

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the research findings and the discussion. The findings are divided into two main sections. The first section discusses the result of the first cycle held on April 02, 2019 and April 06, 2019. The other section focuses on the result of the second cycle held on April and April 20, 2019.

#### **4.1. Findings**

The findings of cycle I and cycle II are presented in terms of the application of Pictorial Board Games and the results of the quizzes.

##### **4.1.1 Cycle I**

This part describes planning and the implementation of the strategy on cycle I.

###### **4.1.1.1 Planning**

The researcher provided a Pictorial Board Games to solve the problem faced the students in vocabulary. The researcher well-prepared everything she needed to do the research. The lesson plans were developed based on the topics stated in the students' book. The material was taken from the School Curriculum and the type of text under discussion, the first cycle dealt with ask for and give information related to the qualities and things. The theme was *It's a beautiful day*. The vocabulary items were selected based on the theme and taken together into simple paragraphs of about seventy words. The vocabularies were of two parts of speech—Nouns and Adjectives—that are typical of descriptive texts. There were eight vocabularies for the first session and seven for the second.

The Pictorial Board Game was a modification of Snake and Ladder. It was to be played in groups of six students. In each group, one student acted as the leader and the rest as

the players. The leader kept the answer key, read the descriptions and recorded their friends' score, while the others were playing the game. The game equipment consisted of a game board, description cards—seventeen for session I and fourteen for session II—with answer key, a dice, and five markers. The researcher also made the game instruction and read the rule in front of the class.

#### **4.1.1.2. Implementing**

The implementation of cycle I took two meetings. The first meeting focused on discussing about Nouns. Second meeting discussed about Adjectives. At the end of second meeting, the students were given a vocabulary quiz.

#### **1. Session I**

In the first session held on April 02, 2019 the researcher came to the class. She opened the class, greeted the students and checked their attendance. Then the researcher explained the objectives of the teaching and learning process. Before starting the main activity, the researcher did a warming-up activity in which she asked some questions related to the topic of the materials that was going to be presented. The question and answer as follow :

- Where is your house located?
- Can you mention the parts of your house?
- What is the color of the floor?
- What is the color of the wall?
- How many bedrooms do your house have?
- Do you have your own bedroom? Where is it?
- How many bathrooms does your house have?
- Is there any diningroom in your house? Where is it?

- Is there any garden in your house? Where is it?

While the researcher did the question answer session with those following questions, the observer noted how many students were active in responding the questions, answered the questions confidently. After asking these questions, the researcher also reviewed the previous materials about qualities and things.

The researcher started the lesson by distributing copies of a a short entitled *My House* in which, the students learned one of the inseparable parts of asking and giving information of things, i.e. Nouns. The text is below.

### My House

My **house** is on Jl. Kartini. It is big and has two **floors**. It has a **living room**, a small and a **bathroom** on the first floor. On the floor there are three **bedrooms** and a bathroom. My parents' bedroom is large. My room is next to my room. My room is small like it. It has light green **wall**. There is also a in front of my house. We love our house very much.



nice. It **kitchen**, second  
  
bothers' but I **garden**

- List of vocabularies:
  - House
  - Floor
  - Living room
  - Kitchen
  - Bathroom
  - Bedroom
  - Wall
  - Garden

The researcher and the students discussed the text, in particularly Nouns in the text, question and answer related to the text. After finishing discussion the text, the researcher informed the students that they would have a game in order to learn vocabulary. Since the Board Game that would be implemented is a group game, the researcher divided the class (35 students) into small groups; five groups of six students, one group is five each. To enhance cooperation among group members, the researcher allowed the students to choose their own

team members. They were given thirty minutes to play the game. Team members chose the leader.

The leader led the game, deciding the player who played first and the turn by throwing the dice. The leader also kept the answer key, read the clue and noted the score of the members. After the game was over, the leader reported the result to the researcher. After all the groups reported the score, the researcher then informed the winner and reviewed the materials had been learnt. While the students played the game, the observer did observation related to the implementation of the game.

Before closing the session, the researcher did question answer again. The following questions as follow.

- What is living room? Make a sentence by using living room.
- What is the meaning of bedroom? Make a sentence by using bedroom.
- What is kitchen? Make a sentence by using kitchen.
- What is bathroom? Make a sentence by using bathroom.
- What is garden? Make sentence by using garden.
- What is floor? Make a sentence by using floor.
- What is the meaning of wall? Make a sentence by using wall.

The observer also noted how many students who were active in the question answer at the end of the session, how many students who could respond the teachers well, and showed their participation in the question and answer session related to their communicative competence. As time was over, the researcher closed the session.

## **2. Session II**

The second session held on April 06, 2019. The procedure of this session was almost the same of session I. The researcher came to the class. She opened the class, greeted the students and checked their attendance. Then the researcher explained the objectives of the

teaching and learning process. Before starting the main activity, the researcher reviewed the previous materials had been learnt. After that the researcher did question answer at the beginning of the session. The questions as follow.

- Where is your grandparents` house located?
- How is your grandparents` house look like?
- Is there any garden in your grandparents` house?
- How does it look like?
- How many bedroom does your grandparents` house have?
- How do them look like?
- How many bathroom does your grandparents` house have?
- How does it look like?

