

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and the discussion. In this chapter, the discussion are about: (1) research finding to explain first, second, and third observation; and (2) discussion to explain interview of the research, grading the items of questionnaire, concluding the questionnaire result, tabulating the data of questionnaire, and the students difficulties in learning vocabulary.

4.1 Research Findings

In this chapter the researcher would like to analyze each of the data found from the observation activities. The researcher used observation class as instrument to get the data answer how cartoon video was used in teaching vocabulary at fifth grade students of SD Unggulan Terpadu Bumi Kartini Jepara. Before the researcher conduct the observation, the resercher also discussed with English teacher about time and the setting of the research. The observation will be conducted at fifth grade of India of SD Unggulan Terpadu Bumi Kartini Jepara and the duration was 2x35 minutes. The observation was conducted three times.

Table 4.1 The Times of Observation

Observation	Material	Date
First Observation	Kind of jobs	Wednesday, 20 February 2019
Second Observation	Room at the school	Wednesday, 27 February 2019
Third Observation	Part of body	Wednesday, 6 March 2019

In the first meeting the teacher was giving the material about kind of jobs, the second meeting the teacher was giving the material about the room at the school, and the third meeting the teacher was giving the material about part of body. The researcher observes the classroom situations, conditions, the interaction between teacher and students, and also the responses of the students in the teaching and learning process. The researcher also used an observation sheet to got the data about

how to teach vocabulary used cartoon video and to checked list of students's achievement.

4.1.1 First Observation

The researcher did observation in the fifth grade students of SDUT Bumi Kartini Jepara, the researcher came to the class with the English teacher. After entering the class the teacher allowed the researcher to sit on the back of the classroom to observe the teaching learning process. The English classroom in this meeting study about kind of jobs.

The teacher managed of class during teaching and learning process. The teacher also explained kinds of jobs. Teacher played English sing-sing cartoon video using LCD projector in the classroom. The video taken from singsing cartoon video at <https://www.youtube.com/watch?v=BfegL6UbX-0&t=182s>. Teacher explains the vocabulary in the video and the students write vocabulary about kind of jobs in their book. The teacher explains about the meaning of vocabulary. The teacher asks the students to pronounce the vocabulary about kind of jobs. When the students had understood how to pronounce, they read vocabulary together. Teacher also gave all opportunity for students in front of class to read vocabulary and corrected by another friend and teacher. Teacher emphasized the students that pronounce must clear.

The teacher gave students' worksheet. Teacher explains about students' worksheet. The students worked assignment very good and quickly. Teacher gave correct if the answer mistake and gave correct answer. At the end of the lesson, the teacher gave correction on some mistakes made by the students particularly in pronunciation, and teacher also gave conclusion about topic today.

Table 4.1.1 Observation Sheet on First Meeting

Material	Kind of Jobs	
Indicator	Result	
	Teacher	Students
Opening activities	1. Teacher openend the class by greet students, pray together,	1. Students gave respond to the teacher.

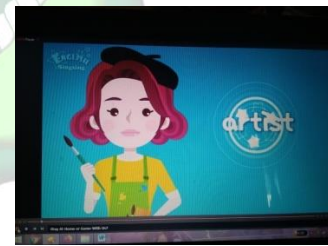
	<p>and checked attendance list.</p> <ol style="list-style-type: none"> 2. Teacher reviewed the previous lesson. 3. The teacher gave a topic about the lesson 4. Teacher explained the purpose and benefit of the lesson 	<ol style="list-style-type: none"> 2. Students gave attention to the teacher. 3. Students paid attention to the teacher 4. Students gave attention to the teacher.
Main activities	<ol style="list-style-type: none"> 1. Teacher played cartoon video about kind of jobs. 2. Teacher explained the material about vocabulary in the video. 3. The teacher ask the students to discuss about the topic of cartoon video. 4. Teacher gave the students' worksheet. 5. Teacher gave explanations and correction about the students' worksheet. 6. Teacher gave feedback. 7. Teacher asked the students to spell the vocabulary about kind of jobs. 	<ol style="list-style-type: none"> 1. Students gave attention to the teacher with good respond . 2. Students had understood about the explanation the materials. 3. Students done discuss with the other students. 4. Students done the students' worksheet 5. Students gave attention to the teacher with good respond . 6. Students received feedback 7. Students done to spell the vocabulary about kind of jobs.
Closing activities	<ol style="list-style-type: none"> 1. Teacher gave summary the material. 2. Teacher gave reflection. 3. Teacher gave assignment 4. Teacher gave problem solving. 5. Teacher also gave conclusion 	<ol style="list-style-type: none"> 1. Students was received the summary the material. 2. Students gave attention. 3. Students received assignment. 4. Students gave attention to the teacher 5. Students received conclusion

