CHAPTER IV

FINDING AND DISCUSSION

This chapter explained finding result and discussion. The data that had been collected were analysed and interpreted by the researcher. It provided the data analysis of each activity including, cycle one and cycle two. This chapter also explained the analysis of interview, observation, test of post-test after giving treatment, and the students' questionnaire.

4.1 Students' Problem

The researcher got the data of the students' problem by interviewing the teacher and the students. The result of the teachers' and the students' interview was like the following:

Based on the result of interview with the teacher, the researcher knew that the English teacher sometimes used picture as media for teaching English. She explained the material then showed the picture and asked the students to analyse and describe the picture. But in this strategy, it still got problems in teaching English. It was like the students were lack of motivation and their vocabularies very were low. According to the teacher, the students thought that English was not important so they were not interest in learning English.

Based on the result of students' interview above, the researcher knew that the students had low vocabularies especially in reminding a vocabulary that had some meanings and got some difficulties in learning English. In the

end, many students got score under criteria score minimum. Lack of students'
vocabularies affected the students in comprehending a text.

At least, the researcher made a conclusion that the students needed an
interesting media and learning method in teaching English especially to
improve the students' reading comprehension.

4.2 The Implementation of Word Walls Media Combined with Group Investigation Method

In implementing word walls media combined with group investigation
method, the researcher analyzed the activities conducted in two cycles. It
consisted of the result of cycle one and cycle two during the learning process.
The data was as below:

1.2.1. Cycle one

Cycle one was conducted in two meetings. There were on
February 24, 2020 and February 29, 2020. The first step was planning.
In this step the researcher prepared about the media that was used in
teaching and learning process and the observation list. The teacher
also prepared about the learning material and some questions to
investigate the students. The action was started by greeting the
students and checking their attendance list.

The process was continued by explaining about the activities
that the students would do in the class. The researcher also gave an
explanation to the students about the rule of word walls media
combined with group investigation method. Explain about the media

and method that used by the researcher was needed in order to make the students understand about what they should do in the learning process, so the learning process could run well as the researcher and the teacher expectation. It was explained to the students that the important thing in applying this media and method was to work cooperatively with their group. Firstly, many students were still confused in understanding the meaning of text. Some members also did not work in group.

Here was the implementation of word walls media combined with group investigation:

a) The students divided into some group

b) The teacher asked the students to complete the meaning of some vocabularies that stick on the wall

c) The teacher gave the students a text and asked them to understanding the meaning of the text.

d) The teacher started to investigate the students about the text

e) The teacher asked the students to discuss about the text

f) The teacher asked to each group to come forward and present about their discussion

This was the sequences of activities in cycle one:

a. Planning

In this activity, the researcher planned some preparation before conducting the research. Those were:

- Preparing the media and planning the process of the implementation the learning method that was group investigation. When preparing word walls media, the researcher set up 2 carton papers and some vocabularies that had printed and copied in forth. The carton papers were cut into four then the researcher cut the vocabularies one by one, then the vocabularies stuck on a carton papers. The implementing of this media was the researcher asked the students to complete the meaning of vocabularies word walls in group.
- Preparing an evaluation/individual test.

b. Action

In this step the researcher gave a treatment that was word walls media combined with group investigation method. Before that, the teacher gave salam and greeting the students. The teacher also asked the students to say *basmalah* together. Then, the teacher checked the students' attendance list and the action explained below.

After the teacher gave the material to the students, the researcher started to apply word walls media. Before that, the students divided into some groups. Then, the researcher gave an instruction what the students would do in word walls media as a game. After the students did the word walls media, the teacher

gave a text in every group and asked them to study about the text. Then, the teacher started to investigate the students with some questions related to the text. After that, the teacher asked the students to make a short story from the text, and every group started to retell in the front of the class. Then, the teacher and the researcher gave an individual test to the students.

After the students finished their task, the teacher reminded the students about the material. Then, the teacher and the students made a conclusion about the material. Then, the teacher asked the students to say *hamdalah* together. In the end of the learning process the teacher greeted and gave salam to the students.

c. Observation

This activity was done by the researcher to collect the data in learning process to get the result of the action activity. The result of this observation was used to recognize how far the students interest and participate in learning process, and also to know the students improvement. The result of this observation also was used to help the researcher planned what the researcher did in the next cycle.