When the researcher did the question answer, the observer noted how many students who were active in responding the questions, answered the questions well and confidently.

The researcher started the lesson by distributing copies of a a short text entitled *My Grandparents` House*. The text focussed in discussing about Adjectives. The text was below.

### **My Grandparents` House**

My Grandparents live in a **nice** house in a village. It has **white** wall with a **big** door and two **small** windows in front of it. It has a **large** living room and two **neat** bedrooms. It also has **beautiful** garden. I like to visit my grandparents` house.



- List of vocabularies:
  - Nice
  - White
  - Big
  - Small
  - Large
  - Neat
  - Beautiful

The researcher and the students discussed the text, in particularly Adjectives in the text, question and answer related to the text. After finishing discussion the text, the researcher

informed the students that they would have a game again. The researcher asked the students to make a group of six to play the game. The game lasted thirty minutes. In each group, there was a leader. The leader led the game, deciding the player who played first and the turn by throwing the dice. The leader also kept the answer key, read the clue and noted the score of the members. After the game was over, the leader reported the result to the researcher. After all the groups reported the score, the researcher then informed the winner and reviewed the materials had been learnt. While the students played the game, the observer filled the observation sheet to record the implementation of the game.

The researcher then did question answer again. The questions were asked as follow.

- What is the meaning of nice ?Make a sentence by using nice.
- What is the meaning of big? Make a sentence by using big.
- What is the meaning of large? Make a sentence by using large.
- What is the meaning of neat? Make a sentence by neat.
- What is the meaning of small? Make sentence by using small.
- What is the meaning of beautiful? Make a sentence by using beautiful.
- What is the meaning of white? Make a sentence by using white.

The observed noted how many students who were active in the question and answer session at the end of the session, how many students who could answer the question, could make the sentence well, and showed their participation in the question and answer session related to their communicative competence.

After that the researcher distributed vocabulary quiz and the answer sheets to the students. After finishing did the quiz, the students submitted their work and for the time finished, the researcher closed the session.

#### **4.1.1.3. Observation**

The observation was done in order to obtain the information of the lesson plan, the media and materials, the instructional process and the students' activities in the teaching and learning process.

Based on the score given on the observation sheet by the observer, the result shows that the researcher was well prepared for the teaching and learning process. Lesson plan, Pictorial Board Game set and relevant material were made by the researcher herself. The researcher made the lesson plan which covered the instructional objectives, the instructional process and the management of students in learning. The researcher prepared the board game set and the relevant material. In the first session, the students were asked to find the Nouns from a short text, entitled *My House*. In the second session the researcher started the teaching and learning process by reviewing the previous material about the theme and one of its characteristics, i.e. Noun. Then, the researcher gave the students a new text entitled *My Grandparents' House* and asked them to identify the adjectives used in the text. The researcher asked the questions at the beginning of the lesson about the topic that was going to be presented focused the students' attention on the lesson and stimulated their responses.

During the teaching and learning process, the students paid attention to the researcher's instruction. They read the text and did answering the researcher's questions related to the text. After discussing the text, the researcher divided the class into groups of six and explained the rule and steps of the game. While they were playing the board game, the researcher monitored the action in front of the class.

During the implementation of board game, the researcher found some difficulties in keeping a fair play. Based on the field note by the observer, some groups cheated by making the leader of their group show them the answer key. It seemed that they raced against time in order to be the winner and got the prize; they did not play board game for vocabulary learning. Moreover, the researcher found difficulty in how the game went on because other

groups keep asking about the rule and steps of the game. Consequently, the game was ineffective for vocabulary learning. Dealing with the game equipment, the researcher tried to get more information about the game by distributing questionnaires. The data gained from the questionnaire were used by the researcher to make a correction and an improvement for the cycle II. In terms of pictures, most of the students, 17 students thought that some of the pictures were not clearly printed and not attractive. Some of them, 4 students even said that they could not identify which part of the picture that had to be guessed. They suggested the researcher to change the picture to help them find the suitable words for the pictures. Besides, some of them, 12 students also thought that the rules of the game should be modified because some of their friends cheated in order to be the winner.

In relation to the improvement of the student's mastery of vocabulary, the result of students' vocabulary quiz in cycle I showed that the Pictorial Board Game was quite useful compared to the preliminary study. In preliminary study not more than ten students who got score above 68. The result from vocabulary quiz I, only 13 students whose score above 68, and the rest twenty two students got score under 68. It means that the students' vocabulary mastery was improved but had not reached the criteria of success yet, for the students who got 68 less than the average from the whole.

Dealing with the students' participation at classroom, based on the observer's note actually the students had shown the improvement their communicative competence by using this strategy. The note showed, at the beginning of session 1, the students who were active in responding question answer was four students, and at the last session of question answer, there were six students who were active and showed their communicative competence. In the session II, the observer noted that five students were active in the question answer in the opening session, and in closing session, they were nine students active in the question answer and also they showed their communicative competence by expressing their ideas confidently.



#### **4.1.1.4 Reflecting**

Referring to the criteria of success, the study was considered successful if criteria of success could be achieved. The study met the criteria of success if the students whose score in vocabulary quiz above 68 was more than 75% from the whole students. With 13 students who got more than 68, it means that the study was categorized in unsuccessful.

