CHAPTER IV
RESEARCH FINDINGS

A. Implementation of List-Group-Label Strategy

In this chapter, the researcher discussed the findings of the result of research and described the implementation of list-group-label strategy to improve studensts' vocabulary in recount text and to find out the improvement. In this research, researcher focused on the improvement of students' vocabulary. The research used Classroom Action Research as as the method of this research. In this findings, the researcher presented the result of research and the analysis of the data collected which were conducted through three cycles that consist of pre cycle and two cycles of treatment. Pre cycle which taught without list-group-label strategy and the two times of treatment were taught by list-group-label strategy. The result description all of cycles were as follows:

1. Pre Cycle

Pre Cycle was conducted at the begining of the research, exactly on May 18, 2016. There were 25 students in the class and one student were absent because of getting sick. The researcher observed the activity in the classroom during teaching learning process before using list-group-label strategy. In this cycle the English teacher taught students without learning aid, just used conventional

method. Based on the observation, there were not all of students paying attention to the given material. Most of them showed their behaviors such as especially students who sat in the backside of the class. They still liked to talk with their peers, students looked bored and didn't interested in learning English. Students did not respond to the teachers' question.

When the teacher asked question about material, they mostly kept silent. There was no students asked question. When the teacher gave question session, the student didn't use the time to ask their problem. They had no braveness to ask question if they did not understand yet. When the students were given assignment, some students did not fill all of the blank answer sheet.

In this cycle, after explaining the material, teacher gave an test to measure students' acheivement. Then the minimum passing standard creteria of the school is 68.

2. **First Cycle**

First Cycle was conducted on May 21, 2016. In this cycle, list-group-label strategy was applied in teaching learning process. The material was "Recount Text". The focus in this teaching was on the vocabulary in recount text. Before the learning prosess was begun, students were given motivation to study and suggestion that english is easy and fun. This research was classroom action research there were

four steps, planning, acting, observing and reflecting. The activities were as follows:

a. Planning

In this planning step, the researcher arranged some preparation before taking research, such as : making a lesson plan based on the material, prepared teaching material related to the material, checklist of observation and also prepared instrument test.

From that preparation, the researcher used lesson plan to conduct the activities that would be implemented. Here there were three parts of activities such as, pre activities, main activities, and post activities.

In pre activities, the teacher prepared all of the thing needed for teaching learning process and started to teach students. Firstly, the researcher greeted the students, checked the students' attendence in order to know who was absent on that day. There was a student absent in this cycle because of getting sick. Then the students were given stimulus before started the material so they would pay attention. In the main activity it was the teaching learning process using list-group-label strategy. They were given explanation about the material and then devided to be some groups. The last was post activity, the teacher gave feedback to the

students then reviewed the material and also gave motivation to students to study well.

b. Acting

In this step, the researcher conducted the activities according to the schedule was arranged in plaaning step. The researcher began by giving some explanations that related to Recount Text in order to bring them to the material would be given. After that, the researcher gave some question about their holiday story, when the last time they had holiday, and also about their stories in the past. Then, explanations were given to the students about recount text, from the definition, generic structures, and the grammatical features of recount text. After that, they were introduced list-group-label strategy. Then, the students were devided into five groups and each group was given a recount text. Students were asked to read the text and they discussed to listing, grouping, labeling and found the meaning and the synonym of the vocabularies.

c. Observing

In observation step, the researcher also became the observer. The researcher observed the events that happened during teaching learning process. The researcher observed the activity by using observation checklist. The students paid attention the explanation,

but some of them still confused and could not answer. They looked enjoy the activity and followed teaching learning process. There was improvement if it was compared the pre-research, but it was not satisfying enough because some of students could not achieve the achievment indicator yet.

d. Reflecting

For the reflection on the activity during first cycle, the researcher noted that there were some problems must be solved in the next cycle. After evaluating the result of the data, the researcher decided to conduct the next cycle. In the next cycle it was expected that the result would be better.

3. **Second Cycle**

The second cycle was done on May 25, 2016. This cycle was done based on the result of first cycle. Based on the result of observation, it needed another action in order to the next cycle gave some improvement. It contained teaching learning process and test assesment.

The procedure coul be seen as follows :

a. Planning

In the planning, researcher identified the problem and found out the way to solve the problem. Researcher arranged lesson plan based on the teaching material, improved teaching

strategy, prepared the teaching aid, prepared the observation checklist and also prepared the instrument test.

b. Acting

In this step was done the teaching preparation that had been planned by the researcher. The teaching learning process of this cycle was; reviewed and asked the students the las material to check students' understanding in the last meeting. They were explained about the material, although it had been explained on the last meeting. The students were given warming up by asking students about their experience. They were devided into five groups and every group was given a recount text. All of the students read the text and they noted vocabularies that they did not know the meaning. After that they grouped the vocabulary by giving each of them label part of speech. Then they checked out the meaning and found the synonim of each vocabulary.

c. Observing

In this step, during second cycle was not different with the previous cycle, the researcher also became observer. The researcher also observed the events that happened during

teaching learning process. The researcher observed the activity by using observation checklist. Besad on the observation, the majority of the students joined actively response to the explanation given, it could be seen when they were given explanation they were paying attention enthusiastically.

d. Reflecting

According to the activity in the second cycle, the result was maximum enough. the second cycle showed that the result was better than the first cycle. They were more interesting and enthusiatic in the learning process. The class was conducive enough, since some students were concentrated to follow the activity. They looked more active expressing their opinions, it could be seen when the students are asked about the material, and the most of students could answer the questions. By analyzing the data of the second cycle and concluding the result, the researcher decided it was enough the research, it meant that there would be no third cycle.

