CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

In this section, the researcher presents the data description of the research setting, facilities and other elements related to the research.

1. Research Setting Description

During the research, target language was the only language used by the researcher. It took two months to conduct this research from May 2018 until June 2018, the researcher had 80 minutes in each meeting. The research began with a pre-test administered on 7th of May 2018. The next step was acting that consists of two cycles. First cycle done in seven meetings on 8th, 9th, 14th, 15th, 16th of May 2018. The post-test held on 17th of May 2018. The second cycle done with eight meetings on 21st, 22nd, 23rd, 24th,30th, 31st of May 2018, 4th, 5th, 6th of June 2018. The post-test 2 was done on 7th of June 2018.

2. Initial Condition of the Subjects

Researcher previously recognized the problem in the classroom because her daughter and all the classmates graduated from Happy Holy Kids with lack of English vocabulary. That was one of the reason for researcher desired to have a research in Happy Holy Kids Cinere. To strengthen the findings, researcher firstly held interview with the teacher. Generally, students' vocabulary skill way too low and not meet the

expectation. They were confused and difficult to remember some words related the topics, especially the new words. Besides, they were also afraid of making mistakes when they speak.

Before the action research, Happy Holy Kids Kindergarten uses the conventional way of learning English. The English teacher seldom uses interactive learning materials such as presentation, pictures, flashcards. The teacher only uses songs of alphabet and numbers in English language and afterwards students do the worksheet from My Activity book which is the only English book uses in the school.

At the beginning, the researcher conducted a pre-test. The purpose of the test was to check the ability of the students in mastery English vocabulary. The pre-test was conducted on 7$^{\text{th}}$ of May 2018, there were 7 students followed the test. The result can be find below:

Table 4.1
The students' Pre-test score

Score	Students	Percentage	Category
85 - 100	0	0	Excellent
65 - 84	1	14,29	Good
45 - 64	3	42,86	Fair
25 - 44	3	42,86	Low
Total	7	100	

From above table shows only one student (85.71%) passed criteria score 70. , six students were failed on the pre-tests where three students got Fair score (42.86%) and three other students got low scores (42.86%).

The average of students result　　　　= The total students' scores
　　　　　　　　　　　　　　　　　　　The number of the students
The average of students result　　　　= $\frac{325}{7}$ = 46, 43

　　　The average mean of the students were 46,43 points. This can be concluded that none of them passed the KKM of 70 scores and the students were not rich of vocabulary enough.

3. **Developing the students' Vocabulary using Berlitz Method in Happy Holy Kids Preschool Cinere.**

　a. **Cycle I**

　　The implementation of cycle I began with the planning process, continued with acting, observing and reflecting as detailed:

　1) **Planning**

　　The first plan of action learning was focused to overcome the problem found during the initial observation which were: (a) Lack of vocabulary, (b) Lack of interested in English learning, (c) Lack of motivation due to one way and boring learning process. Based on those problems, the researcher planned to improve their vocabulary by using Berlitz method to teach the students. Before implementing the action research, the researcher asked the teacher about the material and this school still using KTSP curriculum. To achieve the objective of the action in the classroom, the researcher firstly prepared a pre-test to know students' vocabulary skill. Researcher also prepared teaching aids such as lesson plan, flashcards, worksheets both from researcher and from

the school (My Activity book), Interview sheets, pre-test and post-test. Before 1ˢᵗ meeting conducted, the researcher firstly held a pre-test on 7ᵗʰ of May 2018.

According to Wright & Neuman (2013) there are some criteria when teaching vocabulary for Kindergarten students which are: (a) How many words to teach, suggested to teach the students 28 words per week. (b) Difficulty level, suggested the words must be selected according to age acquisition. In addition, Shedd & Duke as cited in Siahaan (2012) suggested teachers to involve the following four factors: (1) careful selection of high-quality texts; (2) open-ended questions asked by adults and children; (3) discussions about the book, building from what children already know; (4) predictions by children of what they think might happen or come next in the book. and (5) talk that ties the book to life beyond the classroom or the here and now. Below are the category of vocabulary list that's suits to kindergarten.

