CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

As we know that the most important thing in a study is the result of research. In this chapter the writer will present the results of the research in the form of data that had been collected from observation, documentation and interview in the field. And the most important of this chapter is to answer the quistions of the research problem in the previous chapters. And here the writer will explain one by one the answer to these problems.

A. The Process of Using Video as Audio-visual Media in Teaching Vocabulary at the Fourth-Grade Students of MI Al-Jihad Palangka Raya

Vocabulary achieved by some of fourth-grade students of MI Al-Jihad Palangkaraya quite good, but some others have not been able to master it well. This is because due to several factors that influence it. These factors include because they pay less attention to the explanation given by the teacher. Partly also because of lack of concentration in the study because they are less interested in the material presented. And some of them are because of their focus distracted by other activities such as playing, whether playing alone or with friends who were around their seats. It can be seen based on the data taken from the observation that held four times from May to July 2015, and also data from the interview with the English teacher who teaches English language materials in the classroom as the subject of the study,.

English had been taught as local content subject allocated for thirty five minutes each hour. Every week, English teacher only has two hours for English subject at the fourth-grade students of MI Al-Jihad Palangka Raya. Actually, it was not enough time to teach English as foreign language only for two hours or seventy minutes each week. English was considered as a difficult subject such mathematic, so that it was a challenge solved by selecting some strategies to handle it.

All of the teachers are always trying to provide the best teaching and education for their students as well as teachers who teach at MI Al-Jihad Palangka Raya especially teachers who teach English subjects at the fourth-grade students of MI Al-Jihad Palangka Raya. It can be seen from the observation of the writer at the time the teacher teaches. He tried either by using multiple media used in teaching English, especially in teaching vocabulary. Sometimes he uses a graphics cards and memory cards to make students able to master the vocabulary well. He uses the media aims to support the teaching and learning process. he teaches students patiently. If one of the students who make mistakes, commotion or engage in activities that are not related to the teaching and learning activities, he gives a subtle admonition and easy to understand. thus the student does not feel fear or hate him. On the contrary the students feel happy and loved him. it is always implemented by him during the learning process in the classroom, especially in teaching about English vocabulary.

To find out how the teacher uses video as a medium in teaching English vocabulary in the fourth-grade students of MI Al-Jihad Palangkaraya, the writer

find data through observation during the learning process, analysis of the documentations as like lesson plans, and interviews with the teachers of English Subject.

Teaching and learning process implemented by teachers of English at the fourth-grade students of MI Al-Jihad Palangka Raya using video as the media. As like he said that,

"Saya sering menggunakan media video sebagai media pembelajaran apalagi pada saat mengajar mata pelajaran kosa kata, karena dengan media tersebut memudahkan murid untuk mengingat dan menghafalkan kosa kata"

When the teacher teach vocabulary using video media, all students pay attention to the impressions that appear in the video because video is not just display images such as media images or media card, but also accompanied by sound. thus, students easier to remember vocabulary in through it and also know how to pronounce it in the presence of noise generated from the video. in teaching and learning English vocabulary by using the vedio as media, the teacher acts as operator on his laptop to control the process video to be played. It can be known based on the observation that held four times from April to May 2015 and also from interviews with teachers of English. The teacher said that,

"Mereka sangat senang belajar dengan menggunakan video belajar bahasa inggris. Selama proses pembelajaran menggunakan video ini anak-anak sangat fokus memperhatikan video yang mereka tonton dan ada juga yang mencatat kosa kata yang muncul di video.

1. **Data Finding**

The observation found by the writer in conducting research on the process of teaching English vocabulary at Fourth grade students of MI Al-Jihad Palangka Raya can be seen from the following table.