Dealing with the students` participation in class, in this study showed by the session of question answer at the beginning and closing the implementation, which only four students and six students in the session I, and only five and nine students in the session II, it indicated that actually this study has not reached the criteria of success on terms of students` participation. It was said unsatisfactory for the students who showed their communicative competence was less than 50% from the whole students.

Based on the observation note and result of questionnaire on cycle I, the failure was possibly caused by a number of factors :

##### **1. Cheating**

In cycle I, some groups cheated in finding the right vocabulary so that the result did not show their true mastery of vocabulary. They asked even forced the leader to show the answer. They competed with their friends unfair for they wanted to be the winner. They lack of understanding that actually this game was only the strategy to learn vocabulary with fun and not by using monotonous way.

Therefore, the researcher needed to change the rule of the game to avoid cheating.

The researcher finally decided in solving this problem, she would change the leader of each group to avoid the same problem. The changing of group leader, it was hoped to minimize even stop the cheating and unfair play. They could not ask or even force the leader to show

the answer for they didnt choose the leader themselves, and also they were not really close to the leader who chosen by the researcher.

## 2. Time consuming

While playing the game, most of the groups asked the researcher many times about the rules and steps they forgot or had not understood yet. This made her almost have no time to attend the other groups. She had to repeat her explanation over and over again. An improvement was needed to solve this problem. Finally, the reseacher made a game instruction card in cycle II and distributed the card to each group. The game instruction card would help the students when they found difficulties in doing the game. They could directly read the instruction without asking the researcher to explain again and again. It was hoped, could minimize time consuming.

## 3 The unclear picture

The next hint for this Pictorial Board Game is the picture. Nevertheless, based on the students' questionnaire, most of the pictures on this game were not clear that made them difficult to identify which part of the pictures they had to guess. Therefore, an improvement is needed to make this game more effective. To solve the problem related to unclear picture, the reseacher made the picture clearer by printing the picture in bigger size, in better printed paper, and also in better printed color and machine in order to make better result picture.

## 4. Less monitoring

In cycle I, when the students played the game, the researcher only monitored the game in front of the class. She approached close to the students when they needed a help in understanding the rule of the game. After giving explanation to each students who found difficulties, the researcher came back in front of the class and monitored from there. As a result, some students did the game unmotivated. They were not serious in guessing the picture, and even some of students did not want to play when they were in their turn. A

problem solving for this matter was, the researcher would walk around while the implementation of the game was being done, monitored the game close to students. She would not stay away from the students anymore.

#### 5. Passive students

Based on the note from the observer in cycle related to students` participation at class during question answer, the one who were active in responding the researcher only the one who were brave and categorized into smart students. They were confidently raised up their hand and responded the researcher questions, while others were only sat nicely and listen to. The students were active always the same in the opening and closing, both in session I and session II.

Therefore, to solve the problem, in the next cycle the researcher should change the procedure in responding the session of question answer. The researcher would choose the students to respond her in question answer session both in opening and closing. It was done to avoid the same students who answered and were active. This solving was hoped could make the students who were passive and shy could express their ideas and improved their communicative competence by responding the researcher confidently and bravely.

#### 6. No respect and compliment

In cycle I, the researcher realized that she did not have any respect and compliment to students. When the students responded her, answered the question well, they did not respond them by saying thank you, good., very well or even great. It indicated that the researcher did not appreciate the students` participation. As result, most students were not encouraged to practice and express their communicative competence. After realizing the lack, the researcher decided to show good respect and compliment the students more often. Showing good respect by giving verbal rewards would really encourage students to practice in showing

their communicative competence. By showing good respect, and compliment them, the students would behave well and more responsive so that they could learn better.

Noticing all problems identified, and the problem solving had been found, the researcher decided that the implementation of the action in cycle I still needed to be improved and revised. Therefore, it had to be continued to cycle II.

#### **4.1.2 Cycle II**

This part presents the planning, implementation, observation, and reflection of cycle II.

##### **4.1.2.1. Planning**

In general, the lesson plan for cycle II was similar to that of cycle I. the only difference is that, in cycle II, the researcher did not have to explain again the rule of the game. The lesson plans for the second cycle were also prepared.

Based on the result of observation of cycle I, the researcher made an improvement to the following problems. First, bigger size of picture cards, used the best quality printed paper, color and printed machine to print the picture cards out to avoid misinterpretation. Second, to save the time and ease teacher to observe their game, the researcher added an instruction card for their game equipment. The instruction cards were also made to ease the students understand the rule of the game. Third, the researcher also changed each group's leader to avoid cheating when they played the game. Fourth, the researcher would walk around more frequently to monitor the students while they were playing the game. It was done to solve the problem of unserious students in playing the game, and also to make all students played the game. Fifth, directly in choosing the students to respond the reseracher in question answer session was done to avoid the same students who were active. It also hoped

to train passive and shy students to minimize their nervous and fear to be participated in class to show their communicative competence. The sixth, showing good respect, giving compliment the students by verbal praies was done in cycle II to encourage students to be active for their efforts were really appreciated by the researcher.