Table 4.2
Vocabulary list of Cycle 1

Meeting	Topic	Vocabulary
Meeting 1	**Part of Human Body** (1 of 2)	**Eyebrow, Eyelashes, Eye, Ear, Chin, Cheek, Forehead, Nose, Mouth, Hair, Hand, Finger, Thumb, Forefinger, Third Finger, Ring Finger, Little Finger.**
Meeting 2	**Part of Human Body** (2 of 2)	Shoulder, Arm, Elbow, Back, Chest, Neck, Waist, Tummy, Ankle, Toe, Leg, Feet

Meeting 3	**Family Member**	Mother, Father, Brother, Sister, Grandfather, Grandmother, Uncle, Aunty, Cousin, Nephew
Meeting 4	**Animal**	Bee, Cow, Crab, Cat, Gorilla, Monkey, Elephant, Spider, Dog, Fox, Snake, Frog
Meeting 5	**Action Verb (1 of 2)**	Walk, Run, Play, Sleep, Read, Jump, Ride, Write, Fly, Laugh, Climb, Watch, Dance, Fly, Fight
Meeting 6	**Action Verb (2 of 2)**	Open, Close, Switch on, Switch off, Throw away, Push, Pull, Give, Stand up, Sit up, Throw, Catch
Meeting 7	**Number (1 of 2)**	Number 0-100
Meeting 8	**Number (2 of 2)**	Number 50-100

2) Acting

In this step, the researcher started to teach the students. Conducted on 8th of May 2018. After usual procedure, researcher explained the particular topic each meeting, researcher was also using vary media such as video, short story and flashcard, or other media that could easily accepted by kindergarten students. Most students were still confused and talked each other because they never use English language directly to communicate with their teacher or their friends. They were also afraid and shy to asked. Researcher was working quite hard to implement the method by giving examples and repeating the vocabulary many times. In the third meeting there were some improvement that they began to familiarize themselves with the teacher. Evaluation also done to know students' ability and improvements, after the evaluation

such as worksheet or homework, role play, work in group, storytelling or puzzle given, the class was ended. The same step repeating until the cycle 1 was done.

During the learning process, the researcher also gave an observation sheet to the classroom teacher to observe the researcher and how is the response between researcher and the students. After six meetings were successfully delivered, the researcher conducted a post-test of cycle 1 to see students' accomplishment after researcher implement Berlitz method.

3) Observing

The English teacher, as the observer, observed the teaching and learning process in the classroom. It included the researcher's performance, the class situation and the students' responses. Observation sheet was provided at the beginning of the class that was covered for the whole meetings from cycle I until cycle II. The observer's noted that the researcher was delivering a very clear material and excellent pronunciation but still too fast for the students, the observer also gave comment that the sound of first video was not clear and not loud enough and made the students confused. The researcher acknowledged the input and in the next meeting the researcher switched the speaker devices. The English teacher also found that students were still shy and did not speak all out and had no confidence to talked in target language.

The result of the students' vocabulary mastery of post-test in cycle I is the initial data after using Berlitz method to improve students' vocabulary presented in below table:

Table 4.3
The students' Post-test Range Cycle I

Score	Students	Percentage	Category
85 - 100	0	0	Excellent
65 - 84	4	57,14	Good
45 - 64	3	42,86	Fair
25 - 44	0	0	Low
Total	7	100	

can be seen from above range that there was some improvement after Berlitz method conducted, it shows 57,14% which categorized as Good score and 42,86% as Fair category. Although none of the students had an Excellent score but none of students got low score category as well and that obvious improved compared from cycle I.

The average of students result = The total students' scores
                                              The number of the students

The average of students result = 450 = 64, 29
                                          7
the mean score for Post-test cycle I captured with total 64,29 points.

Compared to previous pre-test there was an improvement on the posttest after first cycle conducted, but it was not significant enough because some students still had low score, and that was the reason for the researcher to conducted second cycle. The Researcher also more focus to improve three students with low scores.

Table 4.4

The Interview Sheet with Students in cycle 1

No	Question	Answer for Cycle I			
		Yes	%	No	%
1	I like if my teacher is using media to teach students for English subject *(Aku senang belajar kata-kata baru kalau miss mengajar memakai video, cerita, gambar dll)*	7	**100**		
2	I am happy to study new words (vocabulary) with Berlitz method (*Aku senang belajar kata-kata baru (Researcher menyebutkan kata kata seperti: hewan, pakaian, gerakan, makanan minuman, profesi) memakai Bahasa Inggris dan miss mengajar memakai contoh gerakan dan diulang-ulang*	2	**29**	5	**71**
3	I am having problem to remember vocabulary *(Aku susah atau selalu lupa kalau mengingat kata-kata dalam Bahasa inggris)*	6	**86**	1	**14**
4	I can finish my english assignment easily *(Saya dapat menyelesaikan PR dan PS bahasa Inggris dengan mudah tanpa dibantu miss atau mama, papa)*			7	**100**
5	English subject is difficult *(Pelajaran bahasa Inggris susah)*	5	**71**	2	**29**

