CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides the presentation of data findings and discussion on the implementation of *Charades* game in improving the students' vocabulary mastery.

A. Findings

The implementation of *Charades* in this research was carried out in two cycles. Cycle 1 was done in three meetings, while cycle 2 was done in two meetings. The following sub-section presents the detailed description of findings in cycle 1 and cycle 2.

1. Cycle 1

Cycle 1 was held in three meetings, it was conducted on every Monday, January 25, February 1 and 8, 2016. The first meeting was preliminary study, where the teacher was looking for the information about the condition of the classroom. She also carried out the preliminary test to get the data about the students' score in vocabulary especially in verbs. The last two meetings were for teaching vocabulary by using *Charades* game individually. The description of findings in cycle 1 is presented here based on two criteria of success; they are the students' improvement in vocabulary achievement in form of scores and the students' involvement in teaching and learning process.

Before doing the first cycle, the researcher gave test in order to know the students' vocabulary mastery in verb. She gave written test and the result of the test was not satisfied yet, because the average score of the test only 51.5, whereas the Minimum Passing Criterion (KKM) was 75. There were only 4 students who passed the KKM or only 12.5% from total 32 students. Then in cycle 1 the teacher carried out a test after implemented *Charades* technique. There were 32 students who followed the test. The theme was "Visited My Grandparents".

In this activity, the teacher taught vocabulary using *Charades*. The implementation of *Charades* in cycle 1 were:

1) The teacher explained what task will be done for group work that consists of 8 students.

2) The teacher distributed recount texts for students.

3) The teacher explained some procedures of *Charades*, or we mentioned it as the rule of the game.

4) The teacher gave an example to do the game.

5) The teacher prepared some cards or sheets that had been written a verb on the cards or sheets themselves.

6) The teacher called the students who had to act the verbs.

7) The students came forward to take the card and act it.

8) The other students should guess the verb that has been acted individually by raising his/her hand first.

The implementation of *Charades* made students paid attention. Although for the first time the students faced difficulties about the teacher meant, not long after that, the students could understand and got the point to do the guessing game from *Charades*. The results from cycle 1 presented as follow.

Some results when the teacher taught the students using *Charades* technique were: there were three students who were absent that day; the teacher tried to ask their prior knowledge about recount text. Only two students who could answer the teacher's question; half of all students were enthusiastic and attracted to *Charades* game, and; some students tried to guess the verbs, some of them were wrong, but one of them was true. That were the result when the researcher did the teaching and learning process.

Then the researcher and the observer did the observing stage. The result of observation stage which has been done by the researcher and the observer noted: all of students gave their attention to the teacher because it was the first time she taught vocabulary to them, but there were three students who was absent; there were 13 students who passive in the classroom. They looked very lazy to attend the lesson. But they still followed the activity; the teacher monitored the students work individually in a group in line. Most of them were enjoying the activity; the teacher observed the students ability in acting the verbs. She looked students could act the verbs as proper as possible, but there was only 1 student who very good in acting the verb, and there were 7 students who could not act the

verb properly. Then she gave the students the direction to act; the teacher observed the students mastery on vocabulary especially in verbs. Most all of students could guess the verbs although they could not express it freely; the teacher observed students ability in guessing the verbs. In this cycle only 1 student who could guess the verbs as good as possible. The other students still guess the verbs and the answer did not suitable as the right answer; the teacher observed students ability in guessing the meaning. In this cycle, only 7 students who could guess the meaning of the verbs that have been guessed by the other students.

The observer observed students in learning process at class by using observation sheet. It could be seen in the table below:

Table 4.1 Observation checklist result of cycle 1

No.	Indicators	None (0)	Few (1)	Many (2)	Half (3)	Most (4)	All (5)
1	Students pay attention during teaching and learning process			√			
2	Students are enthusiastic in responding teacher questions				√		
3	Students can identify the verbs in the recount text			√			
4	Students are active in doing the task				√		
5	Students can act the verbs			√			
6	Students can guess the verbs		√				
7	Students understand the meaning of the verbs			√			

$$\text{Score} = \frac{\text{Scored got x 100\%}}{\text{Maximum score}}$$

$$= \frac{15 \text{ x } 100\%}{35}$$

$$= 42.85\%$$

According to the result of the observation above it can be concluded that more students joined the class enthusiastically. The percentage of the observation result showed that there was 42.85%. It meant fair. They paid attention to the lesson, although some students were not active enough because they still did not understand what they should do. But it did not become the obstacle for the researcher. Because the researcher hoped that she still could improve students' enthusiasm in the next cycle through *Charades* game.

