**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

In this chapter, the writer presents the result of the classroom action research in improving students’ vocabulary mastery through modified domino card to the fifth grade of Elementary school Mergayu 1 Bandung. It describes and discusses the data collected from the research.

The research was conducted in collaboration with the class teacher of the fifth grade who also becomes the English teacher in Elementary school Mergayu 1. The researcher was as the teacher who implemented the action, and the class teacher of the fifth grade was the facilitator and observer. The research was conducted in two sessions. The first was pre-search and the second was the implementation of Action research.

1. **Research Finding**

In research finding there were three kinds of data from cycle 1, and cycle 2. Each of those is explained clearly in the following points:

1. **Implementation of Cycle 1**

The research implementation of using Modified Domino Card in improving students’ vocabulary was divided in two cycles. Every cycle was held in several meetings. Both for the first and second cycle, the researcher took the same topic which was about “thing around us”. It was held in April 18th until 25th , 2015. In this this cycle consisted of series of steps, namely: identifying the problem, planning the action, implementing the action, observing or monitoring the action reflecting the result of the observation and revising the plan. The description of the research finding can be explained as follows:

A**. Planning the action**

Before the implementation of the action research, the writer conducted preliminary study. In the preliminary study, the writer conducted interview with the teacher, interview with some students, observing the teaching learning activity done by the teacher and giving a pre-test. From the observation, the writer found that the teacher only focused on writing activity. Most of the time allotment was spent for taking some notes from the blackboard. It made the students passive. In this teacher-centered model, students had less chance to take a part in the teaching learning process. Another problem was the students’ difficulties in remembering, grasping and pronouncing the words. The monotonous class atmosphere and students’ behavior that were getting bored in the middle of teaching-learning process were other problems seen by the writer. Based on preliminary study, the writer identified that the students’ vocabulary mastery should be improved by implementing a teaching learning process that could overcome the problems. Therefore, the writer designed the teaching learning process through modified domino card. Before implementing the action, the writer planned preliminary test and evaluation test to know the students vocabulary improvement before and after action. The evaluation test was given in the end of cycle, so that the writer knew the differences between the results of those tests. Relating to the topic discussed, the writer took one topic, namely “things around us”. The form of evaluation test in cycle 1 and cycle 2 was multiple choice tests with 10 questions and short answers with 5 questions. The preliminary test was conducted on April 18th , 2015. From the preliminary test result, the mean of the students’ score was 49,44.

Then, the writer made lesson plan for cycle 1. He planned two meetings for cycle 1 based on the topic. The meetings were conducted twice a week with a regular schedule “Monday and Saturday”. The writer made one lesson plan for one meeting. As a result, there were two lesson plans in cycle 1. Each meeting involved different activities which there were still relation and continuation between one meeting to the others. The second meeting was continuation of the first meeting and the third meeting was the continuation of the second meeting.

B. **Implementation or Action**

In implementing the action, the researcher used modified domino card as stated in the lesson plan. It means that the instructional process in the classroom used modified domino card.

1. The first meeting was conducted on Saturday, 18th April 2015 (10.00 – 12.00 am)

The researcher greeted the students, asked their condition and checked their attendance. The researcher got into the lesson by asking the students about things around them. There would be several vocabularies that they were going to learn. When the researcher asked about the meaning of things around them, almost all of the students kept silent. Then, the researcher told to the students what things around them were and continued with explaining the instructional goal of the lesson. They were going to learn about some objects around them. Next, the researcher asked the students to mention some objects around them in Indonesian first. Some students stated the objects such as: buku, pen, pensil etc. The researcher asked the students to mention those things as stated previously in English. Only few of them could give some answers such as: book, pen, pencil, etc. The researcher decided to write about things around them in the black board, asked to copy them, read the vocabulary and ask the students to repeat after him. In the end of the lesson, the researcher explained that in learning about things around us, there would be demonstration and example.

The researcher demonstrated the actions related to the topic and asked the students to pay attention. The researcher explained the idea of teaching vocabulary through modified of domino cards. In this step, the researcher gave clear and detailed guidelines. He divided class into three groups. Each group consists of 6 members. He gave modified of domino cards to each group. The students learned vocabulary through modified domino cards. After the students had finished doing it The researcher asked certain group to practice or perform in front of the class.

1. The second meeting was conducted on Saturday, 25th April 2015 (10.00-12.00am)

The researcher started the lesson by greeting and checking the students’ attendance. The researcher reminded again the previous lesson by giving some questions to the students. He asked what they had done on the previous meeting. The researcher focused to get score by evaluation. In the beginning of this meeting the teacher reviews the topic about 30 minutes. He gave opportunity to the students to ask about vocabulary that they didn’t know. Then, he gave evaluation about “things around us”. Before finishing the lesson, the researcher discussed the problem of students in learning vocabulary through modified domino cards.

