

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter, the research would describe two points, they are (1) the result and (2) the discussion.

4.1 Research Finding

The researcher provided the findings of a classroom action research (CAR) aimed at improving students' vocabulary mastery using Wordwall.net. This research was conducted at the VIII A students of SMPN 40 Surabaya which consisted of 31 students. The findings consisted of students' achievement in vocabulary and observation checklist result. It was about the students' activeness in teaching and learning process. To measure the students' achievement of vocabulary mastery, classroom action research (CAR) was used in this study which was conducted in two cycles. Each cycle consisted of planing, acting, observing, and reflecting. Pre- Cycle to assess students' vocabulary mastery. In this cycle there were only 34.66% of students passed KKM because there were still many students who had a low understanding of vocabulary. Cycle I there were 57.69% students passed KKM and Cycle II were 92,30% students passed KKM, the score in this cycle was higher than before. It implied the media is successful. The result of data findings found that Wordwall.net could improve the students' vocabulary mastery at SMPN 40 Surabaya. It could be seen the result data analysis was follow:

4.1.1 Pre - Cycle

1. The Result of diagnostic test

The researcher conducted a diagnostic test on May 11, 2023 at the eighth A grade. The students were given a diagnostic test in order to know their ability of vocabulary mastery before conducting classroom action research (CAR). The kind of the test was multiple-choice consisted of 20 items. The researcher was called successful if $\geq 75\%$ of students reached the value of Minimum Completeness Criteria (KKM) got score minimum 75. As a result, the researcher was able to compare the diagnostic tests and tests of cycles 1 and II. The student's diagnostic test scores are listed below :

Table 4.1

Students Diagnostic Test Scores

No	Name	Score	Explanation
1.	Agung Winata Saputra	40	Failed
2.	Aninda Putri Safira	80	Passed
3.	Anindya Putri Ozora	60	Failed
4.	Canimas Rahma Lillah Jannah	60	Failed
5.	Daffa Mahesa Eka Prana	80	Passed
6.	Danendra Rasendriya Prasetyo	50	Failed
7.	Dini Artika Sari	40	Failed
8.	Estherlita kasih windisonya	80	Passed
9.	Farel Pradipa Lakstana Fahrezi	70	Failed
10.	Fattaraya Al Fitrah	30	Failed
11.	Gunawan Marulitua Pasaribu	80	Passed
12.	Hafizh Aridiansyah Hanung	40	Failed
13.	Jihan Zahira Talita Ramadhan	80	Passed
14.	Josephine Caesareandra Kirania	40	Failed

15.	Kezia Carolina Rombe	80	Passed
16.	Michael Novan Priyanto	50	Failed
17.	Muhammad al-farizzi	50	Failed
18.	Muhammad Dafa Firjatullah	50	Failed
19.	Natasya Natalia Talasa	80	Passed
20.	Nayaka winatriya Darsono	40	Failed
21.	Rendy Putra Pratama	50	Failed
22.	Shafa Lathifah Ikhwan	40	Failed
23.	Veronica Raffa Trisandi	80	Passed
24.	Yanuar Terry Pratama	30	Failed
25.	Zahratul Zita Bunga Yasmin	40	Failed
26.	Zefanya Sally Bergita Ginting	80	Passed

Table 4.2

Frequency Of Diagnostic Test Scores

No	Socre	Frequency	Percentage	Explanation
1.	≥ 75	9 students	34,66%	Passed
2.	< 70	17 students	65,34%	Failed
Total		26	100%	

Based on the data above, It showed that the students' English score still below the average value of Minimum Completeness Criteria (KKM) for English was 75. From the diagnostic test result, there were 9 students who scored more than 75 with a percentage of 34,66% and 17 students who scored below 75 with a percentage of 65,34% still had a lack of vocabulary knowledge.

a. The Implementation of Classroom Action Research (CAR)

The implementation of Classroom Action Research (CAR) in this research involved planning, acting, observing and reflecting that were carried out in two cycles. Explained in more detail below :