	about topic today	about the material
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The materials in first observation about kind of jobs:

1. Artist
2. Carpenter
3. Cook
4. Doctor
5. Engineer
6. Farmer
7. Fire fighter
8. Hairdresser
9. Pilot
10. Police officer
11. Scientist
12. Singer
13. Teacher
14. Vet

The pictures of the kind of jobs:





4.1.2 Second Observation

The second meeting, English teacher brought some pictures about the room at the school. The teacher asked to the students to answer identify picture and chose which name of match with the picture. Then, the teacher played English sing-sing and powton cartoon video about the room at the school using LCD projector in the classroom. Teacher explains the vocabulary in the video and the students write vocabulary about the room at the school in their book. The teacher explains about the meaning of vocabulary. The teacher asks the students to pronounce the vocabulary about the room at the school. When the students had understood how to pronounce, they read vocabulary together. Teacher also gave all opportunity for students in front of class to read vocabulary and corrected by another friend and teacher. Teacher emphasized the students that pronounce must

clear. Video in second observation taken from singing and powton cartoon video at <https://www.youtube.com/watch?v=2i4CbCINjWA&t=156s> and from at https://www.youtube.com/watch?v=xG93Rt_uUL8&t=83s.

Teacher gave example how doing jumbled words. Each word must understand the meaning so easy to rearrange into meaningful sentence. Students rearranged the jumbled word into meaningful sentence. Teacher checked student's assignment. In the classroom, there were many students that so must active to control students so teacher must manage class during process teaching and learning so the classes condition had fun. All of answers were written in the whiteboard and each students compared with their answer and wrote correct answer if incorrect. And the last meeting teacher gave conclusion about the lesson.

Table 4.1.2 Observation Sheet on Second Meeting

Material	Kind of Jobs	
	Result	
Indicator	Teacher	Students
Opening activities	<ol style="list-style-type: none"> 1. Teacher opened the class by greet students, pray together, and checked attendance list. 2. Teacher reviewed the previous lesson. 3. The teacher gave a topic about the lesson 4. Teacher explained the purpose and benefit of the lesson 	<ol style="list-style-type: none"> 1. Students gave respond to the teacher. 2. Students gave attention to the teacher. 3. Students paid attention to the teacher 4. Students gave attention to the teacher.
Main activities	<ol style="list-style-type: none"> 1. Teacher played cartoon video about room at the school. 2. Teacher explained the material about vocabulary in the video. 3. The teacher ask the students 	<ol style="list-style-type: none"> 1. Students gave attention to the teacher with good respond . 2. Students had understood about the explanation the materials. 3. Students done discuss with the

