) Teacher gave chance to students for asking questions, if there were difficulties in learning.
- 12) Teacher gave formative test to students.

c. Observing:

The researcher observed the teaching learning process and compared with second cycle. Based on the result of observation check list, it can be concluded that many students learned English enthusiastically. All activities in the third cycles could run well. It could be seen from their response. While the teacher was presenting the lesson, majority of the students paid attention to her and they are seriously in understanding the core of fairy tales.

d. Reflecting:

- 1) The result of third cycle was also considered as implementation. It was better than previous one; every student had good mark in this cycle. There was an improvement in this cycle.
- 2) The condition of the class was getting better. The students did not make noises and could do their best.
- 3) The result of this analysis could be used as review to use fairy tales in teaching vocabulary and it could develop students' vocabulary power on past form.
- 4) The collaborator teacher and the researcher discussed to quite the cycle or enough with this cycle.

## B. The Analysis of the Result

### 1. Preliminary Research

In this activity, the teacher taught reading text as usual. In the last activity, teacher gave comprehension test to measure students' ability in reading narrative text. After implementing the test, the teacher examined it and gave score.

From the observation, the researcher found some facts that happen in the classroom during in English lesson. In teaching learning process, the students did not being active by asking to the teacher related to the material learn. They just kept silent and did the exercise from the teacher without understand the point of the material.

After giving the test, the teacher examined the answer sheet and found the results. Then the data had been analyzed, the teacher counted the mean to know the average score of students.

The score of all students that had been counted as follow:

Table 2  
Score test in preliminary research

No	Students' Code	Score
1	B-1	60
2	B-2	50
3	B-3	40
4	B-4	40
5	B-5	40
6	B-6	50
7	B-7	60
8	B-8	90
9	B-9	50
10	B-10	60
11	B-11	60
12	B-12	60
13	B-13	80
14	B-14	70
15	B-15	60
16	B-16	70
17	B-17	60

18	B-18	50
19	B-19	70
20	B-20	60
21	B-21	40
22	B-22	60
23	B-23	50
24	B-24	60
25	B-25	70
26	B-26	60
27	B-27	60
28	B-28	50
29	B-29	50
30	B-30	60
31	B-31	70
32	B-32	60
33	B-33	50
34	B-34	60
35	B-35	50
36	B-36	50
37	B-37	40
38	B-38	50
39	B-39	60
40	B-40	30
<b>Total Score</b>		<b>2260</b>

To know the mean of students score, the formula is as follow:

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

Where:  $M$  : The average of student score

$\sum x$  : Total score

$n$  : The number of students

$$\begin{aligned}
 M &= \frac{\sum X}{n} \\
 &= \frac{2260}{40} \\
 &= 56,5
 \end{aligned}$$

From the result above, the mean of students score was low. Beside that, from the descriptive above, it can be conclude that the students' attention, participation, activity, and achievement English language were low during the English lesson.

## 2. First Cycle

In this cycle the teaching and learning process was begun. The teacher used fairy tale as medium and used audio visual and talking stick method and the researcher prepared the stick. In this cycle, the researcher did the observation as below:

Table 3  
Score of observation in first cycle

No	Indicators	None (0%)	Few (<20 %)	Half (21-50%)	Many (51-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's explanation.		√				2
2	Students show curiosity by asking questions about the elements in fairy tales likes character, setting, etc.		√				3
3	Students are seriously in understanding the core of fairy tales.			√			2
4	Students ask questions to clarify understanding.			√			3
5	Students answer teacher's questions.		√				2

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{Maximum score}} \times 100\% \\
 &= \frac{12}{25} \times 100\% \\
 &= 48\%
 \end{aligned}$$

Based on the result of observation above it can be concluded that only half of the students are active and enthusiastic, a half students need more attention from the teacher in teaching learning process. They paid attention to the lesson, although some students cannot answer the question because they still confused about changing the infinitive to past form in the fairy tale.

