CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the description of the research finding and the discussion based on the result of the research.

A. Findings

The findings of each cycle and its reflection were described as follows:

1. The Finding of Preliminary Study

The preliminary study was conducted by interviewing the English teacher, distributing the questionnaires and administering test for the third grade students of SDI Miftahul Huda. The researcher asked some questions in the interview such as teaching and learning process in the class, the problem in learning English that is faced by the students, the teacher solve the problem, and the strategy implemented in teaching English. Based on the interview, the researcher found some problems faced by the students in teaching learning process, as the following:

a. The students thought that learning English is difficult.

b. The students felt that memorizing vocabulary is difficult

c. The students did not pay attention to the teacher when she was teaching.

After interviewing with the English teacher, the researcher distributed the questionnaires for the third grade students of SDI Miftahul Huda. From the questionnaires, it was found that:

a. They thought that learning English is difficult

b. They didn't like to memorize vocabulary

c. They felt difficult in memorizing vocabularies

After interviewing the English teacher and distributing the questionnaire to the students, in the next day the researcher gave pre- test to measure the students' vocabulary before teaching by using monopoly game. This test was done on March 23th 2018. Researchers started the learning process with introduction first so that researcher and students got to know each other, after that the researcher told that for some meeting the researcher will replace the English teachers' to teach English, then researcher gave test to students. The test was in form of multiple choice and filling in the blank. There were 28 students in the class, all of students joined this pre- test. The researcher gave time 30 minutes to finish this test.

Based on the pre- test the researcher found that, some students made noise while doing the task (pre- test), because they are confused to do the task. When the researchers gave the test to the students, they complained that they had not studied, and even some students were angry because the researcher gave the test suddenly and without informing them first. In addition there were some students while working on their test while walking to seek help or asked the theme. In addition, when doing pre test the researcher found that most of the third grade students at SDI mifatahul Huda had lack of vocabulary mastery, this was proven when they did their test often asked to the researchers what the meaning of question even some

words and they did not know the vocabulary about the animals and hobby. In addition there were some students who answered the question did not match with the question. Furthermore, researchers also found that their score in pre test was still low. It was proven that from the score on pre test, the researcher found out 12 students or 43% got score > 75 and 16 or 57% students got score less than 75. It means that 16 students or 57% failed because they did not pass the minimum mastery criterion. The percentage of success of the students' test in pre test was calculated as follows:

$$\frac{12}{28} \ X \ 100 = 43\%$$

From the formula above, the students who passed the test in pre test were 43% and 57% were failed. It means that English competent of the third grade of SDI Miftahul Huda is low, because the criteria of success that had been determined were 75%.

So from the explanation above, the researcher found that:

a. Some students made noise while doing the task (pre- test), because they are confused to do the task.

b. The students had lack of vocabulary.

c. The students' score in pre- test were still low.

In conclusion, from the result of the preliminary study, it can be seen that the third grade students of SDI Miftahul Huda found some difficulties in the following list:

a. The students still felt difficult, because they were confused to do the test.

b. The students had lack of vocabulary.

c. The students' score in English lesson were still low.

2. The Finding of Cycle 1

a. Planning

In the planning, the researcher and the collaborator decided the topic, basic competence, and instructional objectives that would be delivered to the students by applying monopoly game. The researcher also prepared the material and media. Before doing the action in first cycle, the researcher designed the lesson plan. The researcher also prepared the instruments and materials needed in the teaching learning process, such as: work sheet and monopoly game made by the researcher. The lesson plan was arranged and developed based on the school based curriculum. Besides, the researcher prepared the materials gotten from the LKS (Students worksheet) as the sources of teaching and learning. After preparing, the researcher went to the next stage by implementing the lesson plan and the instruments made.

b. Implementing

For the detail description of the implementation process would be discussed as follows:

1) Meeting 1

The first meeting was done at 07.20 –8.30 AM on Saturday, 31th April 2018. The researcher entered class III and started the class by greeting to the students, asking their condition, pray before learning, and

also checking their attendance list. Starting teaching and learning process, the researcher asked to the students to open their English book and asked them about animals and hobbies. Then, teacher verbally explained how to pronounce the vocabulary and asked some vocabulary in English about animals and hobbies. After the researcher explained about the material the researcher asked to the student to make 5 groups each group consist of 5 or 6 students. Then the researcher gave the monopoly game to the each group and gave the explanation about how to play monopoly game after that the students started the game. Before the researcher left the class, the researcher asked to the students to mention the vocabularies that have been studied, gave feedback, gave the information about the next learning and pray together.

