CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the data and the research finding obtained from the classroom action research at fourth grade of MI Baiturrohman Suwaluh, inacademic year 2015/2016. The data of study obtained from the preliminary observation, the implementation, observation and the reflection of the action.

A. Finding

The research finding was presented according two cycles namely cycle I and cycle II. The finding was obtained from test and observation cheklist.

1. Preliminary Observation

The preliminary observation was done on January 25[th]and February 1st 2016. In preliminary observation the researcher had been interviewing the english teacher of MI Baiturrohman Suwaluh about the students' problems and difficulties in process of teaching and learning english especially in memorizing the new vocabulary. The result of interview showed that there were many problems, one of them was the students did not pay attantion with the teacher explanation. It happened because there was no media and the teacher did not use any strategies to make the students interest in studying English. The teacher still used the conventional method to teach the

students. Even though while the students memorizing the vocabulary it needed some media or strategies to help students easier in memorizing the word.

In this case, the researcher also gave a test. This test was done for measuring the students' ability in mastering the vocabulary. The test consisted of two parts, the first part was multiple choice and the second part was matching picture.

From the test, the researcher found that there were many students had problem in vocabulary. The distance of the score between the student who was got the higher and the lower score were very far. The result of the students' score in preliminary test showed in the table 4.1.

Table 4.1: The Result of Students' Preliminary Test Score

No	Student's Name	Preliminary Score
1	KNF	87,5
2	VKF	92,5
3	AG	42,5
4	GL	65
5	MLA	67,5
6	GD	75
7	MNH	77,5
8	AVC	95
9	ISM	70

From the result of preliminary test above the researcher concluded that there were some problems in students' vocabulary. There were four students got the score less than 75 and there were five

students got the score equal to or above than 75. The range between the student which was getting the higher score and the lower score was very far. Then the researcher used Miming Game to improve students vocabulary.

2. Cycle 1

a. Planning

In this stage the researcher prepared the lesson plan which was consisted of three meeting. The material for improving the students vocabulary was home activities. And the strategy that used in this study was Miming Game. There were 40 questions as students test was given in the end of the cycle (third meeting), and observation cheklist to observe the students' activities in teaching and learning process.

b. Implementing

1) Meeting I

For the first meeting, before beginning teaching and learning the researcher greeted the students and gave warming up to build up the students spirit in studying english. It also motivated the students when they did the teaching and learning process. After that, the researcher explained the material and the students listened carefully.

Then the students mentioned about home activities that they had been known before.

After explaining the material the researcher explained the strategy of Miming Game. The researcher divided the students into small group and every group chosen the leader of grup. Every leader of group alternated to mime the word in front of the class and every group discussed and tried to guess the right answer. The group which was guessing the right answer would get the point. For example the leader act "how to take a bath" without saying anything, just move her/his body. And the other students tried to guess it.

In the last meeting the researcher asked every student orally. The researcher mentioned the meaning and pointed students one by one to answer quickly. Then the researcher and the students made reflection for the teaching and learning process in the class. After that the researcher close by giving motivation, hope, and greeting.

In this meeting the researcher found that students still confuse to distinguish the meaning of "breakfast, lunch, dinner", and also the meaning of "take a nap and go to bed". This problem was caused because in general their meaning were "makan and tidur". The differences between them was

the meaning of the implementation time. So the researcher gave more explanation about it. Because to mime the spesific word was more complicated.

2) Meeting II

As previous meeting, the second meeting was started by greeting and warming up to build up the students spirit. After that the researcher asked the students about the related of previous topic. Such as: "what is home activities?" or "what do you know about home activities?", etc.

In this meeting the researcher still used the same strategy and the same topic. The researcher only added many vocab about home activities and they begun to make a group. Now, the students more able to mime the word because they have been familiar with the strategy.

In the second meeting the students more active and enthusiastic than before. Sometimes the class were very crowded because they snatched each other. They wanted to be the first to guess the word. But some of the students only raised their hand and when the researcher asked the answer they can't answered corectly. They just wanted to make the class more crowded.

Finally, the reserarcher asked the students orally to know whether their vocabulary have improved or not. The

researcher asked to the students one by one and they must answered quickly. Then the researcher and the students made reflection for the teaching and learning process in the class. After that the researcher closed by giving motivation, hope, and greeting.

In this meeting the students have improved their vocabulary. They have been able to distinguish the word breakfast, lunch, dinner, also take a nap and go to bed. They also more creative to act the word. Although there was one student who was lagging. He needed more affection than the other students in order he could match his friends.