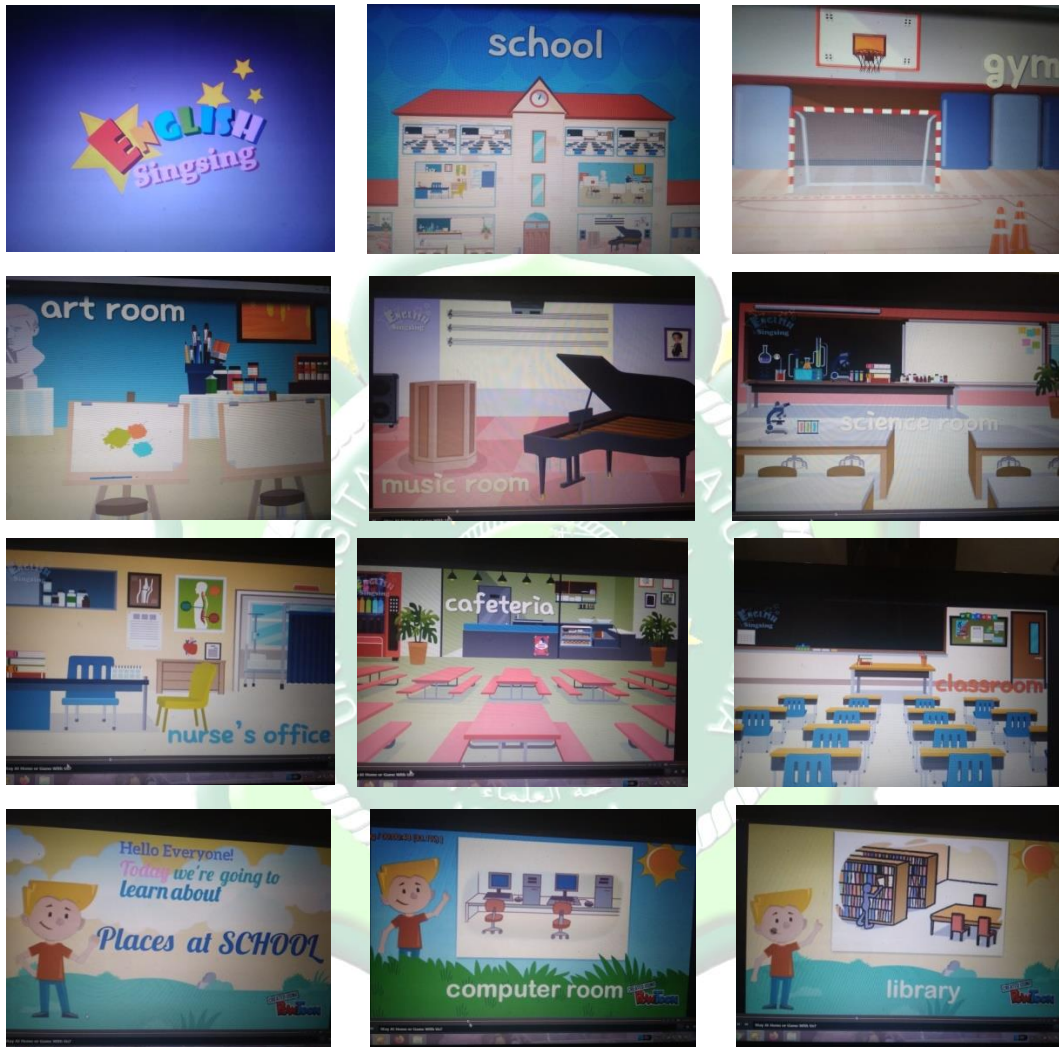
	<p>to discuss about the topic of cartoon video.</p> <p>4. Teacher gave the students' worksheet.</p> <p>5. Teacher gave explanations and correction about the students' worksheet.</p> <p>6. Teacher gave feedback.</p> <p>7. Teacher asked the students to spell the vocabulary about room at the school.</p>	<p>other students.</p> <p>4. Students done the students' worksheet</p> <p>5. Students gave attention to the teacher with good respond .</p> <p>6. Students received feedback</p> <p>7. Students done to spell the vocabulary about room at the school.</p>
Closing activities	<p>1. Teacher gave summary the material.</p> <p>2. Teacher gave reflection.</p> <p>3. Teacher gave assignment</p> <p>4. Teacher gave problem solving.</p> <p>5. Teacher also gave conclusion about topic today</p>	<p>1. Students was received the summary the material.</p> <p>2. Students gave attention.</p> <p>3. Students received assignment.</p> <p>4. Students gave attention to the teacher</p> <p>5. Students received conclusion about the material</p>