2) **Meeting 2**

The third meeting was done at 07.20 – 08.30 AM on Friday, 6th April 2018. The researcher entered class III started the class by greeting to the students, asking their condition, pray before learning, and also checking their attendance list. Starting teaching and learning process, the researcher asked to the student to gather with their group that was determined before, then the researcher gave the monopoly game to the each group, and the next researcher asked to the students to start the game. After the game finished, the researcher gave the feedback. In the last 30 minutes of learning, researcher distributed a test to the students, those test were to know students' understanding about the material. The students were

assigned to do the test in 30 minutes. Then the students submitted their test. After collecting their work sheet the researcher gave the final test score of each student based on the scoring guide.

c. **Observing**

Observation was done when the researcher implementing the monopoly game in teaching English. In this stage the researcher observed and compared the result of students' score between preliminary score and cycle 1 score. The test on cycle 1 was conducting on the second meeting, it is done to know whether the first cycle was successful or not. The result of the observation showed that the researcher did all the activities, but it still needed improvement because the students had some problems, such as they did not focus when playing the monopoly game, in the first cycle meeting 1 some students were not understood to play the monopoly game so that when the game took place there were some students who still asked the researchers how to play. In addition there is one student who did not want to follow the game monopoly because their friends did not want to be a group of students so that the child did not follow the game of monopoly.

At the second meeting the researchers continued to play monopoly and explained again how to play the monopoly, in this stage the students begun to understand how to play the game and they started to memorize the vocabulary. But there were students who still did not understand about the game so they did not memorize vocabulary. The next problem was they had difficulty in doing post test. In post test 1, there were still some

students who were confused, especially in understanding the question so that some of them did a lot while walking and make the class became noisy. Beside that in doing post test 1 some student opened the book and sometime asked to the teacher about the answer. In addition the researchers also found that the score achieved by the students had not reached the criteria of success that has been determined, but the score of students obtained in cycle 1 was better than the score obtained in the pre-test. From the score on cycle 1, the researcher found out 19 students or 68% got score > 75 and 9 students got score less than 75. It means that 9 students or 32% failed because they did not pass the minimum mastery criterion. The percentage of success of the students' test in cycle 1 was calculated as follows:

$$\frac{19}{28} \, X \, 100 = 68\%$$

From the formula above, the students who passed the test in cycle 1 were 68% and 32% were failed. It means that criteria of success had not been achieved yet, because the criteria of success that had been determined were 75%. So, it should be continued to the next cycle until achieving 75% or more.

From the discussion above in this activity, the researchers found that:

1) Students did not focus in monopoly game activity, so some of the students could not memorize vocabulary.

2) Some students had difficulty in doing post test

3) The students' score was better than the value in the pre test, but the value was still under the criteria of success.

d. Reflecting

Reflecting was very necessary to be done because it to know the weakness and the strength. It is necessary for improving the teaching program in next cycle. The result of post test in cycle 1 could not be achieved because there were only 68% or 19 students who passed the test. Some students who were failed in the test also made a lot of noise, so they could not pay attention during the teaching and learning activity. So, that they did not read and memorize the vocabularies. It was concluded that the action of cycle 1 was unsuccessful.

Although the result of students' score was not good but it was still better than the result of pre test in preliminary test. Based on the analyzing the result of cycle 1, the researcher and the English teacher found some problems that caused the failure. The first, they made a lot of noise. So, they could not pay attention how to play the monopoly game during the teaching and learning activity, so they did not read and memorize the vocabularies provided. The second some students had difficulty in doing the post test.

In addition, the English teacher also gave suggestion for the researcher. She asked the researcher to be more loudly when the researcher explained the material and the monopoly game. She also asked the researcher to be more attention to the students when the researcher

explained the material and the game. The researcher also helped to each student who did not understand yet about the question because some students had low understanding. Furthermore, the English teacher suggested the researcher to make more than 5 groups in playing monopoly game, its purpose was to make the students become more active and effective. The condition of that class brought the cycle 1 did not achieve the criteria of success.

Based on those problems the researcher hoped in the second cycle the result of the research could be better and could solve the weakness in the previous cycle. In the next cycle the researcher must gave more attention, gave more clear explanation of the monopoly game and made group more than 5 to made students more active and effective.