3) Meeting III

As previous meeting, before doing the teaching and learning process the researcher opened the class by greeting and warming up. Then the researcher reminded the previous study to the students to make sure their understanding. After that, the researcher explained about the test. The test consisted of 30 multiple choice and 10 matching the picture. Unlike the preliminary test, in this test the students more enjoy to do it. Because they had memorized many new vocabulary. But, some students still have problems in answering the question. They did not memorize yet many vocabulary that was given by the

researcher, and their knowledge about another vocabulary still a little bit.

c. **Observing**

From the observation of teaching and learning process, the researcher found that the students like to memorize vocabulary by using Miming Game. They were also more active and enthusiastic to participate during teaching and learning process by study in a group. Beside of that the students can helped one each other.

Although the students liked to study english by using Miming Game, they still have difficulties to act and guess the right answer. Because there were many spesific vocabulary that was difficult to mime. The researcher gave the clearly explanation about the strategy and also gave the example how to mime the word corectly.

d. **Reflecting**

Based on the process of teaching and learning from the first meeting until the last meeting, the researcher found there were some problems in students' vocabulary. It can be known from the students result of the test. The result of the test Cycle 1 showed in table 4.2.

Table 4.2: The Result of The Test in Cycle 1

No	Student's Name	The Score of Cycle 1
1	KNF	82,5
2	VKF	90
3	AG	62,5
4	GL	65
5	MLA	85
6	GD	80
7	MNH	80
8	AVC	82,5
9	ISM	70

From the result of cycle 1 the researcher concluded that there were three students got the score less than 75 and there were six students got the score equal to or above than 75. It did not achieve the criteria of success. So, the researcher continued to the next cycle or cycle 2.

3. Cycle 2

This part discussed about the finding of the second cycle. The result of the action research in the first cycle had shown that Miming Game could improve the students' vocabulary at fourth grade of MI Baiturrohman Suwaluh. But, there were many students got the score less than the criteria of success. It happened because every students had difference intelligent. Therefore, only many students who was mastery the vocabuary could pass the test. So, the cycle was continued in the next cycle or cycle 2.

The reflecting of the first cycle was used as a guidance to make and revise the suitable strategy in the second cycles, as following:

1. First, divided the class became two groups, first group consisted of male students, and the second group consisted of female students.

2. Next, chosen the king and the queen from every group.

3. Then, every group sent the king and the queen to come in front of the class.

4. finally, every group alternated to mime the word, and the king and the queen vied with each other to guess the right answer. In addition the teacher should limited the time may be about 5 seconds. If the king or the queen can guessed correctly they would get the point.

a) Planning

In this stage the researcher prepared the lesson plan which consisted of three meeting. The material for improving the students' vocabulary in cycle 2 was parts of the house. And the strategy that used in this study was Miming Game. There were 40 questions as students test was given in the end of the cycle (third meeting), and observation cheklist to observe the students' activities in teaching and learning process.

b) Implementing

1) Meeting I

In the beginning of meeting the researcher explained that there were many students did not achieve the criteria of success. Then the researcher told them that they would do the next cycle and gave them motivation in orderto all of students from class IV could pass the criteria of success.

Before doing the teaching and learning the researcher greeted the students and gave warming up to build up the students spirit in studying english. After that the researcher explained the material about parts of the house and asked students to give example about parts of the house that they had been known.

In this meeting the researcher still used Miming Game. but, it was practiced with the different prosedure. In the first cycle the researcher chosen the group by counting one until three. But, in second cycles the researcher divided the group became two groups, male and female. After the researcher explained the strategy, they begun to practice the game. By dividing the group became male and female groups they looked more active and athusiastic.

As the previous meeting, in the last meeting the researcher would ask every student orally. The researcher

mentioned the meaning and pointed the students one by one to answer quickly. Then the researcher and the students made reflection for the teaching and learning process in the class. After that the researcher closed by giving motivation, hope, and greeting.

In the first meeting, the students was difficult to memorize the vocab because it was new vocabulary for them. Therefore, in the end of the meeting the researcher would ask every students orally in order they able to memorize the word quikly.

2) Meeting II

As previous meeting, the researcher opened the class by greeting and warming up to build up the students spirit. After that the researcher asked the students about the related of previous topic. All of students very spirit to mention the parts of the house and they immediately asked to start the game. For, the strategy and the groups was same as the previous meeting.

In this meeting the students more active and anthusiastic because the researcher would give a prize for the group who was getting the highest point. Beside of that, the researcher also asked the students individually to know who was student did not memorize the vocabulary yet.