Table 4.1
The Result of Observation

Activities	Observation		
	I	II	III
Pre -Teaching Activities			
a. The teacher greets students.	√	√	√
b. The teacher checks students' presence list.	√	√	√
c. The teacher doas brainstorming.	√	√	-
d. The teacher introduces the materials	√	√	√
e. The teacher prepares video as media.	√	√	√
f. The teacher sets up classroom activities.	√	√	-
g. Guiding questions.	√	√	-
Whilst-Teaching Activities			
a. The teacher gives the material on video.	√	√	√
b. The teacher reads the materials orally.	-	-	-
c. The teacher gives some task concerned with the material	√	√	√
d. The teacher helps students	√	√	-
Post-Teaching Activities			
a. The teacher and students check the answer	√	√	√
b. The teacher and students conclude the material.	√	√	√
c. The teacher advises and motivates students.	√	√	√
d. The teacher closes the lesson and greets students.	√	√	√

Investigating vocabulary's teaching strategies at the fourth-grade students of MI Al-Jihad Palangka Raya resulted that when the teacher came to the class, all of the students were crowded because they felt hot and sweaty after having a break. They spent their break by running, laughing, and joking with their friends. The teacher waited for a while to make the

students' condition calm down. The teacher began the lesson by greeting to the students. The teacher spoke in Indonesia language mostly and ordered the students to prepare their books.

Activities carried out before watching the video, the teacher open the lesson in English greeting such "Good morning, How are you today?, Have you studied last night?". The teachers helps students to make an illustration of the activities that will be undertaken with the intent to arouse the interest of students so that they appear curiosity with what they will learn.

At that time, the teacher introduced a few words in English related materials that have been taught and students are asked to interpret in Indonesian. This is a pre-learning activities. The teacher mentioned the words one by one while demonstrating overview of the activities to be undertaken in learning activities on that day. He ordered the students to repeat what he mentioned in the English language before the words were written on whiteboard.

The writer classified the teachers' procedures when teaching vocabulary into three steps are pre-activities, whilst activities, and post-activities. The writer discuss in further discussion.

2. **Disscussion**

According to the writer, the teacher have used the English curriculum in MI Al-Jihad Palangka Raya, and implemented the learning using

approaches teaching in accordance with the material taught and thus can achieve the expected results.

a. Pre-Activities

Based on the observation, the English teacher started the class by greeting the students first. Then the teacher stimulated the students by inviting to remind what the topic they had discussed in previous meeting. The writer also found that the teacher did brainstorming first before starting the topic in order to give stimulation for the students. Because the students usually get other subject before entering the English subject.

After that, the teacher gave an explanation of the material that will be discussed. then he is preparing a video to be shown via a laptop in front of the class connected to a projector and a loudspeakers. before the video is played, the teacher asks the students to open a textbook.

Based on the observation, the English teacher activity in Pre-activity can be seen as follow:

Table 4.2
Teaching Learning in Pre-Teaching Activities

No	Activities	
	The teacher	**The students**
1	The teacher opened the teching learning by greeting the students said " *goodmornig".*	The student answered the teacher's greeting by saying good morning together loudly.
2	The teacher checked the presence list by mentioning the student's name one by one.	They raised their hand if they were present.
3	The teacher did not directly present the material, but she did brainstorming	The students told what they had done in previous meeting one by one.

	first. He asked her students several questions related to the last meeting.	
4	The teacher mentioned the goal of lesson then introduced the topic.	The students prepared their condition, they prepared their books, dictionary, and their attention.
5	The teacher prepared her laptop and And Lcd for the process teaching vocabulary using Video media	The students gave attention when the teacher did it.

Based on the table above, it be known that the teacher did brainstorming to begin the lesson by giving question. In this case, the teacher practised writing and speaking skills for her students.

Besides that, the teacher's activity was preparing her laptop and the LCD Projector it was needed in teaching Vocabulary using the Video media.