The following table showed the students' behavior in the class:

Table 4.1. The Observation of the Students Behavior in

Cycle One

No	Name	Students' participation		Students' feeling		Students' interest	
		A	B	A	B	A	B
1	Afita Nur Cahyanti	-	√	-	√	-	√
2	Ainur Rohmah	-	√	√	-	-	√
3	Alimatun Nafiah	-	√	√	-	-	√
4	Anik Setyaningsih	-	√	√	-	-	√
5	Awwalia Arum .F	√	-	√	-	-	√
6	Dania Akalily R.	-	√	√	-	-	√
7	Erma Lailatul Laila	√	-	√	-	-	√
8	Hidayatul Munafiah	-	√	√	-	-	√
9	Ida Nur Widya	-	√	√	-	-	√
10	Ifa Nur Hidayah	-	√	-	√	-	√
11	Juni Zuliana Sari	-	√	√	-	√	-
12	Khilya Amilatun .N	-	√	√	-	√	-
13	Lunfi Zunia Sari	-	√	-	√	-	√
14	Monica Amellya	-	√	√	-	-	√
15	Nafiya Shofiyana	-	√	√	-	-	√
16	Nur Afifah	-	√	√	-	√	-

17	Nur Aisah	-	√	-	√	-	√
18	Rita Dwi Damayanti	√	-	√	-	-	√
19	Rizkha Aulia	-	√	√	-	√	-
20	Shofiana	-	√	√	-	√	-
21	Sindi Fatika Sari	-	√	√	-	√	-
22	Sri Wulandari	-	√	-	√	-	√
23	Sulis Syafa'ah	√	-	√	-	√	-
24	Susi Bela .S. J.	√	-	√	-	√	-
25	Susi Nur Wulandari	-	√	√	-	-	√
26	Tri Hera Selfiyana	-	√	√	-	√	-
27	Ulya Amalia	-	√	-	√	-	√
28	Zahwa Afro' Suroya	√	-	√	-	-	√
	Total	6	22	22	6	9	19

Note the table:

Students' participation:

   A. Students are active in the class

   B. Students are passive in the class

Students' Feeling

   A. Students are not bored

   B. Students are bored

Students' Interest

   A. Students are interested

   B. Students are not interested

Based on the result of the table above, the researcher knew that many students were passive, bored, and were not interest in learning process. Just a few of students that were active, enjoyed, and were interest in learning process.

It was found that students participation were low. It showed from the total of the students who participate in the learning process. The researcher knew from the data above showed that there were 22 students not participate and 6 students were participated. So there were more students who were not participate than who were participated in the learning process.

From the data above also found that students' felt in the learning process were low. It showed from the total of the students who were bored in the class. It showed that there were 22 students bored and 6 students were enjoyed. So there were more students who felt bored than who were enjoyed in the learning process.

The students' interest criteria was also very low because the students still thought that English was not important. From the data above, it showed that there were 9 students who were interest and 19 students were not interest. So the researcher concluded that there were more students who were not interest than who were interesting in the learning process.

While doing the observation in the classroom, the researcher made notes that the material was about descriptive text. The teacher focused on the reading skill. It was appropriate of the research that done by the researcher. In this learning process the teacher and the researcher used word walls media combined with group investigation method. Here the researcher explained to the students how did in word walls game and the process of group investigation method. The process was students divided into fourth groups. Then the researcher asked the students to complete the meanings of the word walls in group. Then, the teacher gave the students a text and asked them to learn about it. After that, the teacher started to investigate the students. In the last step, the students in group asked to retell the text in simple story.

After implementing word walls media combined with group investigation method in this cycle, many students were not interest and were passive and just a few students who joined actively in the class. It because of some students still thought that English was not important for their life.

In this class, the students also asked to discuss with their group. But many students did not join in group task so they could not answer the teachers' question. When the teacher gave a question, just a few students who were participate in answering quickly.

In this research, the researcher used test to measure the students' reading ability after taught by using word walls media combined with group investigation method. The test that the researcher gave to the student formed of 25 multiple choices and 5 essays. This test was held on the second meeting of the cycle one, February 29, 2020. This test was given to the students after the researcher gave a treatment in cycle one. The result of test in this cycle was below:

Table 4.2. Students' Score Test in Cycle One

No	Name	Score
1	Afita Nur Cahyanti	70
2	Ainur Rohmah	72
3	Alimatun Nafiah	81
4	Anik Setyaningsih	75
5	Awwalia Arum Fadhilla	72
6	Dania Akalily R.	71
7	Erma Lailatul Laila	70
8	Hidayatul Munafiah	70
9	Ida Nur Widya	71
10	Ifa Nur Hidayah	72
11	Juni Zuliana Sari	71
12	Khilya Amilatun Nazilah	72