For the reflection on the activity during cycle 1, the researcher and the teacher noted that there were some problems should be solved in the next cycle, the problems were as follow:

1) Before teacher started the activity, class should be conducive enough so that the teacher could start the lesson well. It found that some students still shouted and making noise. And there were some students who still walked in the classroom.

2) During the teaching and learning process, it found that 13 students were still passive, they were not fully attending the classroom activity. It was the task of the teacher to give more attention and motivation toward the students in order to make them interested to the teaching

and learning activity. This could be done by calling them and asking them to act the verbs or guess it.

3) There were 7 students who could not act the verbs properly. They needed the teachers help to direct them about the verbs and how to act it.

4) Time management was very crucial factor in teaching and learning process, to make students comprehended the vocabulary. The teacher needed longer time and spent more time to it. She should try to manage the time as well as possible.

The other problems faced by the researcher in the previous cycle that the students did not understand and comprehend the meaning of the sentences. But the teacher still allowed the students to use dictionary in doing the test. In this cycle, the teacher prohibited them to use dictionary. Because they had been taught by *Charades* game before. In the test, the teacher gave time allocation about 40 minutes in doing the test, but if there was student who had finished the test before the time was over, he/she could gather it first. The questions were in matching type, where the students had to find the meaning of the underlined verbs by looking for the meaning in the box above.

The result of the test in cycle 1 could be seen from the table below.

Table 4.2 Students' score in cycle 1 test

No.	Students' Name	Score
1	AIAS	65
2	AFAA	80
3	AAU	70
4	AFK	65
5	AK	75
6	AMK	60
7	ANM	85
8	ANK	80
9	DIN	50
10	FS	60
11	FA	40
12	IAH	85
13	KQ	65
14	LHL	65
15	MA	85
16	MAH	70
17	MRK	55
18	MTH	85
19	MWD	80
20	NO	60
21	NZ	80
22	NL	70
23	NM	85
24	NA	60
25	OPPS	65
26	RW	70
27	RRS	60
28	RNH	75
29	TF	70
30	WT	70
31	WKS	45
32	YPA	65
Total score		2195
Mean		68.6

Then from the result above, the researcher calculated the percentage

of achievement of study used formula. The result was below:

Table 4.3 The category of the students' test result in cycle 1

No.	Interval	Frequency	Percentage	Category
1	75-100	11	34.3	passed the KKM
2	>75	21	65.7	did not pass the KKM
Total		32	100%	

After gave some treatment by using *Charades* game in teaching vocabulary, there were some students who got increasing in scores and also there were some improvement of total scores of all students. There were 11 students who passed the Minimum Passing Criterion (KKM) or 34.3% of all students. The mean score of the test in cycle 1 was 68.6 and still did not achieve the criteria of success yet. Since the criteria of success of this study was 75% students got minimal 75 in cycle 1 test score and the mean score should be minimally achieved 75.00. So that the researcher had to continue the research into cycle 2.

The revision that the teacher made to teach vocabulary in the cycle 2 was in the recount text and the rules of game. In the first cycle the students looked that they felt awkward when acted the verb lonely in front of the class. It made the teacher wanted to change the rules of game. The teacher asked two representatives from each group. The teacher hoped that they would be more active because the teacher allowed them to bring their pairs in front of the classroom so that they will be more competitive to make their groups won the game. In the next cycle, the teacher also tried to manage the time in order to the game could run well and the game could be ended without had been cut of the time as the previous meeting.

