**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the research findings and the discussions of the action research of the implementation of make a match board game. The findings of the actions are based on the results of the observation sheets, questionnaires, interviews, and the documentations of the students’ scores for two cycles.

1. **Research Findings**
2. **Data from Preliminary Study**

In learning vocabulary, the students of the fifth year of MI Wonorejo Gandusari, Trenggalek in the 2011/2012 academic year, are not interested in the English vocabulary, for the pronunciation must be pronounced differently but not as what it is in the written form. They have a low motivation, that makes their vocabulary mastery was not as the researcher expected. Besides that, the English teacher is not qualified in teaching English, so she could not select the creative technique to teach the student. It was known by the researcher when she came into the class and observing the teaching and learning process in this school.

In preliminary study the researcher conducted the preliminary test. The objective of this test was to measure the students’ mastery of vocabulary. Ten students joined this preliminary test. It consisted of twenty multiple choice questions. The aim of giving a preliminary test by giving multiple choice questions was to know, whether in a limited time, the students could find the correct answers. Only one of them could finish the preliminary test and got good scores. It means that many of them got score below the KKM. The KKM of English subject matter of MI Wonorejo Gandusari, Trenggalek in the 2011/2012 academic year is 65.

The mean score of the pre-test, which is presented in Appendix 22 was 45. It showed that 1 student (10%) got score higher than KKM.

1. **The Results of Cycle I**

This section presents the results of the implementation of make a match board game in cycle I.

1. **Planning**

The topic in this cycle was “Daily activities and In the sea”. The researcher chose this topic for it lined with the topic presented in the current English text book. The topic was implemented in make a match board game.

1. **Acting**

The implementation of planning in cycle I was carried out in two meeting:

1. The first meeting

The first meeting of cycle I was carried out on Monday 16th May 2011 with the total student 10 students. In this research the researcher as the teacher, the class started from 09.50 – 11.00 am. The teaching learning process based on the lesson plan that had been prepared. The teacher discussed a little about the teaching and learning materials. Before starting playing the game, the teacher asked the students’ opinion about make a match board game. The teacher tried to build the students’ background knowledge. Its objective was to give students ideas about the activities that they were going to do.

After that, the teacher started the make a match board game. The acting of the students in doing this make a match board game began with dividing the class into two teams, which is in one team, consists of five students. Then, the teacher gave the game board and the equipments of the game to the teams. Next, the teacher read the instruction of the game. Each student of the team prepared the pictorical cards and the board given. Then, they selected the card that suitable with the words which written on the board.

1. The second meeting

The second meeting of cycle I was carried out on monday 23rd May 2011 the class started 09.50 – 11.00 am. The teaching learning process was carry-over from the first meeting. The teacher had a little discussion about the difficulty in implemented of make a match board game with the students. The students gave good responses toward the implementation of the make match board game. After that, the teacher asked the students to clean and prepare their tables for the vocabulary quiz. Then, the teacher distributed the exam papers to the students. After thirty minutes, she took all the students’ answer sheets.

1. **Observing**

Thus observation is the process of collecting data about the effect of the use of strategy which happened during teaching learning process. The observer observed the students’ participation during the process of teaching and learning. The researchers, on the other hand, collected the data by interviewing the students about them responses toward the use of the strategy. At the end of meeting the researcher did the vocabulary post-test, to know whether the students’ vocabulary mastery had been developed through the use of make a match board game or not. The data taken from the application of the strategy applied in the first cycle were them, analyzed for teacher’s reflection.

1. **Reflecting**

Generally, the reflection is an evaluation of the researcher based on the result of observing. The result of cycle I was not satisfactory yet. Though the students’ vocabulary improved based on the result of vocabulary quiz, but there were still some weaknesses found based on field note. During the teching learning process there were some problems. The mean score of the students reached or greater than 65 but some of the students looked like confused with the words on the board game, so the teacher was not satisfied yet. The analysis of the teaching learning process was done based on the result of field note and the observation sheet. As far as students attitude toward the task was concerned, it was found that the students were not fully active yet in teaching learning process during the meeting of cycle I because they have minimal vocabularies. Besides that, this game generally is something new for them. So that why, not all of the students could match the pictorical card perfectly.

The analysis of learning result was done on the basis of the result of the test given at the end of cycle 1 with the mean total score 69,4. Compare to the mean score of preliminary test 45, the mean score obtained in cycle 1 indicated that the students had made progress in their learning. However, it reached KKM but the reseacher found some problems that was explained above. So, the researcher decided to do cycle II.

1. **The Results of Cycle II**

This section presents the results of the implementation of make match board game in cycle II.

1. **Planning**

The topic in this cycle was “Transportation and Fruits”. The researcher chose this topic for it lined with the topic presented in the current English text book. The topic was implemented in make a match board game.

1. **Acting**

The implementation of planning in cycle II was carried out in two meetings:

1. The first meeting

The first meeting of cycle II was carried out on Monday 30th May 2011 with the total student 10 students. In this research the researcher as the teacher, the class started from 09.50 – 11.00 am. For the teacher’s actions, first, the teacher discussed a little about the teaching and learning materials. After that, the teacher started the make match board game. The acting of the students in doing this make match board game began with dividing the class into two teams, which is in one team, consists of five students. Then, the teacher gave the game board and the equipments of the game to the teams. Next, the teacher read the instructions of the game. Each student of the team prepared the pictorical cards and the board given. Then, they selected the card that suitable with the words which written on the board.

