

## **CHAPTER IV**

### **DISCUSSIONS**

In this chapter, the researcher would like to analyze the data gathered from the research. The data was obtained from observation at eight graders in Junior High School Az Zahra Sekuro Mlonggo. The researcher is going to describe the implementation of Name Poems Technique in Developing Vocabulary through Descriptive Text at Eight Graders in Junior High School Az Zahra Sekuro Mlonggo. In this research, the teacher used Name Poems Technique in Developing Vocabulary through Descriptive Text at the Eight Graders.

The researcher got the finding about how the teacher applied Name Poems Technique through Descriptive Text by the observation sheet during teaching and learning process. The researcher also got the data about how can Name Poems Technique be the alternative medium to improve students' vocabulary through Descriptive Text by used test for students. Then, the researcher has found the advantages and disadvantages used Name Poems Technique.

Based on the result of observation, interview, test and questionnaire to the subject of the study, the researcher presents the finding of the study. The data were also taken from the documentation. The following researcher presents the findings of the study that are divided into three findings:

#### **1.1. Discussion about How Does the Teacher Apply Name Poems Technique in Developing Vocabulary through Descriptive text.**

The first discussion, the researcher had found the answer of how did the teacher applied Name Poems Technique in developing vocabulary through Descriptive Text. The researcher used observation sheet to answer the problem statement of the English teacher in applied Name Poems technique in Developing Vocabulary through

Descriptive text at Az Zahra Junior High School Sekuro-Mlonggo. The researcher conducted an observation to the teacher whether to know how the teacher applied the technique in teaching learning process.

After the researcher did the observation, the researcher conducted an interview with the English teacher. The researcher had made 5 questions related to the research. The, the process of interview ran well.

The interview aimed to know about the teacher's method and the difficulties faced by the teacher during teaching learning process. From the interview above, the researcher got the data that the English teacher sometimes used flash Card in teaching Descriptive Text. In Flash Card contains some sentences, those sentences was formed jumble sentences, so the students could arranged the jumble sentences into a perfect sentences. It was aimed at stimulating the students to match all the sentences become a good paragraph about Descriptive Text. But, some of students didn't help the strategy.

The English teacher also has the difficulties in teaching Descriptive Text. It was the students have less in vocabulary. They felt difficult in finding the match vocabularies in different condition. But, the English teacher gave the solution to help them collect some vocabulary with memorized some vocabularies. The English teacher hoped that the solution helped students in collecting some vocabularies. The English teacher felt rare about the researchers' technique named Name Poems Technique.

First of all, the researcher asked the teacher about the time in conducting of the research. The researcher conducted the first observation about the problem faced by the students on Friday, August 18<sup>th</sup> 2017. From the explanation of the English teacher and from the students, the researcher had found the problem faced by the students in studying English. The students had less motivation and not really interested in English. It could be from the English teacher's method or technique in teaching learning process. Based on the problem above, the researcher had prepared the technique especially Name Poems Technique.

The second observation was conducted on Thursday at the last lesson. Firstly, the teacher explained about Descriptive Text. Then, the teacher asked the students to make an example of Descriptive Text, the teacher gave the topic about animal to describe by the students individually. Then the students followed the clues and did the task individually.

At the last observation, the researcher observed the English teacher in Applied Name Poems Technique in Developing Vocabulary through Descriptive Text. In applied those technique, the teacher explained about using Descriptive Text in different technique. They described their characters by used their name. The students had found some adjective word which linked with their characters.

The researcher found that discussion by used observation sheet to observed the teacher in teaching Descriptive text by used name poems technique. Weather to known the teacher's way in teaching, the researcher had prepared some aspects in observed the teacher. The researcher gave the mark and comments on the observation sheet based on the observation.