The materials in second observation about room at the school:

1. Gym
2. Art room
3. Music room
4. Science room
5. Nurse's office
6. Cafeteria
7. Classroom
8. Computer room
9. Library
10. Basketball court
11. Garden

12. Playground
13. School Hall
14. Toilet/Washroom

The pictures of the room at the school:





4.1.3 Third Observation

The next observation, the researcher came to the class and entering the class. The material for that day was about part of body. The teacher opened the lesson by saying greeting and then gave greeting to the students in English and the students answered also in English. Before going to the next material the teacher review the last material and she advised the students on how to memorize a word in English. The teacher motived her students to improve their vocabulary by their self. The teacher gave example by using real things. Before the lesson was begun the teacher points her eyes. The teacher asked to the students, "what is this?", and the students answer "eyes".

Then, the teacher played cartoon video about part of body from English sing-sing cartoon video using LCD projector in the classroom. Teacher explains the vocabulary in the video and the students write vocabulary about part of body in their book. The teacher explains about the meaning of vocabulary. The teacher asks the students to pronounce the vocabulary about part of body. When the students had understood how to pronounce, they read vocabulary together. Teacher also gave all opportunity for students in front of class to read vocabulary and corrected by another friend and teacher. Teacher emphasized the students that pronounce must be clear.

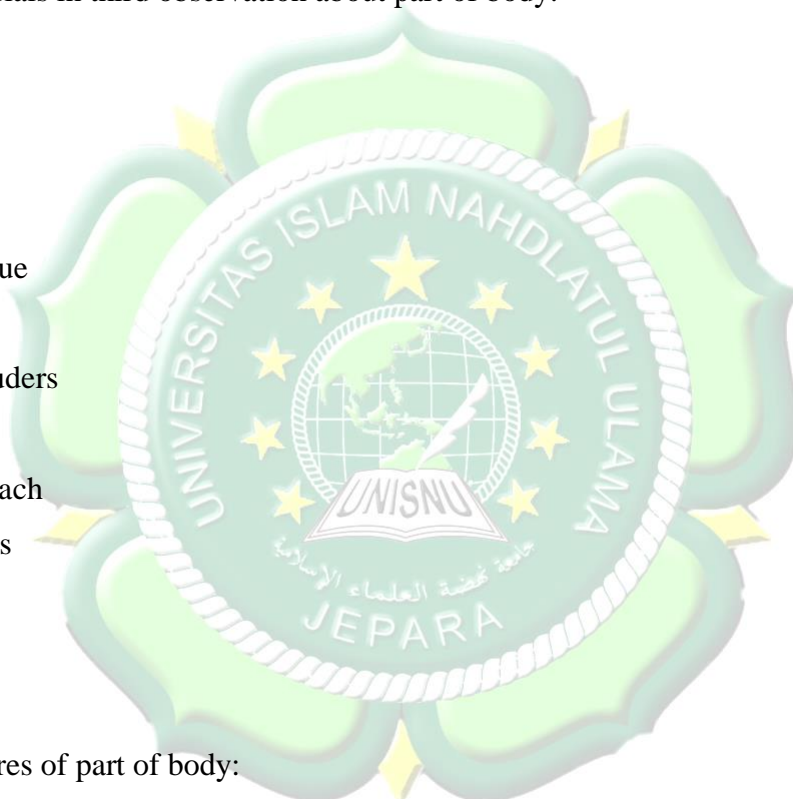
Table 4.1.3 Observation Sheet on Third Meeting