13	Lunfi Zunia Sari	71
14	Monica Amellya	71
15	Nafiya Shofiyana	70
16	Nur Afifah	70
17	Nur Aisah	73
18	Rita Dwi Damayanti	72
19	Rizkha Aulia	71
20	Shofiana	71
21	Sindi Fatika Sari	72
22	Sri Wulandari	73
23	Sulis Syafa'ah	71
24	Susi Bela Shofianatul J.	70
25	Susi Nur Wulandari	71
26	Tri Hera Selfiyana	70
27	Ulya Amalia	70
28	Zahwa Afro' Suroya	71
	Total	2004

Based on the result above, it showed that the sum of the students' score test in cycle one was 2004, and the mean of the test one was 71.57

The result above used the pattern:

$$mean = \frac{\sum x}{N}$$

$\sum x$ = the sum of test score

N   = total students

The excellence of the teaching process in this cycle was all of the students wanted to join in completing the meanings of word walls game. For the first, the teacher asked the students in group to come forward one by one to complete the meanings. In fact, the students randomly came forward together because the researcher said that which group could finish first they would get a gift.

The weakness of the teaching process was many students felt bored and were not interest in learning process. It showed from the data in table 4.1. It was because they thought that English was not important and they did not pay attention in the learning process.

d. Reflection

Reflection was an activity to evaluate the learning process in cycle one. Here the analysis that made by the researcher in cycle one, such as:

- The students were not active in answer the teacher's question, because the students could notcomprehend the text. When the teacher gave a question and asked the students many students just silent and a few students wanted answer quickly.

- The students had short time to improve their vocabulary after applying word walls game.

- Some of students did not pay attention about their friend duties, because the class was at noon. When the teacher asked the students in group to discuss about the text, some students played a pen, etc. sometimes they slept in their desk and the students who wanted to discuss just around two or three students.

The researcher also made solution to solve the problems, such as:

- The teacher gave the students some vocabularies and longer time to remember the vocabularies in comprehending the text.
- The researcher gave an ice breaking to make the students get their spirit.

From the data above, the researcher applied cycle two in order to solve the problems in cycle one.

1.2.2. Cycle two

Before apply cycle two, the researcher made some correction/reflection for cycle one in order to make the learning process as like as the expectation. Here, the researcher focused to improve the students' vocabularies to make them comprehend in a text. The researcher also changed the lesson plan in implementation of word walls game.

The researcher conducted cycle two on March 2, 2020 and March 7, 2020. The rule was same with cycle one but here the researcher gave the students more time to remember the word walls. Then, the researcher also gave a chance to the students to write the words. This rules used to make the students get better in comprehending a text.

Here the sequences of activities conducted in cycle two, as follow:

a. Planning

Like in the first cycle, the researcher also made a preparation before come in the class, such as:

a) Preparing word walls media. In this cycle the researcher changed the word walls media. Here, the researcher used colour papers and cut it into some part and write some vocabularies there.

b) Planning the process of the implementation of word walls media combined with group investigation method. The process of this word walls media in this cycle were different with cycle one. Here, the researcher stuck the colour papers in the wall and asked the students to come forward one by one. The students asked to choose one paper and opened it. The students also asked to say the vocabularies in the paper that

they chose loudly and also gave a suit role play with the vocabulary in the paper.

c) Revising the lesson plan and changing the rules of the word walls game.

d) Preparing an evaluation/individual test.

b. Action

The activities were like in the first cycle but in second cycle the researcher changed the rules of word walls game. From the teacher gave salam, greeting the students, asked them to say *basmallah* together and checked their attendance list. The action was conducted as follow:

In this activity, the teacher reminded about the previous material to the students. After that, the researcher applied word walls media like in the first cycle but every students were taught to speak and act related to the vocabularies. Students also got more times to write and remember the vocabularies before the teacher investigate the students. For the next activities were like in the first cycle.

After investigating, the students asked to discuss about the text and asked them to come forward. One of the students in group asked to retell a simple story from the text that they got. Then, the researcher gave an individual test to the students. After they finished, the teacher and the students made a conclusion

about the material. Then, the teacher closed the learning process by reciting *hamdalah* together. Then, the teacher greeted the students and salam.

While the learning process occurred in the class, the researcher took field note in order to know the students' improvement in this cycle.

c. Observation

In this activity, the researcher took field note like in the first cycle in order to know the students' improvement in cycle two. The following table showed the data of students' behavior in the class during the learning process.