After implementing the test, the teacher examined it and gave score. In giving score, the teacher used the following formula:

$$\text{score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%$$

The score of all students that had been counted as follow:

Table 4  
Score test in first cycle

No	Students' Code	Score
1	B-1	60
2	B-2	60
3	B-3	60
4	B-4	50
5	B-5	30
6	B-6	60
7	B-7	60
8	B-8	70
9	B-9	50
10	B-10	60
11	B-11	60
12	B-12	60
13	B-13	60

14	B-14	60
15	B-15	60
16	B-16	70
17	B-17	60
18	B-18	60
19	B-19	70
20	B-20	60
21	B-21	30
22	B-22	50
23	B-23	50
24	B-24	70
25	B-25	70
26	B-26	50
27	B-27	60
28	B-28	50
29	B-29	60
30	B-30	50
31	B-31	70
32	B-32	60
33	B-33	70
34	B-34	70
35	B-35	50
36	B-36	50
37	B-37	70
38	B-38	50
39	B-39	60
40	B-40	50
<b>Total Score</b>		<b>2320</b>

After the data had been analyzed, the researcher counted the mean to know the average score of students. To know the mean of students score, the formula is as follow:

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

Where:  $M$  : The average of student score

$\sum x$  : Total score

$n$  : The number of students

$$\begin{aligned}
 M &= \frac{\sum X}{n} \\
 &= \frac{2320}{40} \\
 &= 58
 \end{aligned}$$

From the analysis above, it is clear that the average of the students the result of the first cycle was 58. There is improvement comparing to the preliminary research, but not satisfy enough. So, the teacher and the researcher decided to conduct the next cycle and the teacher intended to give better explanation to them.

### 3. Second Cycle

From the problem that faced by the researcher and the teacher in the previous cycle is the students still confused and difficult to understand about changing the infinitive to past form. So it is needed another action in order the next cycle makes some improvement of students' understanding on past form. Then, the teacher and researcher used the giving question and getting answer method to teach English through fairy tale. The title was "The Golden Tree". In this cycle, the researcher did the observation as below:

Table 5  
Score of observation in second cycle

No	Indicators	None (0%)	Few (<20%)	Half (21-50%)	Many (51-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's explanation.				√		4
2	Students show curiosity by asking questions about the elements in fairy tales likes character, setting, etc.			√			3

3	Students are seriously in understanding the core of fairy tales.				√		2
4	Students ask questions to clarify understanding.			√			3
5	Students answer teacher's questions.			√			2

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{Maximum score}} \times 100\% \\
 &= \frac{14}{25} \times 100\% \\
 &= 56\%
 \end{aligned}$$

Based on the result of observation above, it can be concluded that many students enjoyed in learning process enthusiastically. And In this cycle, the researcher analyzed and gave more attentions to some students in the first cycle still get lower score. They had some difficulties to understand the fairy tales. It might be caused by their limited vocabulary they had especially past form both regular and irregular verb.

After implementing the test, the researcher examined the answer sheet and found the result.

Table 6  
Score the test in second cycle

No	Students' Code	Score
1	B-1	70
2	B-2	40
3	B-3	70
4	B-4	70
5	B-5	40
6	B-6	50
7	B-7	80
8	B-8	90



9	B-9	50
10	B-10	70
11	B-11	50
12	B-12	60
13	B-13	70
14	B-14	90
15	B-15	70
16	B-16	80
17	B-17	70
18	B-18	70
19	B-19	80
20	B-20	70
21	B-21	50
22	B-22	60
23	B-23	70
24	B-24	60
25	B-25	80
26	B-26	40
27	B-27	60
28	B-28	70
29	B-29	70
30	B-30	80
31	B-31	80
32	B-32	70
33	B-33	40
34	B-34	60
35	B-35	40
36	B-36	40
37	B-37	50
38	B-38	50
39	B-39	70
40	B-40	60
<b>Total Score</b>		<b>2540</b>

After the data had been analyzed, the researcher counted the mean to know the average score of students below:

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

Where:  $M$  : The average of student score

$\sum x$  : Total score

$n$  : The number of students

$$\begin{aligned}
 M &= \frac{\sum X}{n} \\
 &= \frac{2520}{40} \\
 &= 63,5
 \end{aligned}$$

The analysis above shows that the result of the second cycles was better than the previous one. There was more development in this cycle. However, there was development for the students' vocabulary power on past form, but there were some students still had lower score. So the researcher decided to continue the action to the next cycle.