**Table 4.1.**  
**Observation Sheet of the First Meeting**

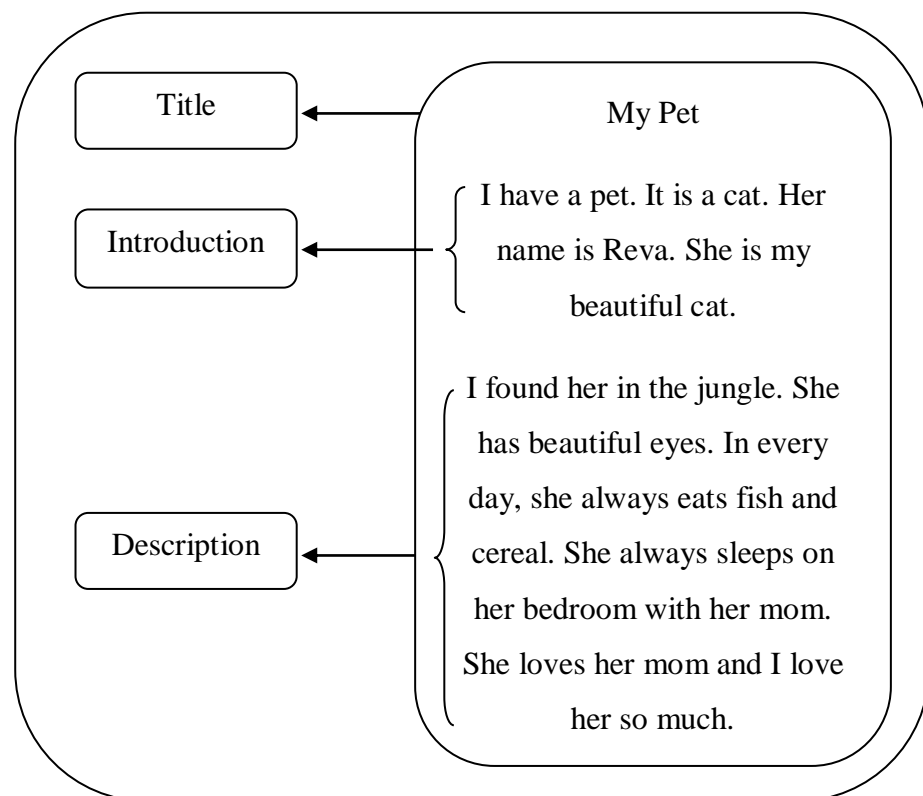
<b>No</b>	<b>Aspect of Observation</b>	<b>Check Mark</b>	<b>Comments</b>
1.	The teacher start the lesson with greeting and praying	✓	The teacher start the lesson with greeting and pray together
2.	Teacher explains about the material	✓	The teacher stimulate the students then explained the material clearly
3.	The teacher explains the material using name poems technique in teaching process.		
4.	The students paying attentions to the teacher	✓	Some of students didn't pay attention to their teacher
5.	The teacher ask to the students to follow her instruction	✓	The English teacher asked the students followed up about what all the teacher instruction.
6.	The students follow the teacher's instruction	✓	Not all the students
7.	The teacher gives answer-question session to the	✓	Some of students asked to the teacher

	students		when they got difficulties about her explanation
8.	The teacher ask to the students to practice	✓	The students practiced individually
9.	the teacher concludes the material and the student's improvement		
10.	The teacher gives feedback about the material	✓	The teacher gave some feedback about the material given
11.	The teacher gives an assignment		
12.	The teacher closing with greeting	✓	The English teacher closed the class with praying and saying <i>hamdalah</i> together

In the first meeting of teaching Descriptive Text, the researcher gave comment if the teacher didn't do the aspect of observation. Then, the researcher gave mark and comment if the English teacher was did the aspect. At the first aspect, the English teacher opened the class with greeting and prayed together before teaching learning process. Then the teacher stimulated the students related to what the material given before it. Then the teacher explained the Descriptive text material clearly. The teacher explained about what descriptive text is, the generic structure and language feature.

The third aspect was the English teacher didn't do, she didn't explain the material using Name Poems Technique in teaching process. She explained only by delivering an example and writing it on the white board. The English teacher makes an example of Descriptive Text about her pet.

**Table 4.2.**  
**An Example of Descriptive Text**



About the explanation above, some of students didn't pay attention in what the teacher delivered in teaching and learning process. Some of them focused on another thing.