The material in cycle II, the theme was *Animals and Hobbies*. The vocabulary consisted of Nouns and Adjectives. These vocabularies were used to construct short paragraphs. The game equipment consisted of a game board, cards, dice, the marker, and the instruction card. In cycle II, the board game consisted of eight vocabularies for session I and seven vocabularies for session II .The pictures were also changed based on the vocabulary for the cycle II. The dices on the first cycle were made of thick paper; therefore the researcher did not need to change the dice with another, so did for the marker.

#### **4.1.2.2 The Implementation of Pictorial Board Game**

The implementation of cycle II took two meetings. The theme of this cycle was about animlas and hobbies. The first meeting focused on discussing about Nouns. Second meeting discussed about Adjectives. At the end of second meeting, the students were given a vocabulary quiz.

##### **1. Session I**

In the first session held on April 16, 2019 the researcher came to the class. She opened the class, greeted the students and checked their attendance. Then the researcher explained the objectives of the teaching and learning process. Before starting the main activity, the researcher did a warming-up activity in which she asked some questions related to the topic of the materials that was going to be presented. The question and answer as follow :

- Do you have favorite animal? What is that?

- Can you mention the parts of your favorite animal`s body?
- How many legs does your favorite animal have?
- Does your favorite animal have wings? What is the color the wings?
- Does your favorite animal have fur? What is the color of the fur?
- Can your favorite animal jump?
- What is your favorite animal food?
- Where does your favorite animal live?
- Can your favorite animal swim?

While the researcher did the question and answer session with those following questions, the observer noted how many students were active in responding the questions, answered the questions confidently. After asking these questions, the researcher also reviewed the previous materials about qualities and things. The difference implementation in this question answer was, in cycle II, the researcher directly pointed the students to answer. The researcher chose the students who categorized into passive and shy. By pointing them, the researcher trained and forced them to practice their communicative competence by expressing their ideas through answering the researcher`s questions. It was also to minimize the students` lack of confidence, so they could be active in participating the classroom. The researcher showed respect and gave verbal compliment to the students who responded her whatever the answer was. It was done to encourage students to be more active. It also gave motivation to students for their efforts were respected by the researcher.

After finishing question answer session in opening, the researcher started the lesson by distributing copies of a a short entitled *An Eagle* in which, the students learned one of the inseparable parts of asking and giving information of things, i.e. Nouns. The text is below.

#### **An Eagle**

This is the picture of an **eagle**. The color of its **feathers** is light brown. It has a strong and sharp **beak**. Its **claws** are very sharp. It hunts for fish in the



sea but sometimes it hunts chickens and small **birds**. It has a strong **body**. Its arms serve as **wings**. It walks on two legs and has a very flexible **neck**.

- List of vocabularies:
  - Eagle
  - Feathers
  - Beak
  - Claws
  - Birds
  - Body
  - Wings
  - Neck

The researcher and students discussed the text, in particularly Nouns in the text, question and answer related to the text. After finishing discussion the text, the researcher informed the students that they would have a game in order to learn vocabulary. Since the Board Game that would be implemented was a group game, the researcher divided the class (35 students) into small groups; five groups of six students, one group is five each. To enhance cooperation among group members, the researcher allowed the students to choose their own team members. They were given thirty minutes to play the game. Team members chose the leader.

The difference was that after each group chose their leader, the researcher asked the leader of a group to be the leader of the other group. For example, the leader of group I would lead group II, the leader of group II would be the leader of group III and so on. The changing of the leader to avoid cheating. The game instruction cards were also made and distributed to each group to avoid them in asking the researcher about the rule of the game. The leader led the game, deciding the player who played first and the turn by throwing the dice. The leader also kept the answer key, read the clue and noted the score of the members. The card pictures in cycle II were printed better to make the students were easily to guess the pictures. While the implementation of the game, the researcher walked around the class more frequently, got to close to each groups to monitor the students played the game. She did it to make sure all students did the game seriously. After the game was over, the leader reported the result to the researcher. The researcher then informed the winner after all groups submitted the result and

reviewed the materials had been learnt. While the students played the game, the observer did observation related to the implementation of the game.

Before closing the session, the researcher did question answer again. The following questions as follow.

- What is the meaning of bird? Make a sentence by using bird.
- What is the meaning of feathers? Make a sentence by using feathers.
- What is the meaning of beak? Make a sentence by beak.
- What is the meaning of claws? Make a sentence by using claws.
- What is the meaning of neck? Make sentence by using neck.
- What is the meaning of wings? Make a sentence by wings.
- What is the meaning of body? Make a sentence by using body.

The observed also noted how many students who were active in the question answer session at closing session, how many students who could respond the teachers well, and showed their participation in the question answer session related to their communicative competence. The students who were passive and shy were pointed and chosen by the researcher to respond and answer her. As time was over, the researcher closed the session.

## **2. Session II**

The second session held on April 20, 2019. The researcher came to the class. She opened the class, greeted the students and checked their attendance. Then the researcher explained the objectives of the teaching and learning process. Before starting the main activity, the researcher did a warming-up activity in which she asked some questions related to the topic of the materials that was going to be presented. The question and answers as follow :

- Do you have a pet at home? What is that?
- What is the name of your pet?