2. Cycle 1

➤ Planning

Planning was the first step in classroom action research. In this step, The researcher met the English teacher at SMPN 40 Surabaya who would become a collaborator in this study. Based on the results of the diagnostic test, many students still lacked understanding of vocabulary. Only 9 students who scored more than 75 with a percentage of 34,66%. The researcher discussed with the English teacher about the plan to use Wordwall.net media in increasing the eighth grade students' vocabulary mastery. The English teacher was very supportive of this research because and no one had used Wordwall.net media, especially in terms of vocabulary, most teachers did not used media but still use books. Then the researcher and the collaborator made some planning classroom action research (CAR). The plans that had been prepared in this activity included:

(1) Determining the timing of action (2) Developing a lesson plan contains competency plans that were expected to be mastered by students, namely selecting appropriate competencies. It also contains one or several goals and had to be measurable, namely created Competency Achievement Indicators. After selected basic competencies and Competency Achievement Indicators, then created material. In this study, the material used was identifying linguistic

elements, namely focusing on vocabulary in descriptive text. The types of vocabulary used are adjectives, action verbs, antonyms, and synonyms. (3) Constructing students' activity observation checklist (4) Creating students' test (5) Teaching materials (6) Media.

And then the researcher with the English discussed about the lesson plan, observation checklist, media, and also vocabulary test. The researcher collaborated with teacher collaborator. Asked permission from the homeroom teacher for students to bring cellphones in English lessons.

➤ **Acting**

Cycle 1 was conducted on May 15, 2023 at 08.20 until 9.40 in eighth grade A at SMPN 40 Surabaya and followed by 26 students. The meeting was started by praying, greeting, the researcher introduced herself and checking the attendance checklist. Before getting to the material the teacher reviewed about the previous lesson. And the the researcher as a teacher displayed the material to be taught about vocabulary in the description text, explained the definition of descriptive text, generic structure, social function, language features, gave examples of descriptive text, and asked students to analyze the language features such as; adjectives, action verbs, antonyms, and synonyms in the description text. Then after students understood about the material being taught. The researcher told students to take the test

using Wordwall.net, before doing that the researcher explained the use of Wordwall.net and how to use Wordwall.net to students first, for students to access the link / barcode that had been given by the teacher. Then, students be connected to Wordwall.net. After that the student typed the full name and pressed the "start" button to start the quiz. Second, students do the test with 20 multiple choice tests in 20 minutes. Students had to choose the correct answer and then clicked on the box for the answer that the student thought was correct. And third, after the test the results were shown on a leaderboard, showing which students received the highest scores and were declared the winners automatically. Before the lesson ended, the researcher explained and took conclusion of short message material.



(Chart 4.1 Test Using Wordwall.net In Cycle I)

Then, the end of this meeting the researcher gave test cycle I used Wordwall.net. Kinds of the test were multiple choices which consisted of 20 items.

➤ Observing

In this stage the researcher carried out several activities, including :

English teacher as an observation observer during the learning process of students' and teaching carried out by researcher as teacher used the observation checklist that had been prepared, evaluated students' skills using observation checklist. Based on observation checklist it was found that there were :

- a. Some students had difficulty knowing the meaning of words, students still often ask the teacher about the meaning of words that they did not know during the test
- b. Some students who still looked confused in using the Wordwall.net media
- c. Students kept asking their friends what they should and the classroom condition was a bit noisier.

The results of the test can be seen in the table below :

Table 4.3

The Students' Cycle I Score

No	Name	Score	Explanation
1.	Agung Winata Saputra	70	Failed
2.	Aninda Putri Safira	80	Passed
3.	Anindya Putri Ozora	75	Passed
4.	Canimas Rahma Lillah Jannah	75	Passed