As usual, in the last meeting the researcher asked every student orally. The researcher mentioned the meaning and pointed the students one by one to answer quickly. Then the researcher and the students made reflection for the teaching and learning process in the class. After that the researcher closed by giving motivation, hope, and greeting.

In the second meeting the students almost memorized the new vocabulary. By giving some prize, the competition of each group became more interesting. They tried more harder and faster to memorize the vocabulary. Thus, in this meeting the researcher hoped every students be able to master the vocabulary.

3) Meeting III

In the beginning of the meeting the researcher greeted the students and asked them to review the vocabulary in the last meeting. Whether they really memorized or not with the vocabulary.

In this meeting the researcher gave the test based on the material given before. The test consisted of 30 multiple choice and 10 mathing the picture. The students were enjoy to do the test, because they had been memorizing the vocabulary and they could finish the test on time.

c) Observing

From the researcher observation in teaching and learning process in cycle 2, the researcher found that the students more better in memorizing vocabulary. It can be seen from their score and their processed in teaching and learning. They were more active and enthusiastic to join the teaching and learning process during the researcher divided the group based on male and female. For their high sense of competition between groups they had improved their vocabulary very much.

The researcher would guide the students and help them to master the vocabulary. So that they were able to do the test easily.

d) Reflecting

From all of the process of teaching and learning from first meeting until the last meeting in cycle 2, in can be concluded that all of students had passed the criteria of success. Every students got the score equal to or above than 75. The range between the students who got the higher score and the lower score were close. Some weakness found in the first cycle had been revised in second cycles. The result of the test in the cycle 2 showed in table 4.3.

Table 4.3: The Result of The Test in Cycle 2

No	Student's Name	The Score of Cycle 2
1	KNF	82,5
2	VKF	100
3	AG	75
4	GL	90
5	MLA	92,5
6	GD	97,5
7	MNH	97,5
8	AVC	100
9	ISM	97,5

Based on the result above, it can be concluded that all of students from fourth grade of MI Baiturrohman Suwaluh had been achieved the criteria of success. Therefore, the cycle had been stopped.

B. Discussion

In this study, there were some findings in the first cycle and second cycles which will be disscussed by the researcher in this section. The research was done in two cycles and every cycle consisted of three meetings. First cycle explained about home activities, and the second cycles explained about parts of the house. All of cycles was done by using Miming Game. The result of the first cycle and the second cycles were significant. In the first cycle there were three students did not pass the test. After that, the researcher did the second cycles by using Miming Game with the different procedure. The second cycles showed that all of students could pass the test. It was concluded that the implementation of Miming

Game to improve students' vocabulary at fourth grade of MI Baiturrohman Suwaluh was solving the students' problem in memorizing the vocabulary. Because every students had achieved the criteria of success that was given by the researcher. According to Fadillah (2015), the used of Mime Game was significantly improves the students' vocabulary.

The researcher chosen Miming Game to improve students' vocabulary because it was fun and enjoyable. Besides of that all of young learners liked to play. It was easy for them to memorize the word by using game than without using game. During the implementation of Miming Game in teaching and learning process all of students more enthusiastic and attractive. Especially for students who were passive in the class, it gave them motivation to learn more. As stated by Hubbard (as cited in Zhu 2012), games can increase motivation to learn the language as students, especially the weaker ones, feel a real sense of achievement when they manipulate a game. Games are good to help the students to mastery English vocabulary. They should not memorize but by games they will remine the vocabulary that played, Triono (2012). Besides of that by using Miming Game during teaching and learning process able to prevent students from getting bored in learning.

Miming Game had many advantages in the classroom especially for young learners. From the researcher observed in the class, children enjoy playing games which used Miming Game and good learning could result from them. Children who were a bit shy in the classroom may also

be more confident when miming. They also could interact with one each other, besides of that it did not require students to come up with possibly difficult language in order to express themselves. In other word, they would act in the same way wheather they were miming in english or any other language. According to Lamda (2012), The benefits of studying the art of mime are manifold. It can enable those who are shy or have limited language skills to express themselves through movement and body language. This freedom builds self-confidence and enhances communication skills. It also provides learners with the opportunity to develop skills which support the delivery of dramatic text and to increase their knowledge of the performance process.

The result of students' achievement showed that Miming Game used in teaching and learning English could improve the students' ability in memorizing the vocabulary in two cycle. Before the researcher applied the game during preliminary test only many students could pass the test. But, after the researcher applied the game their score improved significantly. Their progress was not only can be seen from their writing score, it also can be seen from their motivations during the process of teaching and learning.