- How does your pet look like?
- What does your pet favorite food?
- How is the body of your pet?
- Where does your pet sleep?
- Does your pet have fur? How is the fur?
- Does your pet have tail? How is the tail?
- How are your pet eyes, ears and legs?

While the researcher did the question and answer session with those following questions, the observer noted how many students were active in responding the questions, answered the questions confidently. The researcher directly pointed the students to answer. She chose the students who categorized into passive and shy. By pointing them, the researcher trained and forced them to practice their communicative competence by expressing their ideas through answering the researcher`s questions. It was also to minimize the students` lack of confidence, so they could be active in participating the classroom. The researcher showed respect and gave verbal compliment to the students who responded her whatever the answer was. It was done to encourage students to be more active. It also gave motivation to students for their efforts were respected by the researcher. In session II, almost all students responded to the researcher well and also they could express their ideas by using their own words directly without wasting too much time to think.

After finishing question answer session in opening, the researcher started the lesson by distributing copies of a a short text entitled *My cat*. The text focussed in discussing about Adjectives. The text was below.

### **My Cat**

I found a **tame** cat in front of my house. I Cathy. Cathy is a cute and **clever** cat. She follows wherever I go, even when I go school. Cathy has eyes and **fat** body with a **long** tail. It has very **soft** fur. I like playing with her. I love Cathy very much.



named it  
me  
**round**  
and **clean**

- List of vocabularies:
  - Tame
  - Clever
  - Round
  - Fat
  - Long
  - Soft
  - Clean

The researcher and students discussed the text, in particularly Adjectives in the text, question and answer related to the text. After finishing discussion the text, the researcher informed the students that they would have a game in order to learn vocabulary. Since the Board Game that would be implemented was a group game, the researcher divided the class (35 students) into small groups; five groups of six students, one group is five each. To enhance cooperation among group members, the researcher allowed the students to choose their own team members. They were given thirty minutes to play the game. Team members chose the leader. Changing the leader was still done in this session. The researcher asked the leader of a group to be the leader of the other group. For example, the leader of group I would lead group II, the leader of group II would be the leader of group III and so on. The changing of the leader to avoid cheating. The game instruction cards were also made and distributed to each group to avoid them in asking the researcher about the rule of the game. The leader led the game, deciding the player who played first and the turn by throwing the dice. The leader also kept the answer key, read the clue and noted the score of the members. The card pictures in cycle II were printed better to make the students were easily to guess the pictures. While the implementation of the game, the researcher walked around the class more frequently, got to close to each groups to monitor the students played the game. She did it to make sure all students did the game seriously. After the game was over, the leader reported the result to the researcher. The researcher then informed the winner after all groups submitted the result and reviewed the materials had been learnt. While the students played the game, the observer did observation related to the implementation of the game.

Before closing the session, the researcher did question and answer again. The following questions as follow.

- What is the meaning of bird? Make a sentence by using bird.
- What is the meaning of feathers? Make a sentence by using feathers.
- What is the meaning of beak? Make a sentence by beak.
- What is the meaning of claws? Make a sentence by using claws.
- What is the meaning of neck? Make sentence by using neck.
- What is the meaning of wings? Make a sentence by wings.
- What is the meaning of body? Make a sentence by using body.

The observed also noted how many students who were active in the question answer session at closing session, how many students who could respond the teachers well, and showed their participation in the question answer session related to their communicative competence. The students who were passive and shy were pointed and chosen by the researcher to respond and answer her. In closing session, the pointed students could express their ideas well. They could directly make the sentences by using their ideas without too much time to prepare. After finishing question answer session, the researcher distributed vocabulary quiz to check the students' vocabulary mastery. The researcher closed the session after all the students submitted their work.

#### **4.1.2.3. Observation**

The observation was done in order to obtain the information of the lesson plan, the media and materials, the instructional process and the students' activities in the teaching and learning process.

Based on the score given on the observation sheet by the observer, the result shows that the researcher was well prepared for the teaching and learning process. Lesson plan,

Pictorial Board Game set and relevant material were made by the researcher herself. The researcher made the lesson plan which covered the instructional objectives, the instructional process and the management of students in learning. The researcher prepared the board game set and the relevant material.

In the first session, the students were asked to find the Nouns from a short text, entitled *An Eagle*. In the second session the researcher started the teaching and learning process by reviewing the previous material about the theme and one of its characteristics, i.e. Noun. Then, the researcher gave the students a new text entitled *My cat* and asked them to identify the adjectives used in the text. The researcher asked the questions at the beginning of the lesson about the topic that was going to be presented focused the students' attention on the lesson and stimulated their responses.

During the teaching and learning process, the students paid attention to the researcher's instruction. They read the text and did answering the researcher's questions related to the text. After discussing the text, the researcher divided the class into groups of six and explained the rule and steps of the game. The researcher changed the leader of each group. A game instruction card was made by the researcher and distributed to each group. While they were playing the board game, the researcher monitored the action by walking around to each group more frequently.