5.	Daffa Mahesa Eka Prana	80	Passed
6.	Danendra Rasendriya Prasetyo	60	Failed
7.	Dini Artika Sari	70	Failed
8.	Estherlita kasih windisonya	85	Passed
9.	Farel Pradipa Lakstana Fahrezi	75	Passed
10.	Fattaraya Al Fitrah	75	Passed
11.	Gunawan Marulitua Pasaribu	80	Passed
12.	Hafizh Aridiansyah Hanung	50	Failed
13.	Jihan Zahira Talita Ramadhan	80	Passed
14.	Josephine Caesareandra Kirania	70	Failed
15.	Kezia Carolina Rombe	85	Passed
16.	Michael Novan Priyanto	70	Failed
17.	Muhammad al-farizzi	75	Passed
28.	Muhammad Dafa Firjatullah	70	Failed
19.	Natasya Natalia Talasa	80	Passed
20.	Nayaka winatriya Darsono	70	Failed
21.	Rendy Putra Pratama	75	Passed
22.	Shafa Lathifah Ikhwan	60	Failed
23.	Veronica Raffa Trisandi	80	Passed
24.	Yanuar Terry Pratama	60	Failed
25.	Zahratul Zita Bunga Yasmin	60	Failed
26.	Zefanya Sally Bergita Ginting	80	Passed

Calculating the rate percentage of students score :

$$P = \frac{Z}{N} \times 100\%$$

$$P = \frac{15}{26} \times 100\%$$

$$P = \frac{1500}{26} \times 100\%$$

$$P = 57,69\%$$

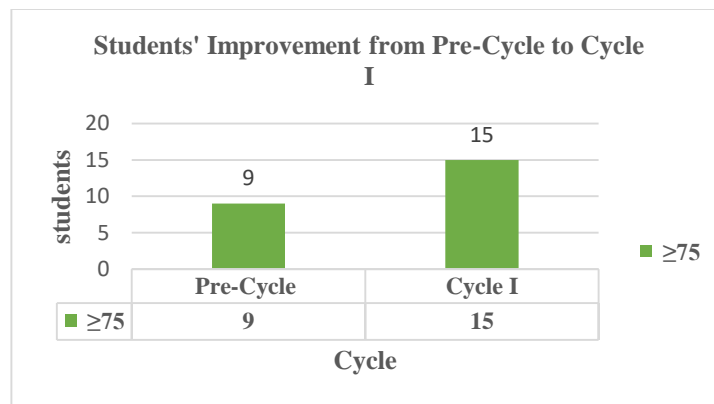
Table 4.4

Frequency Of Cycle I Score

No	Score	Frequency	Percentage	Explanation
1.	≥ 75	15 students	57,69%	Passed
2.	< 70	11 students	42,31%	Failed
Total		26	100%	

Based on the results above, it can be seen that 15 students (57.69%) scored according to the standard and 11 students (42.31%) scored less than the Minimum Completeness Criteria (KKM). In cycle I score higher than a diagnostic test. Criteria for students who successfully master the material had to meet the minimum completeness criteria of 75. The learning process was said to be successful if 75% of students got a score of 75.

➤ Reflecting



(Figure 4.1 Students' Improvement From Pre-Cycle to Cycle I)

Based on the results above, the diagnostic test scores that passed KKM 75 were 9 (34,66%) students and cycle 1 there were 15 (57.69%) students passed KKM. The researcher analyzed and calculated all the processes like students' diagnostic test score and the result of students' cycle test I score did not achieve the indicator of success (75 %). In fact, the students' scores in the cycle 1 were better than their scores on the diagnostic test.

Based on the result observation checklist in learning process in first cycle, the researcher and the collaborator found weakness in the first cycle. Some students had difficulty knowing the meaning of words, therefore students still often asked the teacher about the meaning of words that they did not know during the test, some of student were still confused using Wordwall.net, and the classroom condition was a bit noisier. For the next cycle, In the cycle 2, the researcher as the teacher and the collaborator would evaluate and revise the lesson plan for the next cycle, explained again material with different text, explained in more detail how to use Wordwall.net, explained in step by step and slowly so that students were not confused anymore and for cycle 2 the researcher will reprimand students who talk a lot with their friends during the learning process to engage the students to pay attention in teaching and learning activity. Students score had not reached the KKM

so it is necessary to do cycle 2. So the researcher hoped students achieve the KKM success criteria in this study.