2. Cycle 2

The second cycle was conducted on Monday and Wednesday, February 15 and 24, 2016. In this cycle the researcher tried to overcome the weaknesses and the problems in the first cycle. The teacher reviewed previous lesson, to check whether the students still remember the previous vocabulary or not. In this cycle, the teaching and learning process ran well. The students were interested in this game. They were more active than in the previous cycle. They were given a clue for the meaning of the vocabulary which they would learn. The other results of cycle 2 were presented here.

Beside gave a review about the previous lesson, the teacher announced the result of test in cycle 1. In this cycle the teacher gave different theme of recount text. The implementation also changed from cycle 1 as follow.

1) The teacher explained what task will be done for group work.

2) The teacher asked the students to make a group consists of 4 students.

3) The teacher prepared some cards or sheets that have been written a verb on the cards or sheets themselves.

4) The teacher asked two students from one group to take one card.

5) She/he read the verb then return the card into the teacher.

6) Student who took the card that contain the verb had to act the verb out.

7) The pairs had to guess what verb it is in English.

Some results when the teacher taught the students using *Charades* game were: there was one student who was absent; the teacher asked the students about the verbs that had been taught in the previous meeting. Most of them still remember the verbs; there were 2 students who did not fully pay attention to the teacher, they did not join the group discussion. The teacher directly asked them to answer the task. It made them back to their groups and join the discussion. The teacher then asked the other students to seriously did the task; all the representatives could act the verbs well; overall, the students could guess what verbs were being acted in front of the classroom, and; actually, there was only one speaker of each group who always guessed the verbs. It made the other students did not speak.

The result of observation stage which has been done by the researcher and the observer noted as follow: the teacher observed the attention of students in the classroom during teaching and learning process and all of the students gave their attention to the teacher; there were 5 students who passive in the classroom. They looked uninterested because they did not act the verbs yet; the teacher monitored the students work in group. They looked interested in guessing the verbs but the speakers of each group usually still the same student, from beginning until the end of the game; the teacher observed the students ability on acting. She looked students could act the verbs well, but not all the students. There were increasing from the previous cycle, while in cycle 1 there was only 1 student who very good in acting the verb, and there were 7 students who could not

act the verb properly. In this cycle, there were 8 students who coud act the verbs very well, 3 students who could not act the verbs properly, and the other had the average ability in acting the verbs; the teacher observed the students mastery on vocabulary especially in verbs. All of students could guess the verbs although they could not express it freely by themself. In the previous cycle only 1 student who could guess the verbs as good as possible. In this cycle there were 8 students who could guess the verbs very well. The other students still guess the verbs and did not suitable as the right answer, and; almost all students could guess the meaning of the verbs. There were 5 students who could not guess the meaning as well as possible.

The observer observed students in learning process at class by using observation sheet. It could be seen in the table below.

Table 4.4 Observation checklist result of cycle 2

No.	Indicators	None (0)	Few (1)	Many (2)	Half (3)	Most (4)	All (5)
1	Students pay attention during teaching and learning process					√	
2	Students are enthusiastic in responding teacher questions				√		
3	Students can identify the verbs in the recount text				√		
4	Students are active in doing the task					√	
5	Students can act the verbs					√	
6	Students can guess the verbs				√		
7	Students understand the meaning of the verbs					√	

$$\text{Score} = \frac{\text{Scored got x 100\%}}{\text{Maximum score}}$$

$$= \frac{22 \text{ x } 100\%}{35}$$

$$= 62.85\%$$

According to the result of the observation above it can be concluded that more students joined the class enthusiastically. The percentage of the observation result showed that there was 62.85%. It meant good. It was better than the observation result of the cycle 1. Teaching and learning process ran well. The teaching and learning activity could finish before the bell rang. So that the researcher could manage the time well. Overall, almost all of the students very active and enthusiastic in attending the lesson.

For the reflection on the activity during cycle 2, the researcher and the teacher noted that:

1) Class was more conducive than previous cycle, since students were fully gave their attention to the students who acted in front of the classroom.

2) During the teaching and learning process in previous cycle, it found that 13 students still passive, they were not fully attending the classroom activity. In this cycle, there were 5 students who passive.

3) There were 2 students who could not act the verbs properly. They only needed more trying to act it.