Table 4.3
Teacher's activity in teaching vocabulary

No	Teacher's activity in teaching vocabulary	Skill			
		L	W	R	S
1	Teacher opened the lesson by greeting to students.	√			√
2	The teacher checked the presence list by mentioning the student's name one by one.	√			√
3	The teacher did not directly present the material, but he did brainstorming first. He asked her students several questions related to the last meeting.	√			√
4	The teacher mentioned the goal of lesson then introduced the topic.	√			√
	TOTAL	4			4

Note : L= Listening, W= Writing, R= Reading, S= Speaking

Based on the table above it can be known that speaking and listening skill appeared simultaneously in pre activity. Meanwhile other skill such as reading and writing did not appear.

b. Whilst- Activities

After the teacher gave an explanation of the material that will be discussed, and he has preparing a video to be shown the teacher asks the students to open a textbook. At that time the subject matter of the book of the theme "clothes". after the students opened their books on a page entitled "clothes", the teacher then start the video containing the appropriate material impressions of "clothes". Video display a few types of clothes and the name in English and Indonesian text. after a video showing finished, the teacher asked the students to close their books. then the teacher asks the students to name all of the clothes that are in the video that they remember. After that, the teacher gave a blank piece of paper to each student as a task that must be done by them. then he explains what they should do with the blank paper. then the teacher plays back video that shows some of the clothes one by one without the sound of the video, but the video is not accompanied by the name in English or Indonesian. students write the name of clothing in English on paper given earlier then collect the paper after the video aired was over and they finished writing it.

Based on the observation, the Teacher teaching activity in whilst activity can be seen as follow:

Table 4.4
Teaching activity in Englishleasson for Whilst-Teaching Activity

No	Activities	
	Teacher activities	**Students activities**
1	The teacher shows the video related to the material in front of the class using laptop and LCD projector	The students pay attention during the playing video.
2	The teacher ask the students to close the book.	All of students close their books
3	the teacher asks the students to mention the name all of the clothes that are in the video that they remember one by one.	The students mentioned one by one the names of the clothes they remember.
4	The teacher give the students some task to write the name of clothes in english.	write the name of clothes in english on a paper.

Based on the teaching behavior above, it can be seen that the teacher as facilitator in teaching learning had various ways in order the students to be involved.

Based on the result of the activities above, the students had opportunity to practice their skills in whilst activity.

Related to the table of teaching behavior above, the teacher's activity and integrated language skills in whilst-activity of teaching Vocabulary using Video media.

c. **Post-activities**

After the students collected their papers task they sat down to their seats each. then the teacher took the stack of paper answers these students collected and distributed back to the students one by one but delivered randomly to the students. the students each received an answer sheet that

is not theirs. teachers explaining what they should do with the given answer sheet. The teacher then play back the video that aired earlier. but this time the video is played with include voice and image display clothes accompanied with writing in English and Indonesian. students match the image shown on the video with the answer sheet that is on them and then give a value corresponding to the result of the correct answer. and collect the answer sheets to the top of the teacher's desk and then sat back to their seats each.

Then at the last activities, before closing the teaching and learning, the teacher gave conclusions about the materials studied. do not forget also he gave some hints about the matter for the next meeting. and provide motivation for students to increase their eagerness to learn and ask ask them to studied hard at home. only then the teacher closes the meeting. The class was closed by saying "Hamdallah" and "Good Bye" or "see you next week".

Based on the observation, The Teacher activity in the post-activity can be seen as follow:

Table 4.5
Teacher'sactivity in English lesson for Post-Teaching Activity

No	Activities	
	Teacher activities	**Students activities**
1	The teacher asks the student to correct their task that they have done with playing the video for the last time.	The students watch the video while correcting the results of their task that they have done.
2	The teacher gave conclusions about the materials studied.	Tha Students pay attention to what the teacher say about the conclution.