To solve the students' attention, the English teacher asked the students to follow up about what all the teacher instructions are. But, it runs well for a moment. For the next session some of students ignored it. They were back to another activity and didn't pay attention to what the English teacher explained.

The aspect number seven, the English teacher gave answer-question session to make sure all the students understand well about material given. Were there any of the students didn't understand and delivered some questions to their English teacher. In few minutes during teaching learning process, answer-question session happened.

After the students understand about the Descriptive Text, the English teacher asked the students to practice an example of Descriptive Text about "Pet". All the students did the work individually based on their interest in different pet. During they were working, the teacher was in control them in did that.

The aspect number nine was the teacher concluded the material and the student's improvement, but the English teacher didn't do the aspect. The English teacher only went to next aspect. She gave some feedback about the material given. She did it in few minutes and all the students were responding what the English teacher delivered to them. It was make sure all the students still remembered what they had been learned before with their English teacher.

The aspect number eleven was the teacher gave any assignment. But, the researcher didn't give mark and only gave a comment to her because she didn't have any assignment to her students. She only gave suggestion to study more about Descriptive text. Then, the students gave good respond to do it. For the last aspect

was closing. The English teacher closed the class with praying and said hamdalah together with all the students as usual.

**Table 4.3.**  
**Observation Sheet of the Second Meeting**

<b>No</b>	<b>Aspect of Observation</b>	<b>Check Mark</b>	<b>Comments</b>
1.	The teacher start the lesson with greeting and praying	✓	The teacher start the lesson with greeting and pray together
2.	Teacher explains about the material	✓	The teacher stimulate the students then explained the material clearly
3.	The teacher explains the material using name poems technique in teaching process.	✓	The teacher explain the technique clearly with gave an example
4.	The students paying attentions to the teacher	✓	Some of students didn't pay attention to their teacher
5.	The teacher ask to the students to follow her instruction	✓	The English teacher asked the students followed up about what all the teacher instruction.



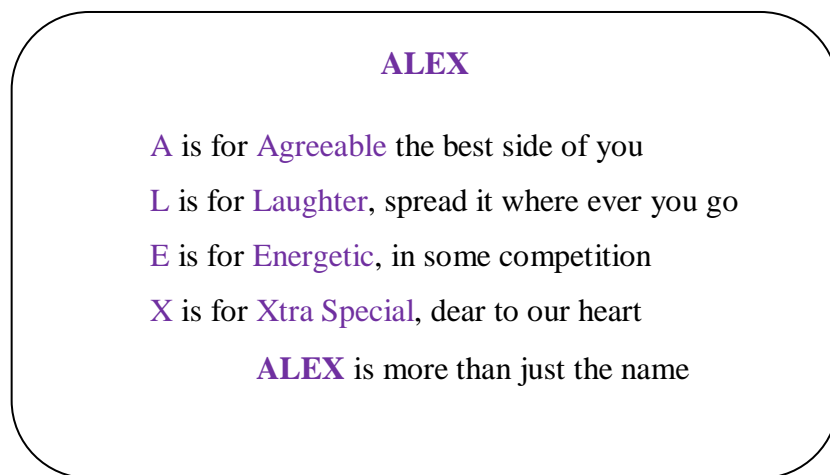
6.	The students follow the teacher's instruction	✓	Some of students didn't pay attention to their teacher
7.	The teacher gives answer-question session to the students	✓	Some of students asked to the teacher when they got difficulties about her explanation
8.	The teacher ask to the students to practice	✓	The students practiced individually
9.	the teacher concludes the material and the student's improvement	✓	The teacher did it to check their improvement in the technique
10.	The teacher gives feedback about the material	✓	The teacher gave some feedback about the material given
11.	The teacher gives an assignment		
12.	The teacher closing with greeting	✓	The English teacher closed the class with praying and saying <i>hamdalah</i> together

In the second meeting of teaching and learning process, the teacher did some aspects of observation sheet. For the first aspect, the teacher starts the lesson with greeting and praying together. To make them refresh, the teacher made an ice breaking and build their knowledge with Descriptive Text.