4) Teacher had provided enough time, this can be shown that most of students came forward to practice the *Charades* untill all the verbs were acted before the time was over.

The result of the second cycle was better than previous cycle. There was an improvement. The classroom condition was getting better. All of the students gave positive responses toward the teaching and learning process by using *Charades*. They felt enjoy because they could express their thought without felt afraid because in this classroom, the students were free to express themselves and move their body. The teacher allowed them to make noisy if it was to guess the verbs. It showed that they were active to attend the lesson.

The students also became more active when they came in front of the classroom with their pairs, and they were like one of TV program that was *eat bulaga*. Because they could share their ideas and thought with the other students to guess the verbs. They became had competitive feeling to gather the most scores to win the game. So that they could work together. It proved that *Charades* could motivate students' interest in learning English and improve students involvement in teaching and learning process. In other words, the students become more attracted and active to attend the lesson, to express their thought, to share their ideas with others, and etc.

After administering a test in cycle 2, the researcher analyzed the answer sheets and found the result. It could be seen from the table below.

Table 4.5 Students' score in cycle 2 test

No.	Students' Name	Score
1	AIAS	80
2	AFAA	90
3	AAU	80
4	AFK	70
5	AK	80
6	AMK	70
7	ANM	90
8	ANK	90
9	DIN	70
10	FS	75
11	FA	70
12	IAH	100
13	KQ	80
14	LHL	90
15	MA	95
16	MAH	90
17	MRK	65
18	MTH	95
19	MWD	95
20	NO	90
21	NZ	85
22	NL	90
23	NM	100
24	NA	90
25	OPPS	85
26	RW	95
27	RRS	85
28	RNH	95
29	TF	75
30	WT	80
31	WKS	75
32	YPA	85
Total score		2705
Mean		84.5

Then from the result above, the researcher calculated the percentage of achievement of study used formula. The result was below:

Table 4.6 The category of the students' test result in cycle 2

No.	Interval	Frequency	Percentage	Category
1	75-100	27	84.4	passed the KKM
2	>75	5	15.6	did not pass the KKM
Total		32	100%	

After gave some treatment by using *Charades* game in teaching vocabulary, there were some students who got increasing in scores and also there were some improvement of total scores of all students. There were 27 students who passed the Minimum Passing Criterion (KKM) or 84.4% of all students. There were only 5 students who did not pass the Minimum Passing Criterion (KKM) or only 15.6%. The mean score of the test in cycle 2 was 84.5. Since the criteria of success of this study was 75% students got minimal 75 in cycle 2 test score and the mean score should be minimally achieved 75.00. So that the researcher did not need to continue the research into next cycle.

The improvement of mean scores of whole tests presented in the table below.

Table 4.7 Improvement of the students' whole test

No.	Students' Name	Preliminary test	Test in Cycle 1	Test in Cycle 2
1	AIAS	50	65	80
2	AFAA	70	80	90
3	AAU	70	70	80
4	AFK	60	65	70
5	AK	70	75	80
6	AMK	55	60	70
7	ANM	75	85	90

No.	Students' Name	Preliminary test	Test in Cycle 1	Test in Cycle 2
8	ANK	80	80	90
9	DIN	20	50	70
10	FS	40	60	75
11	FA	10	40	70
12	IAH	80	85	100
13	KQ	60	65	80
14	LHL	35	65	90
15	MA	70	85	95
16	MAH	60	70	90
17	MRK	50	55	65
18	MTH	65	85	95
19	MWD	60	80	95
20	NO	50	60	90
21	NZ	60	80	85
22	NL	50	70	90
23	NM	80	85	100
24	NA	30	60	90
25	OPPS	25	65	85
26	RW	20	70	95
27	RRS	20	60	85
28	RNH	70	75	95
29	TF	60	70	75
30	WT	50	70	80
31	WKS	15	45	75
32	YPA	40	65	85
	Total Score	1650	2195	2705
	Mean/Average	51,5	68,6	84,5
	Lowest Score	10	40	65
	Highest Score	80	85	100

Then the researcher calculated the percentage of achievement of study used formula. The result was below:

Table 4.8 The category of the students' whole test result

| Interval	Preliminary		Cycle 1		Cycle 2		Category
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	
75-100	4	12.5	11	34.3	27	84.4	passed the KKM
>75	28	87.5	21	65.7	5	15.6	did not pass the KKM
Total	32	100	32	100	32	100	

From the table above, it can be seen that there was improvement in the students' mean, scores and the total of students who passed the KKM. The students got the mean 51.5 in the preliminary study, then 68.6 in cycle 1, and got some improvement by 84.5 in cycle 2. In the preliminary study, the students who got scores 75-100 and passed the KKM were only 4 students or 12.5%, then in cycle 1 there were 11 students or 34.3% students who passed the KKM. Finally in cycle 2, there was improvement, there were 27 students or 84.8% of all students who passed the KKM.

From the data gained above, it showed that the result of the cycle 2 was better than the previous one. The researcher concluded that the problems in teaching vocabulary had been solved by using *Charades* game.

B. Discussion

After the researcher implemented *Charades* game in teaching vocabulary to the second grade students of MTs Assyafi'iyah Gondang, she got the data from whole cycles. The researcher presented the improvement of the whole observation result from all cycle in the diagram below.

Figure 4.1 Diagram of the whole cycles' observation result
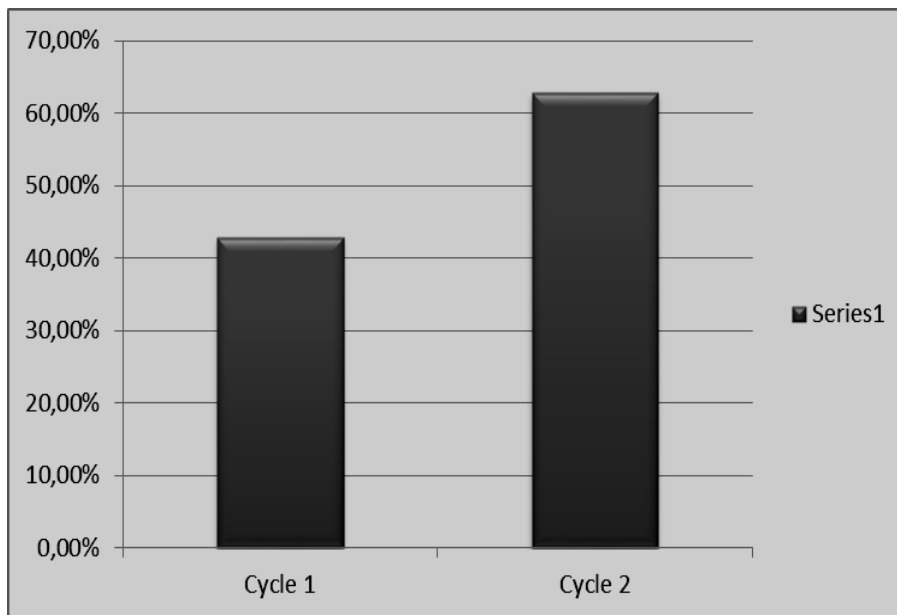
Then the researcher presented the improvement of the whole mean scores from preliminary, cycle 1, and cycle 2 tests in the diagram below.