Before the researcher conducted second cycle, she did an interview session after cycle 1. From above table can be seen that there were 7 students (100%) agree that it is fun to learn vocabulary with English language and using media. But only 2 students (29%) were happy studying vocabulary with Berlitz method, the others 5 students (71%) were still not happy. 6 students (86%) answered that they were having difficulty to remember vocabulary, 1 student (14%) did not have difficulty to remember vocabulary. 7 students (100%) were not able to finish their assignment or homework easily or in other words they still help from teacher or parents to help them to finish it.

5 students (71%) stated that English subject is difficult to learn, 2 students (29%) said that English subject is fun to learn.

4) Reflecting

The researcher evaluated the teaching learning process at the end of last meeting from cycle I together with the teacher. The evaluation of the post-test became the reflection to the researcher in making second cycle. Based on the observation from the teacher the researcher needed to make some improvement such as: a) researcher would make the students more active by giving more chance to answer questions; b) the teacher would collaborate with researcher to control the class in order to disciplined naughty students from distraction; c) the researcher would teach with same pronunciation but slower in order to make students understand, and d) the researcher would give rewards and recognition for students in order to inspire other inactive students to be more active.

b. Cycle II

After post-test result from cycle 1 where some of the students' score did not met the KKM criteria, the researcher decided to continue with cycle 2. This second cycle was focusing on the students' weaknesses. In this cycle the meeting consisted seven meetings and one post-test. The action was still using the same as the first cycle. The class began on 21 May 2018 and ended on 7th of June 2018.

1) **Planning**

In cycle II, Berlitz method still applied as the teaching process. The researcher need to be more controlling the class and often do personal approach to build the relationship and to raise student's confidence. Researcher focuses on these vocabularies:

Table 4.4
Vocabulary list of Cycle 2

Meeting	Topic	Vocabulary
Meeting 1	**Introducing yourself**	Name, Hobby, Favorite food, Favorite drink, Address, Siblings, Favorite place
Meeting 2	**Cloth & Accessories**	Shirt, Trousers, Pants, Blouse, Cap, Shoes, Jacket, Sweater, Dress, Socks, Coat, T-shirt, Skirt, Hot pants
Meeting 3	**Health**	Medicine, Doctor, Nurse, Hospital, Stomach ache, Sore troath, toothache, Cough, Headache, Fever, Cold
Meeting 4	**Food & Drink**	Kinds of Fruits, Kinds of Drinks, Bread, Honey, Hotdog, Burger, Pizza, Cake, Ice Cream, Coke
Meeting 5	**Places**	School, Hospital, Park, Museum, Supermarket, Playground, Mall, Swimming pool, Bus station
Meeting 6	**Profession**	Fire fighter, Taxi driver, Musician, Security, Teacher, Doctor, Nurse, Lifeguard, Cashier, Tailor, Coach, Pilot, Farmer

Meeting 7	**House**	Living room, Bedroom, Bathroom, Sofa, Chair, Kitchen, Dining table, Garden, Fish pound
Meeting 8	**Season**	Summer, Winter, Rainy, Spring, Snow, Snowman, Skiing
Meeting 9	**Feelings**	Sad, Silly, Happy, Mad, Sick, Scared, Nervous, Worry, Tired, Arrogant, Worried, Hungry, Thirsty

2) Acting

The first meeting of the second cycle was started on 21st of May 2018. The number of the students remain the same. Learned from Observer's comment, the researcher applied the input from the classroom teacher. Same steps were done such as praying at the beginning of the class, reviewed previous lesson and implement topic that has been planned. In this second cycle, the researcher focusses on students with lack ability on their vocabulary. As input given by the classroom teacher, the researcher did not forget to give appreciation or reward to students' that actively involve or correctly answered questions. Students looked quite active in second cycle. Evaluation also given but wider such as role play and games. Researcher also discussed what they have learned at the end of the class and gave opportunity to students' if they were having trouble or question. Afterwards, the class was closed.

A post-test was administered after the seventh meeting was done in cycle 2. The post-test conducted on 7th of June 2018.