The second aspect, the teacher explained the material faced namely descriptive text. She explained about the definition, part of Descriptive and gave an example of it. Before the lesson was continued, the teacher explains about made a Descriptive Text by used Name Poems Technique, they should explain about their character based on their name with the example below;

**Table 4. 4.**

**An Example of Name Poems Technique**



**ALEX**

A is for **Agreeable** the best side of you  
L is for **Laughter**, spread it where ever you go  
E is for **Energetic**, in some competition  
X is for **Xtra Special**, dear to our heart  
**ALEX** is more than just the name

The fourth aspects, the students were pay attention while the students explain those techniques, but not all the students' pay attention well. The teacher tried to manage the class to pay their attention with gave some questions to them. The next aspects were the teacher asked the students to follow her instruction about how to make

a Name Poems Technique with their nick name. The students followed her instruction then, but not all the students were followed.

The next aspect, the teacher gave answer-question session to the students about her explanation. The students gave their respond with delivered some questions about Name Poems Technique. With patient and pleasure, the teacher tried to explain more about Name Poems Technique. After the students understood well about it, the teacher asked the students to make an example about Name Poems Technique based on their nick name individually. Then, the students made an example of Name Poems Technique based on their nick name with teacher's support. The teacher observed their work one by one to make sure that all the students work in well. Sometimes, some of students asked to the teacher when they were got difficulties.

The aspect number nine, the teacher concluded the material and the student's improvement to made sure that all students understood well about Name Poems Technique in improving their vocabulary through described their own characters. Then, the teacher did the next aspect, it was she gave feedback about material given to the students. The students gave good respond with pay attention to the teacher then.

The last meeting, the teacher didn't give any assignment about material given. The teacher only suggested to study more in English and tried to make another example about Name Poems Technique in other nick name to improve their vocabulary. The last aspect in observation sheet was the teacher closed the class with said Hamdalah together and preyed in the last meeting as usual.

Questionnaire conducted after the students finished their work about make an example of Name Poems Technique to improve their vocabulary through Descriptive Text. The function of it was to know the students were helped and interested in the technique, the researcher did the questionnaire to the students. The questionnaire was done by 22 students in the classroom. The researcher had prepared 10 expressions to the students. The expressions were below;

1. *Saya sangat senang dengan pelajaran Bahasa Inggris*
2. *Saya suka dengan metode yang guru Bahasa Inggris ajarkan.*
3. *Saya tertarik pada pelajaran Descriptive Text.*
4. *Saya senang dengan strategy yang digunakan guru saat mengajar Descriptive Text.*
5. *Saya senang diajar menggunakan Name Poems Technique.*
6. *Saya paham dengan materi yang diajarkan menggunakan Name Poems Technique.*
7. *Saya aktif berpartisipasi didalam kelas.*
8. *Saya bertanya kepada guru saat tidak paham dengan materi yang disampaikan*
9. *Jika saya malu bertanya pada guru, saya bertanya kepada teman yang sudah paham*
10. *Setelah belajar menggunakan Name Poems Technique, saya menyukai bahasa inggris*

The researcher had prepared 4 choices to the expressions also. They were ;

1. Agree for S (*Setuju*)
2. Agree very much for SS (*Sangat Setuju*)
3. Disagree for TS (*Tidak Setuju*)
4. Disagree very much for STS (*Sangat Tidak Setuju*)

Based on the choices, the students should chose one of four choices for one expression. The result of students' answer about the questionnaire was run well. From the accumulation, the students were interested in name poems technique. They were unfamiliar with the technique, but their abilities were good in followed the instruction. Here, the researcher had found the result of students' answer of 10 expressions consist of 4 choices.

The first expression, the students were chose S (*Setuju*) 18 and 4 students who chose SS (*Sangat Setuju*). It means that almost all the students like English language as their second language. Then, the students' answer about the teacher' method was S (*Setuju*), 7 students chose SS (*Sangat Setuju*) and only one student didn't like or chose TS (*Tidak Setuju*) the method which the teacher used in teaching Descriptive Text before Name Poems Technique applied. It means that 21 students like the method.