5	Teachers provided motivation and advice to students to always keen to learn	The students listened to what was said by the teacher.
6	The teacher closed the lesson with saying "hamdalah" and "Good Bye" or "see you next day"	Students answer the greetings of the teachers

The following is the statement of Mr. HP as the subject of the study at the time of the interview about how the learning process using the video in teaching vocabulary at fourt-grade of MI Al-Jihad Palangka Raya:

Mr. *HP* said that, "*selama proses pembelajaran menggunakan video ini anak-anak sangat fokus memperhatikan video yang mereka tonton dan ada juga yang mencatat kosa kata yang muncul di video.*"

(During the learning process using this video, the students are very focused and pay attention to the video they watch. and also there some of them write vocabulary that Appears in the video)

Mr.HP also said that, "*penggunaan video sebagai media dalam mengajar sangat berpengaruh sekali, sejak saya mengajar kosa kata dengan video mereka (Students) tambah semangat belajar bahasa inggris (English subject). Mereka juga lebih mudah untuk mengingat/menghafal kosa kata(english vocabulary), dengan demikian mereka (Students) semakin mudah untuk mengerjakan atau menjawab soal-soal/pertanyaan yang saya berikan. Dan pastinya nilai mereka semakin bagus*".

(The use of video as a medium of teaching is very influential at all , since I teach vocabulary with video , they added zest to learn English . They are also easier to remember / memorize vocabulary , so they are easier to work or answer the questions that I give . And of course they are getting good value).

Based on the results of the discussion process of teaching English vocabulary at the fourth-grade students of MI Al-Jihad Palangka Raya on

pre-activity, whilst activity , post activity and the result of the interview with the subject of study above, we can see that the use of video as media in teaching goes well. And also it is very easy and very helpful for the teacher. In addition, students are also becoming more interested and enthusiastic in paying attention because of the impressions generated by the video.

all the exposure that was written by the writer of the above is how the process of using video in teaching vocabulary at fourth-grade students of MI Al-Jihad Palangka Raya. and then the writer will explain what the problems faced by teachers when using video in teaching vocabulary at fourth-grade students of MI Al-Jihad Palangka Raya and how to solve these problems in the next discussion.

B. **The Problems Faced by the Teacher When he is Using Video as Audio-Visual Media in Teaching Vocabulary at the Fourth-Grade Students of MI Al-jihad Palangka Raya**

The writer was analyzed the problem faced by the teacher who use video in teaching vocabulary at fourth-grade students of MI Al-Jihad Palangka Raya based on overall observations and interviews with Mr. HP as the subject of this study.

1. **Data finding**

There were some problems face by the english teacher when using video-media in teaching vocabulary at the fourth-grade students of MI Al-Jihad Palangka Raya. It can be seen in the result of the interview below::

1. *"Dari segi pengajaran tidak ada masalah, malahan lebih simple kalau menurut saya dalam penggunaan video ini. Tapi kalau dari segi teknisinya ini masalahnya apabila listrik padam, sehingga kami tidak bisa mengoperasikan media video tersebut berhubung pengoperasiannya memerlukan listrik."*

   (There is no problem in terms of teaching , I think it's even more

   simple in the use of this video . But if the terms of these technicians,

   the problem is when the power goes out , so we can not operate the

   video media since the operation requires electricity).

2. *"Video yang dipakai harus sesuai dengan materi pelajaran yang diajarkan, dan dari pihak sekolah maupun penerbit buku tidak menyediakan video yang berkaitan dengan materi yang diajarkan disekolah"*

   (Video used must relate to the subject matter being taught, but from

   the school and the book publishers do not provide videos related to the

   material being taught in schools)

3. *"Sebenernya yang lebih bagus itu adalah video yang dibuat sendiri oleh guru yang mengajarkan materi pelajaran.namun itu membutuhkan waktu untuk membuatnya. Selain membuat, kita juga harus memperhatikan tayangan video yang dihasilkan, apakah video tersebut pantas atau tidak di tayangkan disekolah dan dilihat oleh para siswa sebelum video tersebut di tayangkan disekolah sebagai media pembelajaran."*

   (Actually better is a video made by teachers who teach the subject

   matter. But it takes time to make. In addition to making, we must also

   consider the resulting video content, whether video is inappropriate or

   not aired at school and viewed by the students before the video was

   aired in schools as a medium for learning.)