3. Cycle II

Based on the results of cycle 1 there were only 15 (57.69%) students passed KKM. The action of cycle I was not successful enough, the cycle continued to cycle II is needed. Cycle II aimed to improve upon the weaknesses observed in cycle I. The steps of the cycle II as follows:

➤ Planning

The researcher created a new lesson plan during this process. For the students, the researcher made the class more engaging and enthusiastic. The plans that had been prepared in this activity included: Determining the timing of action, creating new students' worksheet/ test, and teaching materials. The researcher and collaborator discussed to create a lesson plan and an observation checklist to track the students' activities. They identified and analyzed any problems that occurred at the beginning and end of the learning activities to determine their causes.

➤ Acting

Cycle II was conducted on May 22, 2023 at 08.20 until 9.40 in eighth grade A at SMPN 40 Surabaya and followed by 26 students. The researcher began the lesson. The meeting was started by pray, greet, the researcher introduced herself and checking the attendance checklist.

Before getting to the material the teacher reviewed about the previous lesson. And the the researcher as a teacher displayed the material to be taught about vocabulary in the description text gave some explanation more about the materials to understand, explained the definition of descriptive text, generic structure, social function, language features, giving examples the different text of descriptive text from cycle 1, and asking students to analyze the language features such as; adjectives, action verbs, antonyms, and synonyms in the description text. Then after students understand about the material being taught. The researcher gave cycle 2 test to the students using Wordwall.net. Before doing that the researcher explained the use of Wordwall.net and how to use Wordwall.net to students, the teacher explained more details slowly about the procedure for using Wordwall.net first, for students to access the link / barcode that had been given by the teacher. Then, students be connected to Wordwall.net. After that the student typed the full name and pressed the "start" button to start the quiz. Second, students did the test with 20 multiple choice tests in 20 minutes. Students had to choose the correct answer and then clicked on the box for the answer that the student thought was correct. And third, after the test the results were shown on a leaderboard, showing which students received the highest scores and were declared the winners automatically. Before the lesson

end, the researcher explained and took conclusion of short message material.



(Chart 4.2 Test Using Wordwall.net In Cycle II)

➤ Observing

Through observation, it was noticed that the majority of students did not encounter any difficulties while using Wordwall.net. They showed a positive attitude towards learning vocabulary with the help of Wordwall.net, which was provided by the teacher. The students actively participated in the teaching and learning process and displayed increased enthusiasm. The results of the test can be seen in the table below :

Leaderboard

Rank	Name	Score
1st	Estherlita k. Windisonya	20
2nd	Kezia Carolina Rombe 8A	20
3rd	VERONICA RAFFA TRISANDI 8A	20
4th	NATASYA NATALIA TALASA 8A	20
5th	Josephine Caesareandra Kirani	19
6th	Fattaraya Al fitrah	19

(Chart 4.3 Student scores obtained in cycle II)

Table 4.5

The Students' Cycle II Score

No	Name	Score	Explanation
1.	Agung Winata Saputra	90	Passed
2.	Aninda Putri Safira	90	Passed
3.	Anindya Putri Ozora	80	Passed
4.	Canimas Rahma Lillah Jannah	95	Passed
5.	Daffa Mahesa Eka Prana	95	Passed
6.	Danendra Rasendriya Prasetyo	60	Failed
7.	Dini Artika Sari	65	Failed
8.	Estherlita kasih windisonya	100	Passed
9.	Farel Pradipa Lakstana Fahrezi	90	Passed
10.	Fattaraya Al Fitrah	95	Passed
11.	Gunawan Marulitua Pasaribu	90	Passed
12.	Hafizh Aridiansyah Hanung	75	Passed
13.	Jihan Zahira Talita Ramadhan	90	Passed
14.	Josephine Caesareandra Kirania	95	Passed
15.	Kezia Carolina Rombe	100	Passed
16.	Michael Novan Priyanto	75	Passed
17.	Muhammad al-farizzi	95	Passed
18.	Muhammad Dafa Firjatullah	85	Passed