Some of students were interested in Descriptive Text. It was counted by their choices. There were 15 students were chose S (*Setuju*). Then, there were 7 students who chose SS (*Sangat Setuju*). 2 students were dislike or chose TS (*Tidak Setuju*) and only one student chooses STS (*Sangat Tidak Setuju*). Then, the students answer about the teacher strategy in teaching descriptive text was good, because as many as 13 students were answer S (*Setuju*). There were 5 students chose SS (*Sangat Setuju*) and 4 students choose TS (*Tidak Setuju*). So, not all the students like one of genre in English and the strategy in used. But most of them had good respond.

The student had good interest in Name Poems Technique in teaching Descriptive Text, it shown by their chosen S (*Setuju*) as many as 14 students and 6 students were chose SS (*Sangat Setuju*). Then, only 2 students were dislike or chose TS (*Tidak Setuju*) on it. Students

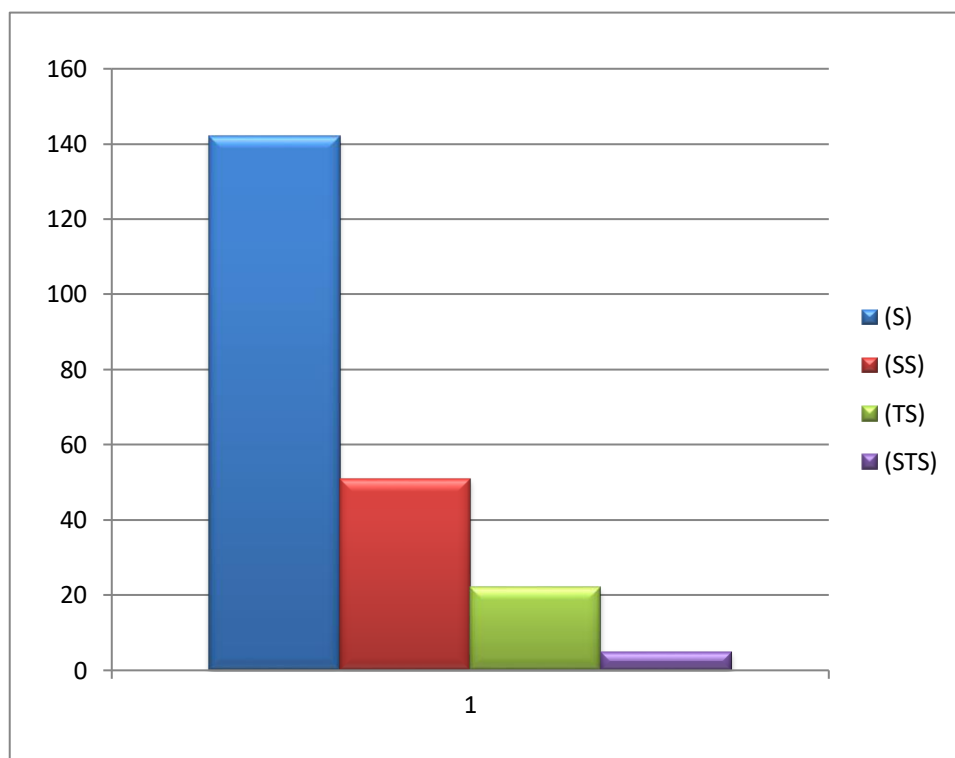
also understand what they got explanation from the teacher, it was counted by their answer S (*Setuju*) 16 students and SS (*Sangat Setuju*) as many as 4 students. Then, the students were dislike or choose TS (*Tidak Setuju*) also just 2 students. Although the name poems technique was new in teaching learning process, almost all the students has good respond on it.