2. Disscussion

Based on the data finding of The poblems faced by the teacher using video as media in teaching vocabulary at the fourth-grade students of MI Al-Jihad Palangka Raya above, we can see that the teacher do not have problems or difficulties while teaching using video. But the trouble is, if the power goes out. Due to the use of video requires electrical power to run it. In other words, there is a problem on the technician. learning can not use video as a medium at all if it happens. Another problem is, the limited of the source that provides video to be used as a medium of appropriate learning materials and students' needs. Because video is used in the learning should be in accordance with the material being taught and must also comply with the spectacle of the students. In that sense, the video there are no negative elements that can make students' attention was diverted from the scope of the study or the material being taught.

Thus, seen from the results of the data obtained from the interview above and also the result of observation by the author when the teaching process takes place, as well as connecting with the theories that exist, the writer concluded that, the existing problems of using video as media in teaching vocabulary at the fourth-grade students of MI Al - Jihad Palangka Raya is the technician problem. Which means that these problems are outside of the discussion about the problems faced by the teacher when he is using video as audio-visual media in teaching vocabulary at the fourth-grade students of MI Al-Jihad Palangka Raya.

Nevertheless, the writer incorporate the problems as the problem that must be anticipated and solved by the teacher before he using video as media in teaching vocabulary.. As for the discussion about the settlement of these problems will be described in the next discussion points.

C. **How the Teacher Solve the Problems of Using Video as Audio-Visual Media in Teaching Vocabulary at the Fourth-Grade Students of MI Al-Jihad Palangka Raya**

All of problems of course there is always solution. As well as the problems faced by teachers who use video as a medium of learning that have been discussed in the previous discussion. Here the writer discuss about how the teacher solve the problems based on the result of the interview with the subject of the study, the teacher who use video as media in teaching vocabulary at fourth-grade students of MI Al-Jihad Palangka Raya.

1. **Data finding**

The writer give some quistion about how the teacher solve the problem if the problem that have we discuss at the previous discussion is happen. The teacher said that,

"Kalau terjadi masalah teknisi seperti listrik padam, saya tidak bisa berbuat apa-apa selain mengganti dengan media lain yang penerapannya tidak memerlukan listrik seperti media flash card atau media gambar yang juga berkaitan dengan materi pelajaran yang diajarkan."

(If there are problems such as the light is out, I can not do anything other than to replace with other media that its application does not require

electricity like a flash-card or picture media that are also related to the subject matter being taught).

Then for the second problem based the result of interview with Mr. HP below. He said that:

"Sumber video nya bisa saya dapat dengan cara mendownload di youtube dan kaset DVD. Dan tentunya video tersebut harus saya pilih terlebih dahulu mana video yang cocok untuk materi yang diajarkan serta yang cocok untuk ditonton oleh para peserta didik."

(Video source , I get it by downloading on youtube and DVD . And of course, the video should I choose beforehand which videos are suitable for the material being taught and suitable for viewing by the learners).

2. **Discussion**

Based on the result of the interview above we can see how the teacher face and solve the problem when using video as media in teaching vocabulary at fourth-grade students of MI Al-Jihad Palangka Raya.

To more easily the writer took the points of the problem and its solution based on the data that has been described above. As for the problems faced by teachers when using video as media in teaching vocabulary at fourth-grade students of MI Al-Jihad Palangka Raya are as follows:

a. Contained in the engineer that when a power outage occurs.

b. The second problem is the lack of sources that provide videos that can be used as a medium of instruction.

c. The third issue is the content of the video which is not in accordance with the material being taught and not in accordance with the spectacle of the students.

The solution used by the teacher to solve the problems based on the data above were:

a. Use of other media where the media does not need electricity in use.

b. Provide videos related to the subject matter either create his own video or pick up from other sources such as the internet or VCD/DVD.

c. Censoring the content of the video first before using it as a medium in the classroom.