Table 4.3. The Observation of Students' Behaviour in

Cycle Two

No	Name	Students' participation		Students' feels		Students' interest	
		A	B	A	B	A	B
1	Afita Nur Cahyanti	√	-	√	-	√	-
2	Ainur Rohmah	√	-	-	√	√	-
3	Alimatun Nafiah	√	-	-	√	√	-
4	Anik Setyaningsih	√	-	√	-	√	-
5	Awwalia Arum .F	√	-	√	-	√	-
6	Dania Akalily R.	√	-	√	-	√	-
7	Erma Lailatul Laila	√	-	√	-	√	-

No	Name						
8	Hidayatul .M	√	-	√	-	√	-
9	Ida Nur Widya	√	-	√	-	√	-
10	Ifa Nur Hidayah	√	-	√	-	√	-
11	Juni Zuliana Sari	√	-	√	-	√	-
12	Khilya Amilatun N	√	-	√	-	√	-
13	Lunfi Zunia Sari	√	-	-	√	√	-
14	Monica Amellya	√	-	√	-	√	-
15	Nafiya Shofiyana	√	-	√	-	√	-
16	Nur Afifah	√	-	√	-	√	-
17	Nur Aisah	√	-	√	-	√	-
18	Rita Dwi .D	√	-	√	-	√	-
19	Rizkha Aulia	√	-	√	-	√	-
20	Shofiana	√	-	-	√	√	-
21	Sindi Fatika Sari	√	-	√	-	-	√
22	Sri Wulandari	-	√	-	√	√	-
23	Sulis Syafa'ah	√	-	√	-	√	-
24	Susi Bela .S. J.	√	-	√	-	√	-
25	Susi Nur .W	√	-	√	-	√	-
26	Tri Hera Selfiyana	√	-	√	-	√	-
27	Ulya Amalia	√	-	√	-	√	-
28	Zahwa Afro' .S	√	-	√	-	√	-
	Total	27	1	23	5	27	1

Note the table:

Students' Participation:

A. Students are active in the class

B. Students are passive in the class

Students' Feeling:

A. Students are not bored

B. Students are bored

Students' Interest:

A. Students are interested

B. Students are not interested

Based on the data above, the researcher knew that many students were active, enjoyed, and interest than the students who were passive, bored, and were not interest in learning process.

In this cycle, the researcher found that the students who be active more than who be passive. It showed from the data above, the students who active were 27 students and still 1 student who passive because she had very low mental.

From the data above, the researcher knew that the students enjoyed in this cycle. It showed that the students who enjoy in learning process were 23 and who were bored were 5 students. So many students who enjoyed than who bored in the learning process.

In this cycle also found that many students who interested in learning process. It showed from the data above that the students who interest were 27 and 1 student were not interest. So there was any improvement from the first cycle to the second cycle.

While doing observation for the students' behavior, the researcher also made same field note with cycle one in this cycle, as follow:

The learning material was descriptive text. The teacher focused on the students reading skill. The teacher used media and method same with cycle one, that was word walls media combined with group investigation method.

In this cycle, many students joined actively in the learning process especially in part of quiz. The students were more active in join the word walls game and answer the teachers' question.

In this cycle, the students also asked to make a discussion in their group. Here, the members wanted to join in discussing the text. They did not just play their pen or slept on the desk again. The test that used in this cycle was same with test in cycle one. There were 25 multiple choices and 5 essays. This test was given on the second meeting in cycle two, March 7, 2020. The result of this test was below:

Table 4.4. Students' Score Test in Cycle Two

No	Name	Score
1	Afita Nur Cahyanti	80
2	Ainur Rohmah	82
3	Alimatun Nafiah	91
4	Anik Setyaningsih	85
5	Awwalia Arum Fadhilla	82
6	Dania Akalily R.	81
7	Erma Lailatul Laila	80
8	Hidayatul Munafiah	80
9	Ida Nur Widya	81
10	Ifa Nur Hidayah	82
11	Juni Zuliana Sari	81
12	Khilya Amilatun Nazilah	82
13	Lunfi Zunia Sari	81
14	Monica Amellya	81
15	Nafiya Shofiyana	80
16	Nur Afifah	80
17	Nur Aisah	83
18	Rita Dwi Damayanti	82
19	Rizkha Aulia	81

20	Shofiana	81
21	Sindi Fatika Sari	82
22	Sri Wulandari	83
23	Sulis Syafa'ah	81
24	Susi Bela Shofianatul J.	80
25	Susi Nur Wulandari	81
26	Tri Hera Selfiyana	80
27	Ulya Amalia	80
28	Zahwa Afro' Suroya	81
	Total	2.284

Based on the result above, it showed that the sum of the stduents' score test in cycle one was 2.284, and the mean of the test one was 81.57

The result above used the pattern:

$$mean = \frac{\sum x}{N}$$

$\sum x$ = the sum of test score

N = total students

d. Reflection

The researcher evaluated and concluded that the observation during learning process, the students' behavior was improved. The researcher used observation to reflect the learning process in the class.