3) Observing

The English teacher observed from whole teaching process in cycle II was very good. The researcher attracted the students' attention. In addition, the students' improvement on speaking English was obvious seen. It meant, there was improvement in teaching learning process between first cycle and second cycle. After seventh additional meetings in cycle 2 below post-test captured:

Table 4.6
The students' Post-test Range Cycle II

Score	Students	Percentage	Category
85 - 100	2	20	Excellent
65 - 84	5	80	Good
45 - 64	0	0	Fair
25 - 44	0	0	Low
Total	**7**	**100**	

This cycle conducted in seven meetings, ended with satisfaction. All students achieved more than KKM 70. 4 students (20%) got score range 70 until; 77.5 which categorized as Good. While 2 students (80%) got 85 and categorized as excellent. The mean score significantly improved to 78.93.

4) Reflecting

In this phase, based on the input from classroom teacher from previous cycles the researcher improved more after the action given in cycle 2, the teacher firmly said that the researcher knew how to control students. Yet, researcher also knew how to

push students to explore students' activity and idea. Most of them did now feel unconfident anymore. They tend to be more talkative even though researcher often correct their pronunciation and their understanding. The researcher could conclude as follow: a) The students did not feel bored when using Berlitz method to learn new vocabulary; b) The students happy with learning and teaching process which was using many attractive media such as video, story, flashcard which is part of Berlitz method: c) Sstudent's score had improved too. It was based on the percentage of the students' score from cycle II with Mean 78.93.

It means each student have reached standard of minimum 70 points. And students' response was as expected, they were listened and pay attention on the learning process. Furthermore, students were having more confidence in speaking in English language although there still need lots of improvements but at least most of them did not afraid and shy to communicate in English.

After reached expected minimum criteria, researcher gave another interview question with the students, there were changes in interview result between researcher and the students in cycle I.

Table 4.7
The Interview sheet with students Cycle II

No	Question	Answer for Cycle II			
		Yes	**%**	**No**	**%**
1	I like if my teacher is using media to teach students for English subject *(Aku senang belajar kata-kata baru kalau miss mengajar memakai video, cerita, gambar dll)*	7	100		
2	I am happy to study new words (vocabulary) with Berlitz method (*Aku senang belajar kata-kata baru (Researcher menyebutkan kata kata seperti: hewan, pakaian, gerakan, makanan minuman, profesi) memakai Bahasa Inggris dan miss mengajar memakai contoh gerakan dan diulang-ulang*	7	100		
3	I am having problem to remember vocabulary (*Aku susah atau selalu lupa kalau mengingat kata-kata dalam Bahasa inggris)*	1	14	6	86
4	I can finish my english assignment easily *(Saya dapat menyelesaikan PR dan PS bahasa Inggris dengan mudah tanpa dibantu miss atau mama, papa)*	4	57.1%	3	42.8%
5	English subject is difficult *(Pelajaran bahasa Inggris susah)*	1	14	6	86

B. Data Analysis

Based on the quantitative data, it is known that students' vocabulary still low, it was measured by the pre-test result none of the students reached score of KKM. After researcher finished with cycle 1 there were improvement on students score. As comparation, we can see from below graph between first and second cycle:
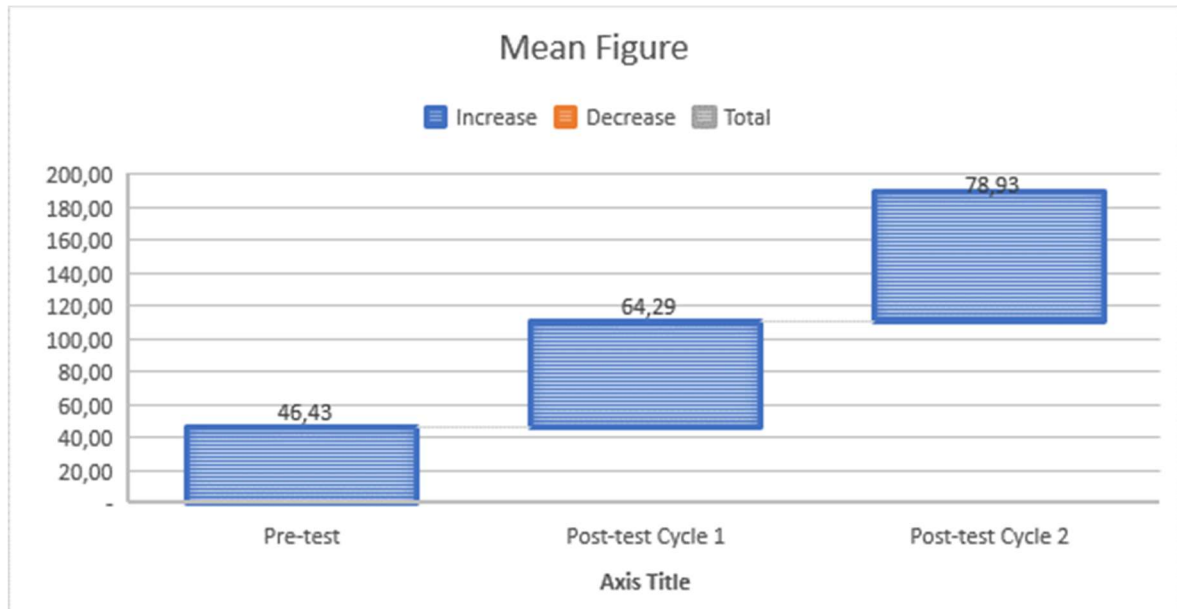
Figure 2. The Mean comparation of students' Pre-test Scores, Post-test I and Post-test II