1. The second meeting

The second meeting of cycle II was carried out on Monday 6th June 2011 the class started 09.50 – 11.00 am. The teaching learning process was carry-over from the first meeting. The teacher had a little discussion about the difficulty in implemented of make match board game with the students. The students gave good responses toward the implementation of the make match board game. After that, the teacher asked the students to clean and prepare their tables for the vocabulary quiz. Then, the teacher distributed the exam papers to the students. After thirty minutes, she took all the students’ answer sheets.

1. **Observing**

Observation is the process of collecting data about the effect of the use of strategy which happened during teaching learning process. This phase observed the teacher and the students’ activities during the acting in cycle II. The results of observing in cycle II as presented in observation sheet showed that the teacher did all the steps completely and the students showed their enthusiasms in teaching and learning process through make a match board game.

1. **Reflecting**

Based on the observation, the result of the acting in cycle II was satisfying. The implemented of make match board game could improve the students’ vocabulary mastery. From the cycle I, the mean of the students’ score was 69,4. It means that the research was success, but there were some problems. Then the researcher made a new plan with the different theme and did cycle II, and the result was better than before. The mean of the students’ score was 78,75. It could be seen from the mean of students’ score in cycle I was increased in cycle II. Compared with the result of the vocabulary quiz in cycle II, it is clearly seen that the percentage were higher than the vocabulary quiz in cycle II (from 70% to 90%). It means that the research was successful. Based on field note the researcher and the observer made some notes. The field notes were as follow:

1. The students had enthusiasm in implementing make match board game.
2. The students look fun and enjoy with the game.
3. The students were so attracted to this game.
4. Only a few of students did not active in the teaching and learning process.

The improvementof some problems in teaching learning process found in cycle I brought a good result to the achievement in cycle II. There was indicator that using make a match board game made the students had enthusiasm in implementing make a match board game, the students look fun and enjoy with the game, the students were so attracted to this game, only a few of students did not active in the teaching and learning process.

The analysis of learning result was done on the basis of the result of the test given at the end of cycle II with the mean total score 78,75. Compare to the mean score of cycle I 69,4 the mean score obtained in cycle II indicated that the students had made increased from 69,4 in cycle I to 78,75 in cycle II.

The mean score of the post-test, which is presented in Appendix 22, was 87. It showed that the post-test mean score of the students toward the implementation of the make match board game in cycle II was very good. Compared with the result of the vocabulary post-test, it is clearly seen that scores gained were higher than the pre-test (from 10% to 90%). It indicated that the implementation of the make a match board game at V grades of MI Miftahul Huda Gandusari, Trenggalek in the 2011/2012 academic year was successful to a certain extent.

**4. The analysis of the questioner about student’s response in Implementing of Make a Match Board Game**

1. Are you interested in this make match board game?

|  |  |
| --- | --- |
| **Answer** | **F** |
| Yes | 10 |
| No | 0 |
| Total | 10 |

1. Do you always work cooperatively with your friend in a team?

|  |  |
| --- | --- |
| **Answer** | **F** |
| Yes | 8 |
| No | 2 |
| Total | 10 |

1. Do you find any difficulties to play this game?

|  |  |
| --- | --- |
| **Answer** | **F** |
| Yes | 4 |
| No | 6 |
| Total | 10 |

1. Can you get new vocabulary items through playing this game?

|  |  |
| --- | --- |
| **Answer** | **F** |
| Yes | 10 |
| No | 0 |
| Total | 10 |

1. Can you review your vocabulary items that you have learned through

playing this game?

|  |  |
| --- | --- |
| **Answer** | **F** |
| Yes | 9 |
| No | 1 |
| Total | 10 |

1. **Discussions**

In teaching vocabulary to the fifth year students, the researcher used make a match board game. The writer used the picture to support the materials in class as the media to make the students more interested in learning English. Most of the students were interested in vocabulary which the teacher explanation. The researcher found that all students looked very enthusiastic in doing the teaching learning process. Teaching using make a match board game could help the student understand, memorize, and made the students enjoy the class. The students tried to answer every teacher’s question although not all of the students could answer it. The students still had difficulties in spelling the words and pronouncing them.

In MI Miftahul Huda Wonorejo Gandusari Trenggalek, the researcher used make a match board game as the technique of teaching vocabulary. The researcher chooses this technique because it would improve the students’ vocabulary mastery. Before applying the method, the teaching vocabulary in MI Miftahul Huda Wonorejo Gandusari Trenggalek was monotonous, so the students are not interested in English. Finally, the students had limited vocabulary and assumed that English was difficult.

In cycle I the researcher used the make a match board game as the media, showing the make a match board game made the students easy to memorize vocabulary. The researcher used board and picture as the media, they became enthusiastic in learning using make a match board game. After applying the method, the researcher saw that there was good response from the students. The students were more enthusiastic in studying English.

Make a match board game helped the students easy to understand and memorize. In addition it could be used to the vocabulary avoid the boredom in the class. In explaining the material the researcher showed the board and pictures. It could help the students to memorize the vocabulary. In general, the writer concludes that increasing students’ vocabulary through make a match board game can encourage the student’s ability in mastering vocabulary. It means that increasing students’ vocabulary through make a match board game is effective.

In this study, the students’ of fourth class at MI Miftahul Huda Wonorejo Gandusari Trenggalek on the first and the second cycle have been completely done. After analyzed it, the researcher found that there was significant development in the students’ vocabulary mastery. In the preliminary study there were 1 or 10% students classified into success while the other 9 students or 90% were unsuccessful in the vocabulary test.

Whereas, from the cycle 1 there were 7 or 70% of all students who passed the vocabulary test while the other 3 or 30% students failed. There was increasing students’ vocabulary mastery from preliminary study. Then, from cycle 2, 9 or 90% students passed the vocabulary test and only 1 or 10% students failed in the vocabulary test in the second cycle (see appendix 22).