B. The Improvement of the use List-Group-Label

1. Pre Cycle

In this activity, teacher used conventional method in teaching learning process. After explaining the material, the students are given a test to measure the students' achievement. Then the test was corrected and was given score as the result of the test.

The students were not following actively the teaching learning process. They just keep silent and listened teachers' explanation. Not all of students were paying attention to the teachers' explanation.

Some of students were busy talking with their friends and did not listen the teachers' explanation. So, the material was not maximally accepted by the students which influenced the result of the test. The score had been counted as follows :

Tabel 1

Score of test in the pre-cycle

No	Students' Name	Score
1	Ahmad Ikhsan	Absent
2	Ahmad Sidqi Maulana	20
3	Akhmad Khotib Akhsan	32
4	Aslahul Arifin	69
5	Bagas Adi Prasetyo	48

6	Bagas Saputra	33
7	Dwi Fitriyani	28
8	Fajar Inanto	32
9	Faridatul Hidayah	49
10	Ibnu Hasyim	35
11	Irfan Mahir	19
12	Kharisatul amanah	70
13	Khofifatun Nisak	37
14	Muhamad Ilyas	35
15	Munafiyah	42
16	Nia Febriana	46
17	Nurotul Ikmah	22
18	Rudi Riskiyanto	41
19	Saily Riskiyani	27
20	Selvie Wulandari	39
21	Sholekhatunnisa'	16
22	Siti Nur Rokhmah	41
23	Tri Puji Lestari	31
24	Wiji Patasih	41
25	Yudha Nur Iwan	68
26	Yulisha Widya Ningsih	32
Total Score		953

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

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

Where :

M = The average of students' score

$\sum x$ = Total score

n = The number of student

$$M = \frac{\sum x}{n}$$
$$= \frac{953}{25}$$
$$= 38.1$$

To know the precentage of whole students who passed the minimum passing criteria, then the researcher used the formula to find out the precentage as follows:

$$\% = \frac{Students'\ number\ who\ mastery\ learning}{The\ number\ of\ Students} \times 100\%$$
$$= \frac{3}{25} \times 100$$
$$= 12\ \%$$

Based on the result above, the average of students' score was 38,1 and 12% students passed the test well. It was meant that the result still low.

The result of the pre test in pre cycle was not satisfying yet. So many students did not achieve the minimal passing creteria. It could be concluded that the students could not understand the material well that had been explained by the teacher. An improvement must be conducted to make students could understand the material well.

2. **First Cycle**

In this first cycle, the researcher used List-group-label strategy to teach vocabulary in recount text, and students were entusiastic because it was their first experience. In the first cycle, the researcher also did observation during teaching learning process, observation checklist for students and observation checklist for collaborator.

Based on the observation checklist for students in the first cycle, here some description the result of the observation checklist:

a. The percentage of the students participation toward teacher's teaching was about 21%-50%. The score was 3.

b. The percentage of the students responds to explained material was about <20%. The score was 2.

c. The percentage of the students interesting to the teaching learning process was about 21%-50%. The score was 3.

d. The percentage of the students'activeness during teaching learning process was about 51%-70%. The score was 4.

e. The percentage of the students answerteacher's questions was about <20%. The score was 2.

$$\text{Score} = \frac{total\ score}{maximum\ score}\ x\ 100\%$$

$$= \frac{14}{25} x\ 100\%$$

$$=\ 56\ \%$$

Based on the data of observation checklist above, it could be seen that many students followed the teaching learning process enthusiatically. Although, some of students still seemed confused in understanding the material and looked so bored when following the learning process. Maybe it was caused by the first time for students to follow this strategy in learning process, so it looked so strange for them and it was needed adaptation for them.

After conducting the test to students, the result of the first cycle can be seen in the table below:

Tabel 2

Score of test in the first cycle

No	Studens' Name	Score
1	Ahmad Ikhsan	65

2	Ahmad Sidqi Maulana	36
3	Akhmad Khotib Akhsan	65
4	Aslahul Arifin	70
5	Bagas Adi Prasetyo	70
6	Bagas Saputra	69
7	Dwi Fitriyani	62
8	Fajar Inanto	60
9	Faridatul Hidayah	61
10	Ibnu Hasyim	50
11	Irfan Mahir	65
12	Kharisatul amanah	79
13	Khofifatun Nisak	60
14	Muhamad Ilyas	69
15	Munafiyah	61
16	Nia Febriana	64
17	Nurotul Ikmah	53
18	Rudi Riskiyanto	Absent
19	Saily Riskiyani	65
20	Selvie Wulandari	65
21	Sholekhatunnisa'	65
22	Siti Nur Rokhmah	65
23	Tri Puji Lestari	71
24	Wiji Patasih	67
25	Yudha Nur Iwan	73

26	Yulisha Widya Ningsih	54
Total Score		1584

The next was counting the everage of students' score by using this formula :

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

Where :

M = The average of students' score

$\sum x$ = Total score

n = The number of student

$$M = \frac{\sum x}{n}$$
$$= \frac{1584}{25}$$
$$= 63.36$$

From the analysis above, it was very clear that the everage of the sudents score in the first cycle as 63.36.