19.	Natasya Natalia Talasa	100	Passed
20.	Nayaka winatriya Darsono	80	Passed
21.	Rendy Putra Pratama	95	Passed
22.	Shafa Lathifah Ikhwan	95	Passed
23.	Veronica Raffa Trisandi	100	Passed
24.	Yanuar Terry Pratama	85	Passed
25.	Zahratul Zita Bunga Yasmin	90	Passed
26.	Zefanya Sally Bergita Ginting	95	Passed

Calculating the rate percentage of students score :

$$P = \frac{Z}{N} \times 100\%$$

$$P = \frac{24}{26} \times 100\%$$

$$P = \frac{2400}{26} \times 100\%$$

$$P = 92,30\%$$

Table 4.6

Frequency Of Cycle II Score

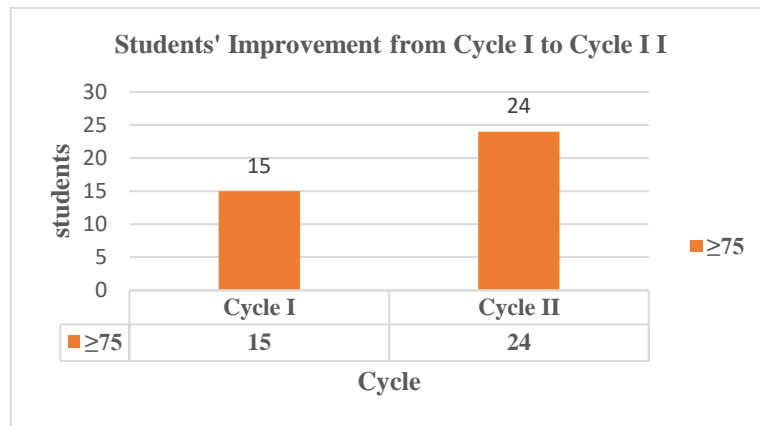
No	Score	Frequency	Percentage	Explanation
1.	≥ 75	24 students	92,30%	Passed
2.	< 70	2 students	7,70%	Failed
Total		26	100%	

It is clear that the student scores in Cycle II are different from the previous cycle. The highest score was 100 and the lowest score was 60.

Besides, the percentages of students' success of cycle II score was

92,30% or 24 students of the total students that passed Minimum Completeness Criteria (KKM), 7,79% or 2 students not passed Minimum Completeness Criteria (KKM) at least 75. This indicated that the research successfully achieved the indicator of success, which was to have more than 75% of students achieve a score of 75 or higher. This demonstrated an improvement in the students' vocabulary mastery.

- Reflecting



(Figure 4.2 Students' Improvement from Cycle I to Cycle II)

From the result observation in learning process in cycle II collaborator and the researcher found that the teaching and learning activity using Wordwall.net was done properly, and students showed understood the materials that had been taught. Based on the results of the diagnostic test scores that passed KKM 75 were 9 (34,66%) students and cycle 1 there were 15 (57.69%) students. And in cycle II were 24 (92,30%)

passed KKM. The researcher analyzed and calculated the result of students' cycle II score achieved the indicator of success (75 %). It showed considerable improvement in cycle II.

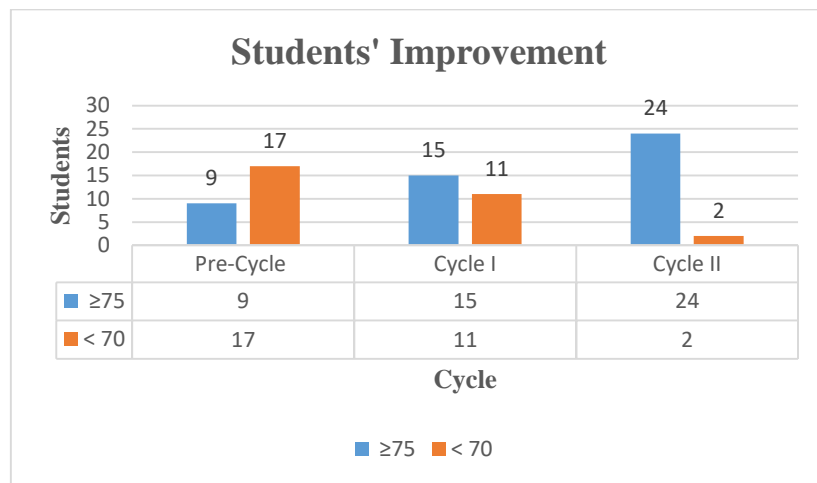
Based on the results it can be concluded that the Classroom Action Research (CAR) was successful. There was no need to continue with another cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Wordwall.net improved students vocabulary mastery.