Material	Part of Body	
Indicator	Result	
	Teacher	Students
Opening activities	<ol style="list-style-type: none"> 1. Teacher opened the class by greet students, pray together, and checked attendance list. 2. Teacher reviewed the previous lesson. 3. The teacher gave a topic about the lesson 4. Teacher explained the purpose and benefit of the lesson 	<ol style="list-style-type: none"> 1. Students gave respond to the teacher. 2. Students gave attention to the teacher. 3. Students paid attention to the teacher 4. Students gave attention to the teacher.
Main activities	<ol style="list-style-type: none"> 1. Teacher played cartoon video about part of body. 2. Teacher explained the material about vocabulary in the video. 3. The teacher asks the students to discuss about the topic of cartoon video. 4. Teacher gave the students' worksheet. 5. Teacher gave explanations and correction about the students' worksheet. 6. Teacher gave feedback. 7. Teacher asked the students to spell the vocabulary about part of body. 	<ol style="list-style-type: none"> 1. Students gave attention to the teacher with good respond. 2. Students had understood about the explanation of the materials. 3. Students done discuss with the other students. 4. Students done the students' worksheet 5. Students gave attention to the teacher with good respond . 6. Students received feedback 7. Students done to spell the vocabulary about part of body.
Closing	<ol style="list-style-type: none"> 1. Teacher gave summary the 	<ol style="list-style-type: none"> 1. Students was received the

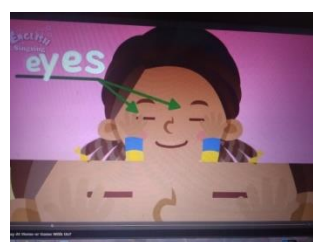
activities	<p>material.</p> <p>2. Gave reflection.</p> <p>3. Teacher gave assignment</p> <p>4. Teacher gave problem solving.</p> <p>5. Teacher also gave conclusion about topic today</p>	<p>summary the material.</p> <p>2. Students gave attention.</p> <p>3. Students received assignment.</p> <p>4. Students gave attention to the teacher</p> <p>5. Students received conclusion about the material</p>
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The materials in third observation about part of body:

1. Head
2. Hair
3. Ears
4. Eyes
5. Tongue
6. Neck
7. Sholders
8. Hips
9. Stomach
10. Hands
11. Arms
12. Feet
13. Legs



The pictures of part of body:





Based on the observation and interview with the English teacher, the researcher found that there are some media used by the teacher in teaching vocabulary. Media have an important role in a teaching and learning process. The use of media is very needed to teach the purposes of teaching and learning and it should be various. The using of media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are some media used by the teacher in teaching:

- 1) Based on the observation, the researcher found that the teacher use English sing-sing cartoon video from YouTube as one of the media in teaching. The teacher shows cartoon video that is about kind of jobs, the room at the school, and parts of body. It was done in order to give the students clear understanding about it. Cartoon videos are able to improve students' motivation. They were motivated by the cartoon video played. As their motivation improved the students became more interested in joining the teaching and learning process from the beginning until the end of the lesson. It is proved by during the teaching and learning, the students paid attention to the teacher explanation.
- 2) In addition, the students also more interest with the lesson if the teacher use multimedia in the class. The use of LCD projector also makes the students do

not feel bored in learning English, even they looks more active during the lesson.

4.2 Discussion

The researcher conducted the interview to the English teacher and gave a questionnaire to the students. The purpose of conducting the interview and giving the questionnaire are to answer the problems of this study. They are discussed in the following section:

4.2.1 Interview of the Research

The researcher had conducted the interview to the teacher before the research activities. The function to gain the opinion from the teacher about the teaching and learning process in the classroom. The following is an interview between the researcher and the English teacher in the Fifth grade:

- The researcher : How many students at the fifth grade (India) of SDUT Bumi Kartini Jepara
- The teacher : 26 students, there are 13 boys and 13 girls.
- The researcher : What are the technique used by teacher in teaching English at the fifth grade of SDUT Bumi Kartini Jepara?
- The teacher : The technique that usually used such watching video, playing games, sing a song.
- The researcher : Does using videos in teaching vocabulary at the fifth grade of SDUT Bumi Kartini Jepara
- The teacher : Yes, it does
- The researcher : What kind of videos?
- The teacher : Usually using cartoon videos that related to the English material. The videos are English sing-sing cartoon videos or cartoon videos from Grow with English that taken from YouTube.
- The researcher : What are the teaching media that usually used by the teacher in teaching English at the fifth grade of SDUT Bumi Kartini Jepara?
- The teacher : Videos, audios, pictures, powerpoint, material books.
- The researcher : What are the refences books used by English teacher at the fifth grade of SDUT Bumi Kartini Jepara?
- The teacher : Grow with English from Erlangga
- The researcher : Is there any students difficulties in learning vocabulary at teaching and learning process?
- The teacher : Yes, there is. Usually students feel hard to memorize vocabulary
- The researcher : What factors that makes students feel hard to memorize

- vocabulary?
- The teacher : The text word and the spoken is different, it makes students feel hard to memorize it.
- The researcher : Does using cartoon video can help them memorize vocabulary?
- The teacher : Yes, it does
- The researcher : Why choosing cartoon video as the media in teaching vocabulary?
- The teacher : Because in their daily activity the students like to watch cartoon videos or cartoon movies. So, with using cartoon video as the learning media can make them more interest to the learning subject and easy to memorize the words.

Based on the interview with the English teacher, the researcher found that there are some techniques that the teacher used in teaching vocabulary. The technique that teacher used such watching cartoon videos, playing games and also sings a song.

Here are the explanations of the techniques above:

a. Watching cartoon video

One of technique that usually used in teaching vocabulary is watching cartoon video. Cartoon videos are able to improve students' motivation. They were motivated by the cartoon video played. As their motivation improved the students became more interested in joining the teaching and learning process from the beginning until the end of the lesson. It is proved by during the teaching and learning process, the students paid attention to the teacher explanation.

b. Playing games

Other activities that support the student's vocabulary were games activities. The students will be interest and also not feel bored with the lesson. In word games, the teacher taught by presenting pictures such as clothes pictures, thing in the bedroom or time. Here, the teacher gave picture to the students, then asked them to describe the picture. So, other students could understand or found the meaning of vocabulary based on the picture. Through that word games the students could learn vocabulary in more joyful ways. It also increased their motivation to learn vocabulary.

c. Sing a song

The other technique that used by the teacher is sing a song. The students will be active and enjoy with the lesson. The teacher teaches the students by singing and asks them to memorize new words in rhyming then students will follow the rhyme of a song and fill in the blank. Students will easy and interested in learning vocabulary besides that it is to avoid the boringness. Based on the observation, the researcher found that the teacher tries not to be monotonous in teaching, so she uses various techniques in teaching vocabulary. The use of appropriate technique can help the students understand the material easily and also make the students more active during the teaching and learning process. The technique that teacher used such as implementing the procedure of teaching, translating, memorization, playing games, and sings a song. The activity was done in order to improve the student's confidence and also the student's vocabularies.

4.2.2 Grading the Items of Questionnaire

The questionnaire consisted of fifteen questions, each of which had three options namely a, b, c, each option is given a score that shows the quality of each indicator. The some ranges from 1 to 3 as shown.

Table 4.2.2 The Point Ranges

Option	Point
A	1
B	2
C	3

The score of that ranges:

If the students choose A, the score is 1

If the students choose B, the score is 2

If the students choose C, the score is 3

4.2.3 Tabulating the Data of Questionnaire

The researcher tabulated the questionnaire data to make the result of grading clearly readable. The table consists of some columns: students name, score per item, and total score of each item.