4.3 Questionnaire

This questionnaire was given in the last meeting after the students finished their test in cycle two, March 7, 2020. The result of questionnaire was below:

Table 4.5. The Result of Questionnaire

No	Name	Score	Percentage (%)	Criteria
1	Afita Nur Cahyanti	55	72.3 %	Strong
2	Ainur Rohmah	40	52.6 %	Enough
3	Alimatun Nafiah	52	68.4 %	Strong
4	Anik Setyaningsih	52	68.4 %	Strong
5	Awwalia Arum .F	48	63.1 %	strong
6	Dania Akalily R.	44	57.9 %	Enough
7	Erma Lailatul Laila	52	68.4 %	Strong
8	Hidayatul Munafiah	70	92.1 %	Very strong
9	Ida Nur Widya	70	92.1 %	Very strong
10	Ifa Nur Hidayah	39	51.3 %	Enough
11	Juni Zuliana Sari	40	52.6 %	Enough
12	Khilya Amilatun Nazilah	61	80.3 %	Very strong
13	Lunfi Zunia Sari	70	92.1 %	Very

				strong
14	Monica Amellya	48	63.1 %	Strong
15	Nafiya Shofiyana	48	63.1 %	Strong
16	Nur Afifah	74	97.4 %	Very strong
17	Nur Aisah	44	57.9 %	Enough
18	Rita Dwi Damayanti	71	93.4 %	Very strong
19	Rizkha Aulia	54	71.1 %	Strong
20	Shofiana	41	54 %	Enough
21	Sindi Fatika Sari	72	94.7 %	Very strong
22	Sri Wulandari	60	79 %	Strong
23	Sulis Syafa'ah	30	39.5 %	Weak
24	Susi Bela .S. J.	39	51.3 %	Enough
25	Susi Nur Wulandari	69	90.8 %	Very strong
26	Tri Hera Selfiyana	51	67.1 %	Strong
27	Ulya Amalia	45	59.2 %	Enough
28	Zahwa Afro' .S	42	55.2 %	Enough

Note the table (criteria):

Very strong   : 80-100 %

Strong   : 60-79 %

Enough   : 40-59 %

Weak   : under 40 %

After getting the data above, the researcher presented the criteria as below;

Very strong criteria, $100 \text{ X} \frac{8}{28} = 28.6$ %

Strong criteria, $100 \text{ X} \frac{10}{28} = 35.7$ %

Enough criteria, $100 \text{ X} \frac{9}{28} = 32.1$ %

Weak criteria, $100 \text{ X} \frac{1}{28} = 3.6$ %

From the percentage above, it showed that there was 28.6 % of students favored with "very strong" criteria, 35.7 % favored with "strong" criteria, 32.1 % favored with "enough" criteria, and 3.6 % favored with "weak" criteria. From the data, it meant that word walls media combined with group investigation method had an impact for the students during the learning process.

4.4 Discussion

Based on the result above, the researcher conducted an informal interview with the English teacher and the students before giving the treatment to know the problems in learning process. The students' problem of SMK Sadamiyyah Guyangan was lack of vocabularies and low motivation. They were not interest in learning process. It was the reason for the researcher to do implementing word walls media combined with group investigation method.

The observation list showed about the material, the media and method, the students' activity, students' participation, students' response, the strength and the weakness of the learning process. The analysis of observation list showed that the students were significantly changed their behavior from cycle one to cycle two. It showed that the used of word walls media combined with group investigation many students had positive behavior in the second cycle than in the first cycle.

The test which consisted of test one and test two, whether word walls media combined with group investigation method could improve the students reading comprehension or not.   An analyzing of the result in cycle one and cycle two, in classifying the result of score showed in this table below:

Table 4.6. The Mean Score

Cycle	Mean
Cycle 1	71.57
Cycle 2	81.57

The table above showed the result of the study of the students of X Tata Busana in SMK Sadamiyyah Guyangan Jepara. It could be seen from the table that mean of test in cycle one was 71.57, while in cycle two was 81.57, it meant that there was an improvement between the mean of test in cycle one and cycle two.

The students' improvement also showed from their behaviors. It can be seen from the change of the passive students became active students, the students who were lazy to be busy in group discussion, the students bored became enjoyed in the learning process, and students were not interest became interest in joining the class.

It could be concluded that there was improvement of the students' reading comprehension after teaching by using word walls media combined with group investigation method.