CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

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

A. Research Finding

1. Data from Preliminary Study

In learning vocabulary, the student of the fourth year of SDN 1 Salamrejo Karangan, Trenggalek in the 2013/2014 academic year, are not interested in the English vocabulary, for the pronunciation must be pronounced differently but not as what it is in the written form. They have a low motivation, that makes their vocabulary mastery was not as the researcher expected. Besides that, the English teacher is not qualified in teaching English, so she could not select the creative technique to teach the student. It was known by the researcher when she came into the class and observing the teaching and learning process in this school.

In preliminary study the researcher conducted the preliminary test. The objective of this test was to measure the students mastery of vocabulary. fourteen students joined this preliminary test. It consisted of twenty multiple choice

questions. The aim of giving a preliminary test by giving multiple choice questions was to know, whether in a limited time, the students could find the correct answers. It only partially completed the preliminary test and got good scores. It means that many of them got score below the KKM. The KKM of English subject matter of SDN 1 Salamrejo, Karangan Trenggalek in the 2013/2014 academic year is 65.

The mean score of the pre-test, which is presented in Appendix 16 was 58.5. It showed that 2 students (14,3%) got score higher than KKM.

2. The Result of Cycle I

This section presents the results of the implementation of a guessing game in cycle I.

a. Planning

The topic in this cycle was "occupation/work" the researcher chose this topic for it lined with the topic presented in the current English text book. The topic was implemented in using a guessing game.

b. Acting

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

a) The first meeting

The first meeting of cycle I was carried out on Tuesday 10th June 2014 with the total 14 students. In this research the researcher as the teacher, the class started from 07.00 – 09.00. the teaching learning process based on the lesson plan that had been prepared. The teacher discussed a little about the teaching and learning materials. Before starting playing the game, the teacher asked the students opinion about a guessing game. The teacher tried to build the students background knowledge. Its objective was to give students ideas about the activities that they were going to do.

After that, the teacher started a guessing game. The acting of the students in doing this a guessing game Began with dividing the class into two teams, the which is in one team, consists of seven students. Then, the teacher provides pictorial paper and vocabulary that will predictably students. Next, the teacher read the instruction of the game. Each student was given a paper picture of the team and get ready to guess the vocabulary from arrangement of the blank letters on the board in accordance with the designated teacher image.

b) The second meeting

The second meeting of cycle I was carried out on Wednesday 11st June 2014 the class started 07.00 – 09.00 am. The teaching learning process was carry-over from the first meeting. The teacher had a little discussion about the difficulty in implementing of a guessing vocabulary appropriate image with the students. The students gave good responses toward the implementation of a guessing game.

After that, the teacher asked the students to clean and prepare their tables for the vocabulary quiz. Then, the teacher distributed the exam papers to the students. After thirty minutes, he took all the students answer sheets.

c. Observing

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

d. Reflecting

Reflecting was the final phase of cycle I. This phase consists of the analysis of teaching and learning process and analysis of students' result on the test.

1. Analysis of teaching and learning process

The analysis of teaching learning process was done based on the field note and observation sheet. Based on the analysis some findings needed to improve from joining activity, such as, it was found that the students were not active in teaching learning process. When the researcher gave opportunity to the students to ask to the researcher, they were not students who asked to the researcher. Beside that, more of students confused about the researcher said because researcher using English more. In teaching vocabulary by using Guessing game, the researcher give vocabulary quiz in generate did not one by one and just walked around to the students to saw vocabulary quiz.

Generally, the reflection is an evaluation of the researcher based on the result of observing. The result of cycle I was not yet satisfactory. Though the students vocabulary improved based on the result of vocabulary quiz, but there more still some weaknesses found based on field note. During the teaching learning process there were some problems. The mean score of the students achieved or not.

2. Analysis of the students' result on the test

Based on the students' learning result , it showed that 1 student got 60 – 64 (7,14 %), 4 students got 65 – 69 (28,56 %), 4 students got 70 – 74 (28,56 %), 3 students got 75 – 79 (21,42 %), 1 student got 80 – 84 (7,14 %), 0 student got 85 – 89 (0 %), 0 student got 90 – 94 (0 %), 1 student got 95 – 99 (7,14 %), and 0 students got 100 (0 %).For more detail table 4.1 and appendix 16.