Table 4.2.3 The Questionnaire Analysis

Name	No	SCORE PER ITEM															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Aqsho M. N	1	2	3	3	3	2	3	1	1	2	2	3	3	3	3	3	37
Arif Akbar A.	2	2	3	3	3	2	3	1	1	3	3	2	2	2	3	3	36
Dede Oca	3	2	3	2	2	3	3	1	1	3	3	2	2	2	2	2	33
Fallendhito R	4	2	3	2	2	3	3	1	1	3	2	3	3	2	2	2	34
Fira Defa F.	5	3	3	2	2	3	2	1	1	3	3	2	3	3	3	2	36
Ghaitsa L.F.I.	6	3	3	3	3	2	3	1	1	3	3	3	3	3	3	3	40
Ghania A.	7	3	3	3	2	3	2	1	1	3	3	3	3	3	3	3	39
Hari S.	8	3	2	2	3	3	2	1	1	3	2	2	3	3	3	2	35
M. Nufail S	9	3	3	2	2	3	3	1	1	3	2	3	3	2	3	3	37
M. Robbit A.	10	3	2	3	2	2	3	1	1	2	2	3	3	3	3	3	36
M. Jihan K.	11	3	2	2	3	3	3	1	1	2	3	2	3	3	3	3	37
M. Dava N. I.	12	2	3	3	2	3	3	1	1	2	3	2	2	3	3	3	36
M.Laqif E. C.	13	3	3	2	2	3	3	1	1	2	3	2	3	3	3	3	37
M.Ulil Azmi P.	14	3	2	3	2	2	2	1	1	3	3	3	2	3	2	3	35
M.Z. Marrio E.	15	3	3	3	3	3	3	1	1	2	3	3	3	3	3	3	40
Nabila A.Z.	16	3	2	3	3	3	3	1	1	2	3	2	3	3	3	3	38
Nanda O.V. H.	17	3	2	2	2	2	2	1	1	3	2	2	3	3	3	2	33
Nathania M. O.	18	3	2	3	3	3	2	1	1	3	2	3	3	3	2	3	37
Nilna Q.	19	3	2	3	3	2	2	1	1	3	3	2	2	3	3	3	36
R. Ariel G. P.	20	3	2	3	3	2	2	1	1	2	2	3	2	2	2	3	33
Raline N.F. K.	21	3	3	3	3	3	2	1	1	3	3	3	3	2	3	3	39
Syahda Almira	22	3	3	3	3	3	3	1	1	3	3	3	3	3	3	3	41
Syarifah I.	23	3	3	2	3	3	3	1	1	3	3	3	3	2	3	3	39
Vanessa P.W.	24	3	2	3	2	2	3	1	1	3	3	3	3	3	3	3	38
Villandra E. F.	25	2	3	2	3	2	3	1	1	2	2	2	3	3	3	2	34
Zayana G. G.	26	3	3	3	2	3	2	1	1	3	3	3	2	3	3	3	38

4.2.4 Concluding the Questionnaire Result

Based on the result of questionnaire, it can be concluded:

- The students' interest in cartoon video given is high and they like it.
- The students' have difficulties in memorizing the word.

- c. The cartoon videos have some advantages. They can help the students in mastering vocabulary.
- d. The students' motivation in learning English after having activity by using cartoon video is high.

4.2.5 The Students' Difficulties in Learning Vocabulary

Based on the interview with the teacher and the questionnaire conducted to the students, the researcher found that some of the students in the fifth grade India of SD Unggulan Terpadu Jepara have difficulties in learning vocabulary. The students have problem in memorizing the words. The students' feel hard to learnt vocabulary because sometimes the students don't know the meaning of a word in Indonesia or they feel hard to memorize vocabulary. Factor that make students feel hard to memorize the word because the English text words and the spoken are different, it makes students feel hard to memorize it.

Based on the interview and observation, to overcome the students' difficulties in learning vocabulary, the English teacher used cartoon video as the learning media. By using media that students like, it can make students easy to memorize the word. Cartoon video also able to improve students' motivation. They were motivated by the cartoon video played. As their motivation improved the students became more interested in joining the teaching and learning process from the beginning until the end of the lesson. It is proved by during the teaching and learning process.