Figure 4.2 Diagram of the whole tests' mean scores
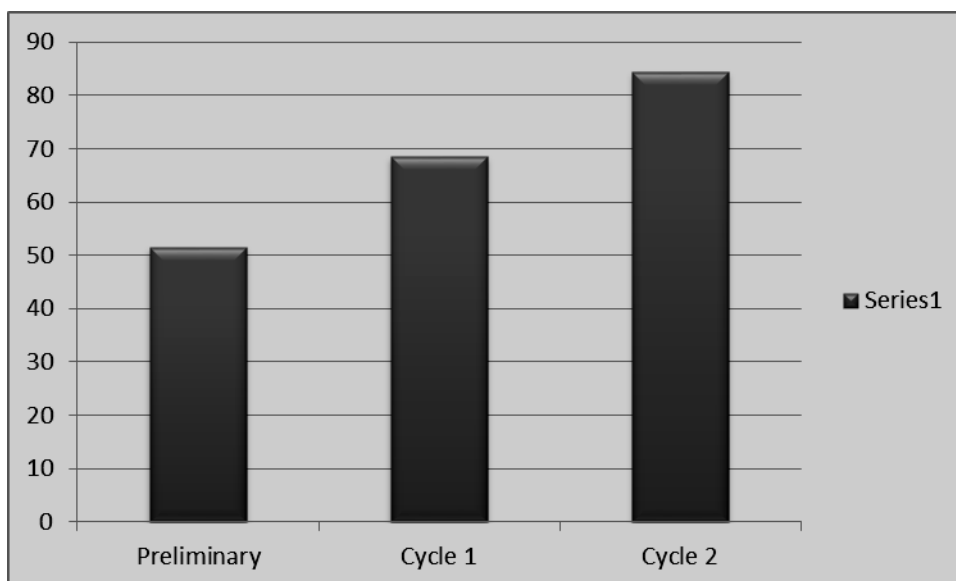
From the diagram of whole observation result from cycle 1 and cycle 2, it can be concluded that *Charades* can improve students' enthusiasm and activeness in their involvement in teaching ad learning process. It can be proved of the percentage that was 42.85% in cycle 1 and was having improvement in the cycle 2 that was 62.85%. Then, from the diagram of mean scores in all cycles, it proved that *Charades* could help the students to improve their vocabulary mastery. *Charades* can help students in knowing meaning of words. As Kaduson and Schaefer (2003: 217) that *Charades* is an excellent game to facilitate the emotional education of the children. The activities of this game used mime game, where the students are involved in this game. This game allowed students to engage themselves in physical activities and made them more curious to find out the meaning of the words which the other students mean by acting one verb. This game used exciting ways to define a word, because the students had to guess a word by using their own thinking when the other was doing gestures to act the word. It made the game more interesting, when one student had the different answer with the other student. It could cause classroom more fun and make them were not bored. Because usually all of students in the classroom shouted, everyone shouted so that could decrease students who passive in the classroom. It could be shown from observing stage in cycle 1. There were 13 students who passive in the classroom, they looked very lazy to attend the lesson but they still follow the activity. Then the teacher observed the students ability in acting the verbs. She looked students could act the verbs as proper as possible, but there was only 1

student who very good in acting the verb, and there were 7 students who could not act the verb properly. And then in this cycle only 1 student who could guess the verbs as good as possible, while the other students still guess the verbs and did not suitable as the right answer. Then there were some improvement in cycle 2. There were only 5 students who passive in the classroom. In this cycle, there were 8 students who coud act the verbs very well, 3 students who could not act the verbs properly, and the other had the average ability in acting the verbs. And in this cycle there were 8 students who could guess the verbs very well.

To get some improvement above, the teacher required to implement the particular procedure in teaching vocabulary by using *Charades*. The teacher in here followed steps from Dayton (1990: 151) that is:

1. One player acts out something specific, such as pretending to be a certain animal or person or pretending to be doing a certain activity such as sewing, playing cards, watching and so on.

2. The other players try to guess who the acting player is or what they are doing.

3. You can have players working together in twos, threes or fours miming a situation or an activity while the others guess.

While the implementation of *Charades* which the researcher did in cycle 2 were as follow:

1) The teacher explains what task will be done for group work.

2) The teacher asks the students to make a group consists of 4 students.

3) The teacher prepares some cards or sheets that have been written a verb on the cards or sheets themselves.

4) The teacher ask two students from one group to take one card randomly.

5) She/he reads the verb then return the card into the teacher.

6) Student who takes the card that contain the verb has to act the verb out.

7) The pairs have to guess what verb it is in English.

That was also proved that there were advantages of *Charades* as Himmele (2011: 72) states that *Charades* could take students to activities of higher level of thinking. Where the students still did not know the answer, they kept guessing until the answer was true. It is also a lot of fun when students are asked to do the game in pairs. In cycle 2, when the teacher asked the students to mime in pairs, they were more active and could express their feeling and they could share their feeling to others.