Significant score happened to all of the students. Mean result in Pre-test was 46,43, none of the students achieved KKM 70 score. After six meetings applied using Berlitz method based on KTSP curriculum there was improvement on students' result, it was shown in Post-test first cycle, 2 students (57,14%) had 75 as their score. The mean for Cycle 1 slightly improved to 64,25. However, the result in cycle 1 not yet fulfill the criteria, so the second cycle proceeded and came up with the result, 3 students (42.85%) with remarkable result, they got 85 score which categorized as excellent result, while 5 students (57%%) got score between 70 to 77 which categorized as good result. The mean in cycle 2 significantly raised to 78,93.

Interview as one of the qualitative was also improving. There were 5 students (71%) that firstly answered English subject is difficult decreased to 1 student (14%), 5

students (71%) previously said they were not happy learning with Berlitz method but after second cycle were done 7 students (100%) said that they were happy learning with Berlitz method. 6 students (86%) previously said they were having difficulty to remember vocabulary now turned the other side. 4 students (57.2%) can finish their assignment easily after cycle 2. Now 6 students (86%) said that English subject is fun while the previous interview 5 students (71%) said the opposite.

C. Discussions

In this research as stated before in the background, the main problem of the students was they had lack of vocabulary. The root cause because they were not properly taught, they were using old method that made students felt boring. The English lesson also only taught once a week and it made students did not rich vocabulary enough. While stated by also in previous chapter,

Compared to previous study done by Sartono, (2008) there was also significant improvement after conducted Berlitz Method, previous mean score was 44.16 (Fair). After Berlitz method implemented the mean score turned as 72.50, and he stated the mean (Good). Improvement also happened in other previous study held by Hardika (2014). She concluded that teaching vocabulary by using Berlitz Method has given a positive effect, it shown from mean from post-test Cycle 1 with (1) Fair: 55.6%. (2) Good :55.6. (3) Poor: 5.6. While in Cycle 2 there was significant improvement on the score which was: (1) Very good: 27.8, (2) Good: 55.6. (3) Fair 16,7. From two previous study, this research was only slightly different from post-test 1 mean score 64.29, after

cycle two were conducted the final mean turned to 78.93 after cycle two were conducted.

The mean score of this research was higher than the other two researches because the researcher confident that in delivering Berlitz method should be continued in short interval of meetings. In this research, the method was taught every day. Especially for students in Kindergarten age where they are critically having high trust, autonomy and initiative, so a child can easily adopt with the new surrounding and this condition needed when a child learning English language where it mixed with lots of pictures, words, signals as cited from (Charlote, 2014) if they don't use it in a long time they tend to forget the material.

Even though between this study and two previous study were having different students level where this study was done in Kindergarten level it will improve more. Furthermore, as suggested by Harmer (1991) vocabulary is easier to be taught with actions that explained by mime which is one of the principal of Berlitz Method. Maritha & Dakhi (2017) convincingly reported that using picture in teaching vocabulary made the students mastery improved and their positive attitude is portrayed. And when applying Berlitz method students also did not feel boring as it is using lots of media and ways as declared by Norland & Terry (Norland & Terry, 2006) in previous chapter.