During the implementation of board game, the researcher found that the students did the game in a fair play. Based on the field note by the observer, no students who did cheating. They played the game seriously, all the members of the group did their turn well. The students had understood although it was a race game which the one who could reach the finish sign would be the winner, but they compete in a fair play for the knew that it was actually the strategy to learn vocabulary. Moreover, the researcher found no one group or even students who asked to explain about the rules of the game. It made the implementation

the strategy was really effective for vocabulary learning since they did not waste the time by asking the rules.

Dealing with the game equipment, the researcher tried to get more information about the game by distributing questionnaires. The data gained from the questionnaire indicated that the improvement made by the researcher was success. In terms of pictures, most of the students, nineteen students thought the quality of the pictures and the paper were good. They could guess the picture easier for they were printed in a bigger size. From the questionnaire in cycle II, only four students thought that the rules of the game should be modified, it indicated that most of the students agreed about the changing of the leader in the game.

In relation to the improvement of the student's mastery of vocabulary, the result of students' vocabulary quiz cycle II showed that the Pictorial Board Game was good compared to the vocabulary quiz in cycle I. In vocabulary quiz cycle I, thirteen students who scored above *KKM*, means that twenty students failed in reaching the *KKM*. The result from vocabulary quiz cycle II, twenty nine students got score above *KKM*, and only six students failed. This means that the number of students who pass the *KKM* was more than 75%. The criteria of success for vocabulary mastery, therefore, were met.

The improvement of the students' mastery of vocabulary is indicated by the increasing number of students who passed the *KKM* as shown below. It shows the result of the students' vocabulary quiz on cycle I and vocabulary quiz on cycle II.

**Table 4.1. The Comparison of the Result of Students' Vocabulary Quizzes**

CATEGORIES	VOCABULARY QUIZ I	VOCABULARY QUIZ II
Lowest score	40	67
Highest score	87	100
Average Score	64.17	80.94
Number of students who passed the <i>KKM</i>	13 out of 35	29 out of 35

And in the students` participation at classroom, based on the observer`s note, the students had shown the improvement their communicative competence by using this strategy. The noted showed, at the beginning at the session 1, the students who were active in responding question answer was thirteen students, and at the last session of question answer, there were seventeen students who were active and showed their communicative competence. In the session II, the observer noted that there were eighteen students who were active in the question answer in the opening session, and in closing session, they were twenty seven students active in the question answer and also they showed their communicative competence by expressing their ideas confidently.

The improvement of the students` participation at class was indicated by the increasing number of students who could respond the research in the question answer session in the opening and closing of the meeting as shown below. It shows the result of the students` participation at class on cycle I and students` participation on cycle II.

**Table 4.2. The students` participation in question answer**

CYCLE I			CYCLE II		
	Opening	Closing		Opening	Closing
Session I	4 students	6 students	Session I	13 students	17 students
Session II	5 students	9 students	Session II	18 students	27 students

#### **4.1.2.4. Reflection**

In this cycle, the implementation of the strategy met the criteria of success. The students` score in vocabulary test II, twenty nine students scored above 68, means that more than 75% students could pass KKM. The students` participation in class also increased by the result of the observation that, twenty seven students could respond the researcher and express their ideas through the question answer session. They could reply the researcher directly

without taking too much time to think and prepare the words to be produced. They answered confidently and bravely, although actually they categorized into passive and shy students. It means that the students who got involved in teaching learning more than the average of the whole students in the class. That`s why, students centered in the class had been achieved.

The improvement was possibly caused by a number of factors. First, fair play was very important. In cycle I, there was much cheating appeared. For this game was played in group, and also each member of the group should compete to be the winner, they tried to be the first player who reached the finish line in order to be the winner, that`s why when deciding who would be the leader, they chose the one who could be pressed or it could be said that they chose the leader to be their submissive. They asked the leader to show the answer to get the score. They even did cheating by asking another players from different group to get the score. They also tried to get the answer by asking the observer and the researcher. But in implementing the strategy in cycle II, the researcher change the leader of each group, and by this they tried to play the game fair. They could not ask the leader to show the answer. They did their best in cycle II. Second, the students were more familiar with the games. In cycle I, it was the first time for them to implement the strategy. They didnt fully understand about the activities they were doing. But, in cycle II they knew more what they had to do with the playing game. Actually, they had known about Snake and Ladder game, but for it was used as the strategy to learn vocabulary, and all written statements were written in English they got shocked made game instruction card. In cycle I, the students kept asking the reseacher about the rules of the game, and it was really needed more time in explaining. They still did not understand how to play and asked again and asked, but in cycle II for the researcher distributed the game instruction card to each group, so they could directly check the instruction when they found difficulties in playing the game. It really made the game more effective and made the students more independent. Third, the clear pictures. In cycle I,