#### 4. Third Cycle

There are some problems that faced by the students in the previous cycle, there are 11 students had low score, so the researcher and the teacher did this cycle to repair the strategy which used in teaching learning process. The researcher and the teacher try to maximum the students' development and motivation in English lesson. So, the teacher used guided note taking method in this teaching learning process. During the teaching learning process, the researcher did the observation through observation check list:

Table 7  
Score of observation in third cycle

No	Indicators	None (0%)	Few (<20 %)	Half (21- 50%)	Many (51- 69%)	Major ity (>70 %)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's explanation.					√	5

2	Students show curiosity by asking questions about the elements in fairy tales like character, setting, etc.			√			3
3	Students are seriously in understanding the core of fairy tales.				√		4
4	Students ask questions to clarify understanding.			√			3
5	Students answer teacher's questions.				√		4

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

$$= \frac{19}{25} \times 100\%$$

$$= 76\%$$

Based on the result of observation above, it can be concluded that majority students joined the class enthusiastically. All activities in the third cycles could run well. It can be seen from their response. While the teacher was presenting the lesson, majority of the students paid attention to her and they are seriously in understanding the core of fairy tales.

After gave treatment, the teacher gave written test to measure students' vocabulary development. And the result was:

Table 8  
Score test in third cycle

No	Students' Code	Score
1	B-1	80
2	B-2	70
3	B-3	70
4	B-4	80
5	B-5	60
6	B-6	70
7	B-7	70
8	B-8	90
9	B-9	70
10	B-10	80
11	B-11	70
12	B-12	70
13	B-13	80
14	B-14	80
15	B-15	80
16	B-16	80
17	B-17	70
18	B-18	80
19	B-19	80
20	B-20	80
21	B-21	60
22	B-22	70
23	B-23	80
24	B-24	70
25	B-25	80
26	B-26	70
27	B-27	70
28	B-28	70
29	B-29	80
30	B-30	70
31	B-31	80
32	B-32	70
33	B-33	70
34	B-34	70
35	B-35	70
36	B-36	60
37	B-37	70
38	B-38	70
39	B-39	80
40	B-40	70
<b>Total Score</b>		<b>2940</b>

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

Where:  $M$  : The average of student score

$\sum x$  : Total score

$n$  : The number of students

$$\begin{aligned} M &= \frac{\sum X}{n} \\ &= \frac{2940}{40} \\ &= 73,5 \end{aligned}$$

The result of third cycle was also considered as implementation. It was better than previous one, every student had good mark in this cycle. There was an improvement in this cycle. The condition of the class was getting better. The students did not make noises and could do their best. It was because they interesting study with fairy tales as media with different method to teach English and it could be that the teacher never used it in teaching before.

### C. The Analysis of The Whole Meetings

Table 9

The comparison percentage of enthusiastic students in response teaching learning process using fairy tales on preliminary research, cycle 1, cycle 2, and cycle 3.

No	Cycles	Total Score	Percentage (%)
1	Cycle 1	12	48
2	Cycle 2	14	56
4	Cycle 3	19	76

Table 10  
Comparison the average of students score on preliminary research cycle 1,  
cycle 2 and cycle 3.

No	Cycle	Mean
1	Preliminary research	56.5
2	Cycle 1	58
3	Cycle 2	63.5
4	Cycle 3	73.5

As whole the meetings ran well. There was some significant improvement from cycle one to cycle three.

In the preliminary research, all of the students have been doing the test, and the average result was 56.5. In this activity, the teacher still used LKS as source and teacher center method. In teaching learning process, only half of the students were active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who silent and talk their pairs. The students looked boring and sleepy.

In the first cycle, the average result was 58. The teacher began to use fairy tale as medium to teach the students and used audio visual and talking stick method. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although many students still confused with past form.

In the second cycle, the average result was 63.5. In the teaching learning process in this cycle had different with the previous one, because the teacher used giving question and getting answer method with different title of fairy tale. The answer and question were going on orally. It made students more enthusiastic and focus on the learning process. So, the students knew more about new vocabularies through this method without they were aware of it.

In the third cycle, the average result was 73. Before the lesson was begun, the research asked the students to give more pay attention to the

lesson. All activities in this cycle run well. According to the research that use fairy tales in teaching vocabulary caused their interesting and responses more increasing than before.

The researcher felt that the implementation of fairy tales as media to develop students' vocabulary power on past form was successful, because fairy tales are interesting media for the students to develop their vocabulary power. So, fairy tales are helpful in the process of learning and teaching vocabulary on past form.

#### **D. The Strength and Weaknesses of Using Fairy Tales**

##### 1. The Strength

- a. It makes students more enjoyable in English learning. Because fairy tales contain many words that related to the past form, students can understand the new vocabulary easily through the story.
- b. It is one of media used in narrative text. So, it is appropriate to the curriculum of junior high school.

##### 2. The Weaknesses

- a. Fairy tales need much time in order that students can understand about the story.
- b. Fairy tale use words that are unfamiliar or English classic. So, sometimes students are confused about the meaning of words.