1. **Observation**

The result of the observation can be explained as follows:

**1. The first meeting**

The researcher entered the fourth grade classroom soon after the bell rang. The situation was so noisy and crowded. A few minutes later, they kept calm. The researcher explained to the students about the topic which was “things around us”. When the researcher asked the meaning of the topic, they just kept silent. There was no response at all. The researcher told the meaning of school. They were afraid of answering the question which actually they could do it. The situation was not supporting enough, since it was the last lesson. Moreover, the students looked very tired and its weather was very hot. The students listened to the researcher enthusiastically when he told them about the goal of the lesson. The researcher asked them to mention some objects around us. Since there was no volunteer who wanted to try, the researcher pointed certain student. He stated the object in Indonesian. It was followed by other students who raised their hands. Their answers were “buku, pen, pensil”. The researcher asked the students to mention the objects in English, but only few of them could state it. When the researcher asked about “kapur” in English, no one of them could answer it. Next, the researcher explained that in learning about some objects around us, there would be a new way or concept by doing an action or demonstration based on the topic discussed. The researcher gave a model about the action once and the students paid attention on him. Considering the fewer vocabularies mastered by the students, the researcher decided to write difficult vocabulary on the blackboard. The researcher asked them to copy on their books. Next, the researcher read the objects around us and asked the students to repeat after him. The students seem shy and reluctant to do so. The researcher asked to repeat again after him loudly. The researcher showed the modified of Domino card and demontrated in front of the class. The researcher put one card on the white board, those who get the card containing either picture or brief description will be instructed to continue the first card put by the researcher. Then the researcher asked to the students “ do you know what you have to do now? “ but the students not understand about the demonstration, so the researcher demonstrated how to use modified domino card one more time. After demonstrating twice, the students finally understood about the way how to use modified domino cards.

 After understanding of modified domino as well, the researcher broke down the class into three groups. The researcher give a set of modified domino cards to each group. Each group must match the picture and the definition. After finishing matching the card, the researcher ask some question about the vocabulary in the card. The students that the researcher pointed out answered the question correctly. It means that their understanding about the vocabulary increased.

**2. The second meeting**

The researcher reviewed the previous lesson by asking the students the meaning of objects around them. It was conducted after the break time. The students still looked fresh and full of spirit. The class situation was quite calm. When the researcher entered the class, some of the students still talked each other in a low voice. Related to the questions about some objects around us asked by the researcher, only few of them answered correctly. The others just kept silent and shy.

 In the beginning of this meeting the researcher reviews the topic about 30 minutes to make sure that the students still remembered the way to play the modified domino card in the previous meeting, the researcher divided the students into three groups once more and asked them to play the modified of domino card. The researcher give a set of modified domino cards to each group. Each group must match the picture and the definition. After finishing matching the card, the researcher ask some question about the vocabulary in the card. The students that the researcher pointed out answered the question correctly. They looked more enthusiastic in playing of modified domino card. After playing the game, the researcher gave evaluation test. He gave opportunity to the students to ask about vocabulary that they didn’t know before giving the test. Then the test was conducted during 20 minutes. The complete result of student score in cycle 1 can be seen in the following Table 4.2.

**Table 4.2**

**The result of the vocabulary test on cycle 1**

|  |  |  |
| --- | --- | --- |
| No | Students’ Name (L/P ) | Vocabulary score |
| 1 | AAM (L) | 60 |
| 2 | AB (L) | 45 |
| 3 | AN (P) | 50 |
| 4 | CON (P) | 80 |
| 5 | EB (L) | 45 |
| 6 | FTUN (L) | 60 |
| 7 | IT (P) | 80 |
| 8 | MYPR (L) | 40 |
| 9 | MA (L) | 55 |
| 10 | MDII (P) | 60 |
| 11 | NPF (P) | 75 |
| 12 | NGW ( P) | 70 |
| 13 | RIM (L) | 35 |
| 14 | RDPS (P) | 80 |
| 15 | RYS (P) | 90 |
| 16 | SAW (L) | 40 |
| 17 | SMA (P) | 80 |
| 18 | SKK (P) | 60 |

1. **Reflection**

After analyzing the observation result in cycle 1, the writer reflected the result evaluation test in cycle 1. Refering to table 4.2, 7 students got score 70 or more and 11 students got less than 70. The percentage of success is :$\frac{7}{18}$ x 100% = 39 %. It means the students’ who passed vocabulary test score on cycle 1 were 39 % and 61 % failed the test. The mean of evaluation test of cycle 1 is 61,38. Thus the criteria of success has not been reached yet and needed to be conducted the next cycle.