The student's participation during teaching learning process was good, because 2 students who chose TS (*Tidak Setuju*) and only one student chose STS (*Sangat Tidak Setuju*). The balance, students were choose S (*Setuju*) as many as 13 students and SS (*Sangat Setuju*) 6 students. Then, when they got difficulties in understanding material, they were be active in asked to the English teacher. It was shown by their choices S (*Setuju*) as many as 9 students and 10 students choose SS (*Sangat Setuju*). Some of students also chose TS (*Tidak Setuju*) 2 students and STS (*Sangat Tidak Setuju*) only one student. The students not only asked to the English teacher, they were also asked to their friends if they got difficulties, the students had more asked to teacher and their friend than other. The most answer was S (*Setuju*) 14 students, SS (*Sangat Setuju*) 2 students. TS (*Tidak Setuju*) were 4 students and STS (*Sangat Tidak Setuju*) only 2 students.

The last expression was interesting in English after name poems technique was applied through descriptive text. Their choices about number 10 expression were S (*Setuju*) 16 students, SS (*Sangat Setuju*) 3 students, TS (*Tidak Setuju*) 3 students. Although the name poems technique were rare in teaching technique, the students' respond were good. They were followed up well during teaching learning process. Although, sometimes they were got little difficulties in it, but they helped by the English teacher and their friends.

The result of the questionnaire was formed in diagram to know the greatest number which was chosen by all the students. The diagram was formed below;

**Table 4.5.**  
**Diagram of Questionnaire Result**



The greatest number chosen by all the students was S (*Setuju*). The total of it was 142 choices. SS (*Sangat Setuju*) 51 choices, TS (*Tidak Setuju*) as many as 22 choices and the last choices was STS (*Sangat Tidak Setuju*) only 5 choices. From the diagram, we had known that almost all the students had good respond in English language and the technique although those techniques was given by the teacher before and after Name Poems Technique was applied.

Although the name poems technique was rare in education, all the students felt that Name Poems Technique was the alternative medium in developing vocabulary through descriptive text. They had already known about Descriptive Text, but they could use Name Poems Technique to describe their characteristics through descriptive text.

## **1.2. Discussion about what are the Advantages and Disadvantages in Implementation Name Poems Technique in Developing Vocabulary through Descriptive Text.**

In the third discussion was about the advantages and disadvantages of Name Poems Technique was used in Developing Vocabulary through Descriptive Text. Some of technique, medium, method and strategy in teaching learning process were good in academic. All process teachers in Indonesia want their students to be master in English language, so they used all those strategy in teaching to get their goal. They were imagining that their strategy would run well in teaching learning process and their students would get good achievement in English. But, all the strategies had the advantages and disadvantages to the English teacher or the students. It was run well by the English teacher, but not for all the students.

In interview, the researcher had prepared 5 questions to the English teacher. For the questions were below;

1. What strategy do you use when you teach Descriptive Text?
2. Does your strategy run well in the classroom?
3. Do you have some difficulties to teach your students in developing vocabulary?
4. How do you solve the difficulties?



5. Have you ever heard Name Poems Technique is used to teach Descriptive Text?

The interview sheet was conducted with the English teacher. From the interview, the researcher had found some information about the strategy in used and the difficulties in teaching learning process. The researcher had found the strategy in used when the English teacher teach descriptive text, the English teacher used Flash Card and jumble sentences in teaching descriptive text, from those strategy, the students only arranged the sentences become a good pharagraph. but not all the students helped in those media.

Young learner, especially for students in az zahra junior high school had some weakness by the students. The English teacher found it during teach them during teaching learning process. They were had less in increasing some vocabularies and the teachers' solved was asked the students to memorize some vocabularies in every meeting before teaching learning process was began. Students might be familiar with another ways in Teaching Descriptive Text, but in this discussion the researcher had found out an alternative way namely Name Poems Technique.

Name Poems Technique itself had strength and weakness. From the result of all the research, the researcher had found those advantages and disadvantages of implementation of Name Poems Technique was used in Developing Vocabulary through Descriptive Text. The advantages of Name Poems Technique was used in Developing Vocabulary through Descriptive Text were explained below;

1. The students had ability creative use of language,
2. Expanded the vocabulary,
3. Gave children a sense of achievement in the foreign language.

The disadvantages of the implementation of Name Poems Technique in Developing Vocabulary through Descriptive Text that it was limited the knowledge. It means that the students had to shown by only allowed small sentences or words. They just found some adjectives related to their characters.