Table 4.1 Students' result of the test from cycle I

	No.	Students' Score	F	%
	1	60- 64	1	7,14
	2	65- 69	4	28,56
	3	70 - 74	4	28,56
Cycle I test	4	75- 79	3	12,12
	5	80- 84	1	7,14
	6	85- 89	0	0
	7	90- 94	0	0
	8	95- 99	1	7,14
	9	100	0	0
Total			14	99,96

And to know criteria of success achieve or not, the researcher uses formula:

$$S \% = \frac{\sum n1}{\sum N} \times 100\%$$

$$S \% = \frac{9}{14} \times 100 \%$$

$$= 64,3\%$$

Based on the result of the formula of the criteria of success and the test conducted in cycle I, it was found out that the mean score of the students' reading ability test was 64,3 %. The mean score of 64,3 % indicated that was an improvement of the students' vocabulary ability if compared with the mean score of 14,3 % and the test administered at the preliminary study. Although there was an improvement of the students' vocabulary ability if we compared with the mean score of the test 64,3 %, the criteria of success set up had not been achieved. Therefore, the next cycle was still needed to conduct and some revisions of cycle I were also made to improve the students' vocabulary ability.

3. The results of Cycle II

This section present the result of the implementation of using a guessing game in cycle II.

a. planning

The topic this cycle was "Public Places" the researcher chose this topic for it lined with the topic presented in the current English text book. The topic was implemented in a guessing game.

b. Acting

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

a) The first meeting

The first meeting of cycle II was carried out on Thursday 12nd June 2014 with the total students 14 students. In this research the researcher as the teacher, the class started from 07.00 – 09.00 am. For the teachers action, first, the teacher discussed a little about the teaching and learning materials. After that, the teacher started a guessing game. The action of the students in doing this a guessing game began with dividing the class into two team, which is in one team, consists of seven students. Then, the teacher provided pictorial paper and vocabulary that will predictably students. Next, the teacher read the instructions of the game. Each student was given a paper picture of the team and got ready to guess the vocabulary from arrangement of the blank letters on the board in accordance with the designated teacher image.

b) The second meeting

The second meeting of cycle II was carried out on Friday 13th June 2014 the class started 07.00 – 09.00 am. The teaching learning process was carried-over from the first meeting. The teacher had a little discussion about the difficulty in implemented of a guessing vocabulary appropriate image with the students. The student gave good responses toward the implementation of a guessing game. After this, the teacher asked the students to clean and prepare their tables for the vocabulary quiz. Then, the teacher distributed the exam papers to the students. After thirty minutes, he took all the students answer sheets.

c. Observing

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

d. Reflecting

In this cycle, the reflecting consists of analysis of the teaching and learning process, analysis of the students' result on the test after implementing Guessing game.

1. Analysis of the teaching and learning process

The analysis of teaching learning process was done based on the field note and observation sheet. Based on the analysis some findings, it was found that the students were active in teaching learning process. When the researcher gave opportunity to the students to ask to the researcher, the students responds it. The students can understand what the researcher said so that when the researcher explain the material the students got caught the material. The researcher came to the students one by one to give guiding question and the students interested.

2. Analysis of the students' result on the test

Based on the students' learning result, it showed that the students had improved in their achievement in vocabulary ability, the improvement can be examined from the criteria defined in this study. The scores were higher that the score in test cycle II, 2 student got 65- 69 (14,28 %), 1 student got 70- 74 (7,14%), 4 students got 75- 79 (28,56 %), 2 students got 80 – 84 (14,28%), 3 students got 85- 89 (21,42 %), 1 student got 90 – 94 (7,14%), 1 student got 95 – 99 (9,09%) and 0 students got 100 (0 %). For more detail see table 4.2 and appendix 16

Table 4.2 Students' result of the test from cycle II

	No.	Students' Score	F	%
	1	65- 69	2	14,28
	2	70 - 74	1	7,14
	3	75- 79	4	28,56
	4	80- 84	2	14,28
	5	85- 89	3	21,42
Cycle I test	6	90- 94	1	7,14
	7	95- 99	1	7,14
	8	100	0	0
Total			14	99,96

And to know criteria of success achieve or not, the researcher uses formula:

$$S \% = \frac{\sum n1}{\sum N} \times 100\%$$

$$S \% = \frac{12}{14} \times 100 \%$$

$$= 85{,}7\%$$

Based on the observation, the result of the acting in cycle II was satisfying. The implemented of a guessing game could improve the students vocabulary. From cycle I, the mean of the students score was 71,4. It means that the research was success, but there were some problems. Then the researcher made a new plan with the different theme and did cycle II, and the result was better than before. the mean of the students score was 78,5. It could be seen from the mean of students score in cycle I was increased in cycle II. Compared with the result of the vocabulary quiz in cycle II, it is clearly seen that the percentage were higher than the vocabulary quiz in cycle II (from 64,3% to 85,7%). It means that the research was successful. Based on field note the researcher and the observer made some notes. The field notes were as follow:

1. The students had enthusiasm in implementing make a guessing game.

2. The students look fun and enjoy with the game.

3. The students were so attracted to this game.

4. Only a few of students did not active in the teaching and learning process.

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

The analysis of learning result was done on the basis of the result of the test given at the end of cycle II with the mean total score 78,5. Compare to the mean score of cycle I 71,4 the mean score obtained in cycle II indicated that the student had made increased from 71,4 in cycle I to 78,5 in cycle II.

B. Discussions

In teaching vocabulary to the fourth year students, the researcher used a guessing game. The writer used the picture to support the materials in class as the media to make the students more interested in learning English. Most of the students were interested in vocabulary which the teacher explanation. The researcher found that all students looked very enthusiastic in doing the teaching learning process. Teaching using a guessing game could help the students understand, memorize, and made the students enjoy the class. The students tried to

answer every teachers question although not all of the students could answer it. The students still had difficulties in spelling the words and pronouncing them.

In SDN 1 Salamrejo, Karangan Trenggalek, the researcher used a guessing game as the technique of teaching vocabulary. The researcher chose this technique because it would improve the students vocabulary mastery. Before applying the method, the teaching vocabulary in SDN 1 Salamrejo, Karangan, Trenggalek was monotonous, so the students are not interested in English. Finally, the students had limited vocabulary and assumed that English was difficult.

Based on the result of cycle I, the students were not active in the learning process. In this meeting the researcher used English more so that the students cannot understand what the researcher said. Beside that the students still confused to organized idea, how to use grammatical and punctuation was low. But in the next meeting in cycle II the researcher try to combine two language, the researcher used English and translate to Indonesia.

The result of cycle I was better than preliminary test, the score students was increase but it was not fulfill criteria of success. Based on the result of cycle I, the researcher must better in cycle II, the researcher must communicative to the students and the researcher must speak English then translate into Indonesian.

In this study, the students of fourth grade at SDN 1 Salamrejo, Karangan, Trenggalek on the first and the second cycle had been completely done. After analyzing it the researcher found that there was significant development in the students vocabulary mastery. In the preliminary study there were 2 or 14,3%

students classified into success while the other 12 students or 85,7% were unsuccessful in the vocabulary test.

The mean score of the post-test, which is presented in Appendix 16, was 86. It showed that the post-test mean score of the students toward the implementation of a guessing game in cycle II was very good. Compared with the result of the vocabulary post-test, it is clearly seen that scores gained were higher than the pre-test (from 14,3% to 100%). It indicated that the implementation of the a guessing game at fourth grade of SDN 1 Salamrejo, Karangan, Trenggalek in the 2013/2014 academic year was successful to a certain extent.

Table 4.3 Shows the summary of the development study from the preliminary study, cycle 1, cycle 2 and post-test.

No	Name	Preliminary Test	Vocabulary Quiz (Cycle I)	Vocabulary Quiz (Cycle II)	Post-Test
1	AN	60	65	65	85
2	ADP	60	70	70	85
3	BT	65	75	80	90
4	DD	60	70	75	85
5	DV	70	80	90	85
6	DNR	50	60	75	80

7	MT	75	95	95	100
8	NV	55	75	80	80
9	PD	60	70	85	90
10	RDT	55	65	65	75
11	SY	65	75	85	95
12	TR	45	65	75	80
13	VT	50	70	85	90
14	WY	50	65	75	85
	Total	820	1000	1100	1205
	Mean	58.5	71,4	78,5	86
	The Percentage of students who got score higher than KKM	14,3%	64,3%	85,7%	100%

Using a guessing game helped the students easy to understand and memorize. In addition it could be used to the vocabulary avoid the boredom in the class. In explaining the material the researcher gives blank vocabulary on the board and given the appropriate image. It could help the student to memorize the vocabulary. In general, the writer concludes that increasing students vocabulary through can using a guessing game Encourage the students ability in mastering vocabulary. It means that increasing students using a vocabulary through guessing

game is effective. According to Rixon (1992:82) "Games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it".