1. **Implementation of Cycle II**

Since the result of cycle 1 was not completetly successful, the researcher decided to conducted the next cycle. The steps in conducting cycle 2 were as follows:

**a) Revised Plan**

Considering the problems that appeared in cycle 1, the writer revised the plan in order to minimize or even complete the weaknesses so that it would not come up again. The plan for the next cycle would focus more on the way to get students’ attention and concentration including classroom management to reduce students’ noise, improving students’ participation on the lesson by giving special reward. Therefore, the writer who was also as the teacher proposed the second cycle. The implementation of modified domino card in this cycle would be held in three meetings. The topic discussed was the same with the first topic.

**b) Implementation**

The implementation of modified domino card was described in a whole of three meetings. The first and the next meeting still had relation and continuation from one to another.

1. The first meeting was conducted on Saturday, 2nd May 2015 (10.00 - 12.00 am)

Soon after the bell rang, the students sat on their chair and looked very excited to welcome me. After that, the researcher asked the students about some things around us. Then, the researcher explained that they were going to learn about thing around us one more time. The researcher stated that there would be the same game like in the previeus ones. He divided class into three groups. Each group consists of 6 members. In this meeting, however, he changed the member of each group to make them more collaborative. He gave modified of domino cards to each group. Each group started matching the card enthusiastically. They could finish in ten minutes. After the students had finished doing it, the researcher asked certain group to practice or perform in front of the class like in the first cycle.

1. The second meeting was conducted on Saturday, 4th May 2015 (10.00–12.00 am)

In the beginning of the lesson, the researcher asked the students about the topic discussed previously. The researcher asked about things around us. He picked up some things and the students were asked to say the thing in English. They answered loudly. It seemed that their motivation increased significanly. Then, the researcher divided the students into six groups to play the game. The members of the group were less than from the previous one to have a variation. Each of group was given modified domino card. The researcher conducted a competition. The quickest group would be the winner and got a prize from the researcher. They were so joyful and finally, one group became the winner. After 15 minutes playing the game, the teacher gave the evaluation test.

In the end of the lesson, the researcher asked them about what they felt and all of them said that they were happy with the lesson today.

**c) Observation**

The result of the observation can be explained as follows:

**1) First Meeting**

After entering the classroom, the researcher asked some things around us that they have learnt in previous meetings. . In this meeting, however, he changed the member of each group to make them more collaborative. He gave modified of domino cards to each group. Each group started matching the card enthusiastically. They could finish in ten minutes. After the students had finished doing it, the researcher asked certain group to practice or perform in front of the class like in the first cycle.

**2) Second Meeting**

After greeted the students and checked the attendance, the researcher directly reviewed the last lesson to know how far their comprehension was. Modified of Domino game was implemented in this meeting. However the members of the group were decreased from the previous one to have a variation. Each of group was given modified domino card. The researcher conducted a competition. The quickest group would be the winner and got a prize from the researcher. They were so joyful and finally, one group became the winner. After 15 minutes playing the game, the researcher gave the evaluation test.

The result of score in cycle 2:

**Table 4.3**

**The result of the vocabulary test on cycle 2**

|  |  |  |
| --- | --- | --- |
| No | Students’ Name (L/P ) | Vocabulary score |
| 1 | AAM (L) | 95 |
| 2 | AB (L) | 80 |
| 3 | AN (P) | 80 |
| 4 | CON (P) | 100 |
| 5 | EB (L) | 100 |
| 6 | FTUN (L) | 95 |
| 7 | IT (P) | 95 |
| 8 | MYPR (L) | 90 |
| 9 | MA (L) | 95 |
| 10 | MDII (P) | 90 |
| 11 | NPF (P) | 80 |
| 12 | NGW ( P) | 85 |
| 13 | RIM (L) | 85 |
| 14 | RDPS (P) | 100 |
| 15 | RYS (P) | 100 |
| 16 | SAW (L) | 80 |
| 17 | SMA (P) | 85 |
| 18 | SKK (P) | 85 |

In the end of the lesson, the researcher asked them about what they felt and all of them said that they were happy with the lesson that day. To support this, the researcher administered a questionnaire to know their view of using modified domino card in learning vocabulary. Below was the result of questionnaire :

Data Questionnaire from 18 Students:

1. From 18 students, 17 students felt happy to follow learning english with modified domino card on the process learning, 1 student felt unhappy to follow learning english with modified domino card on the process learning.
2. From 18 students, 14 students said when learning English by using modified Domino card is very easy to study vocabulary and 4 students said when learnibng English by using modified domino card is difficult to study vocabulary.
3. From 18 students, 16 students said that learning vocabulary use modified domino card is easier, and 2 student said that learning vocabulary use modified domino card is more difficult.
4. From 18 students, 15 students said that using modified domino card could improve their skill in learning English, and 3 students said that usindg modified domino card did not improve their skill in learning English.
5. From 18 students, 11 students said that modified domino card is needed in learning english in another chance, and 7 students said that modified domino card is not needed in learning english in another chance.