3. **Second Cycle**

In this cycle there was observation checklist for students, here some description the result of the observation checklist as follows :

a. The percentage of the students participation toward teacher's teaching was about 51%-70%. The score was 4.

b. The percentage of the students responds to explained material was about 21%-50%. The score was 3.

c. The percentage of the students interesting to the teaching learning process was about >70%. The score was 5.

d. The percentage of the students activeness during teaching learning process was about >70%. The score was 5.

e. The percentage of the students answerteacher's questions was about 21%-50%. The score was 3.

$$\text{Score} = \frac{total\ score}{maximum\ score} \times 100\%$$

$$= \frac{20}{25} \times 100\%$$

$$= 80\%$$

Based on the result of observation checklist above, it could be concluded that majority students followed the learning process enthusiastically. In this cycle, the students who got low score in the first cycle were analyzed and given more attention to help them understanding the material. They got some difficulties in learning English, because they felt that English lesson was very difficult. So,

anything related to English was difficult to them. Then the students were given motivation that English is fun and easy.

After conducting the test to students, the result of the teas was counted. The result of second cycle can be seen in the table below.

Tabel 3

Score of test in the second cycle

No	Studens' Name	Score
1	Ahmad Ikhsan	75
2	Ahmad Sidqi Maulana	Absent
3	Akhmad Khotib Akhsan	75
4	Aslahul Arifin	85
5	Bagas Adi Prasetyo	80
6	Bagas Saputra	70
7	Dwi Fitriyani	75
8	Fajar Inanto	78
9	Faridatul Hidayah	73
10	Ibnu Hasyim	70
11	Irfan Mahir	66
12	Kharisatul amanah	89
13	Khofifatun Nisak	74
14	Muhamad Ilyas	73
15	Munafiyah	76

16	Nia Febriana	Absent
17	Nurotul Ikmah	70
18	Rudi Riskiyanto	75
19	Saily Riskiyani	70
20	Selvie Wulandari	75
21	Sholekhatunnisa'	68
22	Siti Nur Rokhmah	80
23	Tri Puji Lestari	83
24	Wiji Patasih	70
25	Yudha Nur Iwan	Absent
26	Yulisha Widya Ningsih	70
Total Score		1720

After analyzing data, the researcher found out average of score by using this formula :

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

Where :

M = The average of students' score

$\sum x$ = Total score

n = The number of student

$$M = \frac{\Sigma x}{n}$$

$$= \frac{1720}{23}$$

$$= 74.8$$

From the second cycle, it can be concluded that the result was better than the first cycle. Many students got a good score and many of them could pass the minimum passing criteria. It could be concluded that almost students enjoyed the learning process trough list-group-label strategy. Might be it caused by the strategy used by the researcher was new for students. The students seemed so enjoyed and they did not feel bored anymore. So, they could enjoy the learning process in the class.

C. **The Analysis of the Whole Cycles**

Tabel 4

The comparison of students' enthusiastic during learning English trough list-group-label strategy in the first cycle and the second cycle.

No.	Cycle	Total Score	Prescentage
1	First cycle	14	56%
2	Second cycle	20	80%

Tabel 5

The comparison of students' score in pre cycle, first cycle, and second cycle.

No	Cycle	Mean
1	Pre cycle	38.1
2	First Cycle	63.3
3	Second Cycle	74.7

All of meetings of every cycle ran well. There was significant development in every cycle.

In the pre cycle, the everage of students' score was 38.1 it looked so bad, only few students who got good mark and could pass the passing minimum. It meant that the comprehension of the material delivered by the teacher did not deploy well to the whole students. The result was students felt that English lesson was so difficult.

In the first cycle, the result of the students' score was good enough. the class everage was 63.3. It was better than the previous cycle. The researcher began to use list-group-label strategy in teaching learning process. The students in the class paid attention to the explanation and followed the learning process enthusiatically. Although

some of them still confused about the material and some students also still got bad mark.

In the second cycle, the average of students' score was 74.7. it was good achievement. Many of them passed the minimal passing criteria. They got good score in the test. The students were given stimulus before started the lesson and they were asked to pay more attention to the lesson. Almost students paid attention during learning process, and they enjoyed the teaching learning process.

According to the description above, the researcher concluded that the implementation of list-group-label strategy in teaching English, especially on vocabulary was succesful. List-group-label strategy is a good way that makes students are interested in following the learning process which can improve students' vocabulary skill.