4.2 Discussion

In the first cycle, based on the results of the checklist observations, there were several obstacles faced by researchers and collaborator teachers. There were still many students having difficulty knowing the meaning of words, students still often asked the teacher about the meaning of words that they did not know during the test, some children were still confused and did not know how to use Wordwall.net media, and there were some students who did not pay attention to the teacher. when explained about vocabulary material in descriptive text. Therefore, In the cycle 2 the researcher as the teacher and the collaborator would evaluate and revised the lesson plan for the next cycle, explained again material with different text, explained in more detail how to use Wordwall.net, explains in step by step and slowly so that students were not confused anymore and for cycle 2 the researcher

would reprimand students who talk a lot with their friends during the learning process to engage the students to paying attention in teaching and learning activity. The result from the second cycle, the researcher found that Wordwall.net could increase students' mastery vocabulary.

The research was conducted to find out the improving of the students' vocabulary mastery by using wordwall.net as the media. Wordwall.net was one of many medias that could help students to solve their problem in doing vocabulary test. This research had proven the effectiveness of applying wordwall.net as a media. This was shown the results of the test diagnostic, cycle I, and cycle II are in the graph below:



(Figure 4.3 Students' Improvement from Pre-cycle, Cycle I to Cycle II)

The results showed above that there were an improvement of the students' vocabulary mastery using Wordwall.net as the media. From

the diagnostic test result, there were 9 students who scored more than 75 with a percentage of 34,66% and 17 students who scored below 75 with a percentage of 65,34%. In this diagnostic test students' understanding of vocabulary was still low, therefore researchers conduct CAR to help students improve their vocabulary skills, a classroom action research (CAR) was carried out using Wordwall.net. In cycle 1 that 15 students (57,69%) got score up to the standard and 11 students (42,31%) got score less than the standard of Minimum Completeness Criteria (KKM). Based on the findings of a study of student weakness. Students were unruly, unsure of how to use Wordwall.net and lacked English vocabulary. some students were misbehaving when learning began. The learning process was not successfully observed in this cycle, and the students test scores were low. And in cycle II that 92,30% or 24 students of the total students that passed Minimum Completeness Criteria (KKM), 7,79% or 2 students not passed. There was an increase in student scores from the diagnostic test to cycle II.

Based on observation checklist in cycle II, the whole conditions happened during the teaching and learning activity better than the cycle I. The teacher re-explained the material with different descriptive text stories according to the lesson plan. The teacher explained in more detail how to use Wordwall.net by displaying it on the projector screen.

And the teacher gave practice tests in the form of multiple choice using Wordwall.net to help students to become more familiar, comfortable about the test and students could confidently do the test without asking questions to their classmates anymore. The observation checklist also showed that the students were more actively participating in the teaching learning process and also could answer questions with a good response. Students understood the material and focused more than in cycle I.

The researcher and collaborator also examined the students' development and attitudes toward learning vocabulary mastery. When students were assigned tests, they understood better in using wordwall.net, were more enthusiastic, and paid more attention to the learning process, and the students' test results indicated a substantial shift when compared to the cycle I findings. All of the students kept silent and stayed focusing on their tests which made the atmosphere of the class conducive. As a result, the researcher concluded that after implementing wordwall.net, students' vocabulary in English had increased during the learning process. From the explanation above, it can be concluded that the wordwall.net had an improvement on students, and encouraged students to be more active and motivated in learning English, especially vocabulary.