the students even could not guess what the picture was being described for the pictures were really unclear. The object which must be guessed were inappropriate with the pictures they got. That's why they could not answer although three clues had been stated by the leader. But, in cycle II, based on the reflecting from cycle I, the researcher made more suitable and appropriate pictures to be guessed, and clearer pictures by printing out in bigger size, the best quality of printed paper, color and the printed machine, so the students could guess what the picture was by seeing it without any kind of clue. Fourth, the researcher monitored and walked around to each group. In cycle I, the researcher only focused to group which needed a help in applying the game, and the rest she only monitored from in front of class. In cycle II, although each group had been completed by the game instruction card, the researcher walked around to each group and monitored the implementation of the game closer to the students more frequently. She controlled the action and always offered help for group if they were still confused to do the activities. Fifth, pointing passive students to respond the researcher in question answer session both in opening and closing meeting. In cycle I, only active and students who categorized into smart students who could respond and answer the researcher, but in cycle II, the researcher directly chose the passive and shy students to respond her. It was done to make all students could be active in classroom, they could express their ideas through question answer session, so it would not only active and smart students who got involved in the classroom, but also all students could participate in creating active classroom and students` centered. The sixth, giving respect and compliment to students. In cycle I, the researcher realized that she did not give respect and compliment to students who responded her. That's why, the students unmotivated in participating the question answer session. But in cycle II, the researcher gave respect to all students who answered by saying at least thank you, and for showing her compliment to students who could answer her, she said



good, very good, great. By doing this, students more motivated to get involved in teaching learning process.

**Table 4.3. The implementation of A Pictorial Board Game**

<b>A Pictorial Board Game Strategy</b>	<b>After the strategy were conducted</b>	
	<b>CYCLE I</b>	<b>CYCLE II</b>
<b>Question and Answer in opening session</b>	<ul style="list-style-type: none"> <li>• The researcher delivered some questions</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher delivered some questions</li> </ul>
<b>While implementation of pictorial board game</b>	<ul style="list-style-type: none"> <li>• The researcher asked the students to make 6 groups</li> <li>• The reseacher asked the members of each to choose the leader</li> <li>• The leader led the game</li> <li>• The leader reported the result</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher asked the students to make 6 groups</li> <li>• The researcher asked the members of each to choose the leader</li> <li>• The researcher changed the leader</li> <li>• The leader led the game</li> <li>• The leader reported the result</li> </ul>
<b>Question and Answer in closing session</b>	<ul style="list-style-type: none"> <li>• The researcher delivered some questions</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher delivered some questions</li> </ul>
<b>Vocabulary quiz</b>	<ul style="list-style-type: none"> <li>• The researcher distributed a vocabulary quiz</li> <li>• The students did the test</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher distributed a vocabulary quiz</li> <li>• The students did the quiz</li> </ul>
<b>Questionnaire</b>	<ul style="list-style-type: none"> <li>• The researcher distributed a questionnaire</li> <li>• The students did the questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher distributed a questionnaire</li> <li>• The students did the questionnaire</li> </ul>
<b>Problem Findings</b>	<ul style="list-style-type: none"> <li>• The students did cheating</li> <li>• Time consuming</li> <li>• The unclear pictures</li> <li>• Less monitoring</li> <li>• Passive students</li> <li>• No respect and compliment</li> <li>• The criteria of success did not reach</li> </ul>	<ul style="list-style-type: none"> <li>• No students did cheating</li> <li>• No time consuming</li> <li>• Pictures were good</li> <li>• The students did the game well</li> <li>• Passive and shy students participated in the class</li> <li>• The researcher appreciated the students</li> <li>• The result had met the criteria of success</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>• Revised the lesson plan : <ul style="list-style-type: none"> <li>• The researcher changed the leader of each group</li> <li>• The reseacher made game instructional card</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The reseacher decided to stop.</li> </ul>

	<ul style="list-style-type: none"> <li>• The researcher made picture cards in the best quality of paper, color and bigger size</li> <li>• The researcher monitored the game implementation more frequently</li> <li>• The researcher chose passive and shy students to respond her</li> <li>• The researcher gave respect and compliment to students</li> </ul>	
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The table above showed that the teaching and learning process used a pictorial board game strategy affected to the improvement of the students` vocabulary mastery. Based on research finding, we could see that students` problem in vocabulary mastery could be solved by some actions : changed the leader of the game, distributed game istructional card, made clear and bigger picture cards, and monitored the game implementation more frequently. While to solve the problems in class` participation could be solved by some actions : Chose passive and shy students to respond the researcher in question answer session, and gave appreciation to students by showing respect and compliment.

Below were the steps which had been implemented by the reseacher in order to improve the vocabulary mastery and students` participation in expressing the ideas :

#### 1. Fair play

For this strategy was implemented in group, make sure that the students played the game honestly. No cheating, no asking from the leader even their friends to know the answer. Choosing the members and the leader must be done by the teacher, not

by the students to avoid unfair play. To make easy in doing monitoring, the maximum number of members in each group was six students.

## 2. Distribute a game instructional card

This game was implemented in 20 minutes. To avoid time consuming in implementing this strategy, the teacher should distribute a game instructional card to each group. It would minimize the number of students who kept asking about the rules of the game which automatically would waste the time. If the students were still getting difficulties how to play the game, they could directly check the instruction from the game instructional card.

## 3. Good quality and bigger size of picture cards

For this strategy was implemented through pictures, good quality of the pictures were really needed. Avoid in making a small size and blurred pictures in this game for it would create the difficulties from the students to guess what picture was being described. The ideal size for this picture cards were on 7cm x 7cm, and printed in photograph paper.

## 4. Monitor the game more frequently

The teacher would monitor the implementation of the game more frequently. Monitoring the game was really used to control and check the students played the game well and serious. Walk around and get close to each group and check their game for about 3 minutes to know whether the students did the game well since the main point of applying this strategy was learning vocabulary.