**d) Reflection**

The researcher compared the result of test on cycle 2 to criteria of success. There were no students got less than 70. So, 100% of the students passed the test. It means that the test was successful. It can be concluded that the students’ vocabulary mastery has improved and the result of test can reach the criteria of success.

Besides the writer could have a better classroom management. He could reduce students noisiness and be more manageable. The students were not busy with themselves. They could put their concentration more on the lesson. Although there was still a little bit noise from back, generally they listened to the researchers’ explanation enthusiastically. Some of the students who were previously shy showed up their action confidently and actively. They said that it was fun. Compared with the cycle 1, there were several progressions in cycle 2. The students actively took a part on the lesson. It seemed that they did not feel bored anymore with the teaching learning activity. They could express freely in line with the topic in doing the action. The classroom atmosphere was also much better. To support the data, in the end of cycle 2, the writer conducted the evaluation test. The mean score of the evaluation test was 90. There was an improvement of the student’s vocabulary mastery after cycle 2. Table 4.4 shows the result of students development achievement.

**Table 4.4**

**The Students Development Achievement**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Students’ Name (L/P ) | Preliminary Study | Cycle 1 | Cycle 2 |
| 1 | AAM (L) | 20 | 60 | 95 |
| 2 | AB (L) | 30 | 45 | 80 |
| 3 | AN (P) | 50 | 50 | 80 |
| 4 | CON (P) | 80 | 80 | 100 |
| 5 | EB (L) | 25 | 45 | 100 |
| 6 | FTUN (L) | 50 | 60 | 95 |
| 7 | IT (P) | 45 | 80 | 95 |
| 8 | MYPR (L) | 20 | 40 | 90 |
| 9 | MA (L) | 20 | 55 | 95 |
| 10 | MDII (P) | 65 | 60 | 90 |
| 11 | NPF (P) | 70 | 75 | 80 |
| 12 | NGW ( P) | 70 | 70 | 85 |
| 13 | RIM (L) | 40 | 35 | 85 |
| 14 | RDPS (P) | 70 | 80 | 100 |
| 15 | RYS (P) | 75 | 90 | 100 |
| 16 | SAW (L) | 40 | 40 | 80 |
| 17 | SMA (P) | 60 | 80 | 85 |
| 18 | SKK (P) | 60 | 60 | 85 |
| **mean** | **49,45** | **61,38** | **90** |

As table 4.4 shows, the mean of students score improved significanly from preliminary study until cycle 2. Based on the data in cycle 2 showing that 18 students (100 %) could pass the criteria of success, this research can be stoped.

1. **Discussion**

The results of the study indicated that at the end of cycle 2 , the students’ vocabulary mastery improved significanly after using modified domino cards that is, the scores of evaluation 2 were better than the scores of evaluation 1 and the scores of evaluation 1 were also better than preliminary study. It revealed that there was a progess in each cycle.

 When conducting teaching and learning process using domino, the students can actively participate since it can give them inspiratuion and motivation to learn vocabulary. In this case, game provides an opportunity for student to use their language skills in a less formal situation (Carrier 1980:6).

 According to Kim (1995) game can welcoming break from the usual routine of the language class. This suggestion is along the same line with this study since during the teaching activity using domino card, the students felt the new sensation in learning language. They seemed very enjoy and the activities were no longer monotonous.

Moreever, teaching vocabulary by using domino card motivated and challenged students to be more actively take part in teaching and learning process. This is in line with what is suggested by Kim (1995) stating that game is motivating and challenging.

Besides, the students in the classroom could learn vocabulary in a sustainable process. During teaching and learning process, the students did a great deal of effort trying to match the pictures and the definition. It was not easy at the beginning, but after they tried many times, they could finish the task well. This finding, of course, is in the same line with Kim (1995) stating that games help students to make and sustain the effort of learning.

Then, when teaching and learning activity using domino card occured, the students that were divided into groups could actively interact and affectively communicate with other students either with the some group or different group. This finding is in relation to what Kim (1995) suggested stating that game can make students interact and communicate each other.

Furthermore, the use of domino card in this study that used the context such as animal, place, people, etc.can make the students more understand about the use of language in daily life. During teaching and learning process, students showed the curiosity by asking many questions about the pictures and definition related to its use in daily life context. This is along the same line with what is pointed out by Kim (1995) explaining that games create a meaningful context for language use.

Finally, it can be concluded that using game and picture like domino card can improve the students’ vocabulary achievement (Amalia: 2010, Mamlu’ah: 2010). It was comfirmed that using modified domino cards in teaching vocabulary lead to better result than conventional technique. The result of this research also revealed that the students vocabulary mastery could improve after using modified domino cards.