## 5. Encourage passive and shy students

In a classroom, not all the students categorized into active, smart and brave students. That's why the teacher should understand about the characteristics of the students. Give more attention to students who categorized into passive and shy.

Encourage and support them to be active and get involvd in the teching learning process. For example, in question answer session, try to give the chance to respond to passive and shy students. Give them more time to practice in expressing their ideas. Slowly but sure, they would improve their confidence in responding the teacher, then finally they would also be active and get involved in the teaching learning process. By doing this, the main goal of Curriculum 13 had been achieved that is creating students` center.

#### 6. Show respect and compliment to students

The teacher should appreciate the effort from the students who had responded her. By saying at least thank you, thanks, good, good job, or even great to students who responded her, it showed that the teacher respected and appreciated the students` effort. Those verbal utterances really meaningful to the students. Those words had a magic power to encourage students to be better and better.

## **4.2 Discussion**

This part presents the discussion of the findings, i.e. the implementation of Pictorial Board Game, its effectiveness in improving the students` mastery of vocabulary and students` responses toward the implementation of Pictorial Board Game.

### **4.2.1 The Implementation of Pictorial Board Game**

Generally, the implementation of Pictorial board game in cycle I improved the students` mastery of vocabulary. It is presented by the result of the researcher observation sheet and the students` quizzes.

The researcher taught vocabulary as the post reading activity to promote learning in a meaningful context. Teaching vocabulary in a meaningful context avoid students learning vocabulary through memorization. Brown (2001) suggested that vocabulary study at the end

of the lesson was a kind of test of the student recall performance and can promote learning in a meaningful context and an active thinking process. Moreover, Allen and Vallete (in Aryatna 2006) states that learning mastery of vocabulary through memorization lists of words cannot work well because vocabulary needs to be learned in context or in complete sentence since words carry special connotation

Moreover, the use of game as media for vocabulary learning improved learning and developed positive attitude towards learning. The students were active in learning vocabulary because it made them understand the materials better. As suggested by Heinich et al. (1982), instructional media plays important role in teaching and learning process. It helps teacher to facilitate learning or increase understanding the materials. It is in line with the Langelling and Malarcher (1997) that using games were effective to encourage creative and spontaneous use of language, promote communicative competence, and motivate students by providing fun and interesting activities. Moreover, game is more to student centered rather than teacher-centered, so that teacher acts only as facilitator, as in Kurikulum 13 that the teacher is only a facilitator in a class.

#### **4.2.2 The Improvement of the Students' Mastery of Vocabulary**

In relation with the improvement of the students' mastery of vocabulary through the implementation of board game, the result of the students' quizzes and tests, showed that the use of picture in the Pictorial Board Game played an important part. Beyond the typical characteristic of conventional teaching through memorization, Langelling and Malarcher (2005) states using games, whether it is board game or non board game in language-learning can promote communicative competence, create a meaningful context for language use, integrate various linguistic skills and foster participatory attitudes of the students. Moreover, the result from the observation dealing with the students' participation at class, the game ws

really effective to encourage students to be active and got involved in teaching learning process. On the other hand, as Wright ( 1989 ) stated that memorization might provide the way of memorize vocabularies quickly but it does not develop this essential learning strategy which enable students continue to draw on long after they have left classroom.

The score of the vocabulary quiz showed that more than 29 students could pass the *KKM*. It showed that the score of the students of class VII-D after the implementation of the board game was good. This improvement showed that Pictorial Board Game helped students to create contexts in which the language is useful and provided a meaningful practice of language. From the vocabularies they learnt, students practiced and created context to express their ideas. The students directly created sentences without taking too much time to prepare. The students could remember the vocabularies in a long term memory for they learnt in context. It is in line with I-Jung (2005) that games in language-learning could create a meaningful context for language use and encourage creative and spontaneous use of language. Moreover, the explanation from Rakesh ( in Aryatna, 2006 ) the instructional games that teacher used is not merely aimed at recreational activities that provide exercise or fill time, but it should enable students to learn, to achieve specific goals or objectives, in active since they learnt in the context rather than passive ways through memorization.

#### **4.2.3 The Students' Response**

The result of questionnaires suggested students' positive responses on the implementation of Pictorial Board Game. It showed that the majority of 24 students were interested in the use of Pictorial Board Game because it was fun and motivated them. It is in line with I-Jung (2005) that using games increasing learning motivation and reducing learning anxiety. Moreover Robin (2013), also stated that games could reducing students nervous and anxiety. In this study, the students were really fun. Furthermore, 26 students said

the vocabulary used in the Pictorial Board Game was quite easy. In making the effective Pictorial Board Game, a teacher should consider the students' proficiency level, time allocation, learning topics, and the classroom setting.

Finally, the result of the study showed that the students were able to improve their mastery of vocabulary. The use of a board game can facilitate students' language learning, especially English vocabulary learning. By adopting or adapting or combining some existing kinds of board games and modifying it with suitable teaching technique for teaching vocabulary, Pictorial Board Games can be attractive, effective and provide meaningful and communicative way of vocabulary learning and encourage students to be active at class.