3. **The Findings of Cycle 2**

   a. **Planning**

   From the reflection of the cycle 1, the researcher and the English teacher had found some problems and it should be revised. The researcher decided to add the number of the group to implement the game but still with the same activity, the researcher also gave more attention to the students and gave more clear explanation of monopoly game. In this cycle the researcher needed two meetings.

   b. **Implementing**

   There were two meeting done in cycle 2. Meeting one was for explaining deeply about materials of animal and hobbies and applying the

monopoly game. The researcher also asked some questions to the students about animal and hobbies in first meeting. In the last meeting was for applying the monopoly game and conducting test in individual. The description of each meeting is showed below:

1) **Meeting 1**

The first meeting was done at 07.20 – 8.30 AM on Friday, 13th April 2018. The researcher entered class III and started the class by greeting to the students, asking their condition, pray before learning, and also checking their attendance list. Starting teaching and learning process, the researcher asked to the students to open their English book and asked them about animals and hobbies. Then, teacher verbally explained how to pronounce the vocabulary and asked some vocabulary in English about animals and hobbies. After the researcher explained about the material the researcher asked to the student to make 7 groups each group consist of 4 students to play the game. Then the researcher gave the explanation again about how to play the game and gave the monopoly game to each group, after that the students started the game. Before the researcher left the class, the researcher asked to the students to mention the vocabularies that have been studied, gave feedback, gave the information about the next learning and prayed together.

2) **Meeting 2**

The second meeting was done at 07.20 – 08.30 AM on Friday, 20th April 2018. The researcher entered class III started the class by greeting to the students, asking their condition, pray before learning, and also checking their attendance list. Starting teaching and learning process, the researcher asked to the student to gather with their group that was determined before, then the researcher gave the monopoly game to the each group, and the next researcher asked to the students to start the game. After the game finished the researcher gave the feedback. In the last 30 minutes of learning, researcher distributed a test to the students, the function of those test were to know students' understanding about the material or not after the researcher divide them become 7 groups. The students were assigned to do the test in 30 minutes. They had chance to ask the researcher when they got difficulty, then the students submitted their test. After collecting their test the researcher gave the final test score of each student based on the scoring guide.

c. **Observing**

In this stage the researcher observed and compared the result of students' score between the scores of tests cycle 1 and 2. In cycle 2, the researcher had also implemented suggestions from the observer or English teacher in SDI Miftahul Huda. The first, researcher explained in a loud voice with the aim that they could capture the material clearly. The second, researcher gave more attention to students such as praising or giving

warning to the students so that they paid more attention to the teacher when the researcher explained the material. The third, researcher divided the monopoly play group into 7 groups, the group division aimed to make the students more active in playing monopoly, and the students were also easy to be conditioned.

The results of the observer suggestions that had been conducted by the researcher, found that when researcher explained the material and how to play monopoly they listened and no one made a noise in the classroom. So they could enjoy the game. They were very happy and active in the game. This fact is indicated by the students get involved in learning activities. Beside that, most of them have memorized vocabulary about animal and hobbies as well. This fact proven that when the teacher asked about some vocabulary about animals and hobbies, for example: what is Gajah in English? most of the students were able in answer the question from the teacher. In the other hand the students also could answer the question of post test without opened the book and asked question to the teacher. In addition the researchers also found that, most of the students got the criterion minimum score. The score of the students in cycle 2 could be seen in the appendix. The result of the students score in cycle 2 there were 23 students got 75 or more, although there were some students got less than 75, but this cycle had achieved the criteria of success. The percentage of success is:

$$\frac{23}{28} \ X \ 100 = 82\%$$

From the formula, the students who passed the test on cycle 2 were 82%. It means the researcher was successful. From the data above, it could be concluded that all of the students had positive response in implementing monopoly game, thus their vocabulary mastery was improved. Then, the criterion of success has already achieved and most of them were able to master vocabulary more by using monopoly game.

From the explanation above the researcher found that:

1. Most of the students got the criterion minimum score.

2. Most of the student looked so active and focused on the activities.

d. Reflecting

The researcher compared the result of the test in cycle 1 and cycle 2. The result received in cycle 1 showed 19 students (68 %) who passed the test, it means that this cycle was unsuccessful and based on the result in cycle 2 there were 23 students (82%) passed the test, means that the cycle 2 was successful. some students who made a lot of noise and could not pay attention to the monopoly game during the teaching and learning activity in the first cycle had improvement in the cycle 2. Most of them paid attention to the teaching learning process, so that the students' score passed the criteria minimum score of test. Thus, the researcher concluded that the result in the cycle 2 was successful because the student's vocabulary mastery was improved and the criteria of success could be achieved. Finally, the action was stopped in this cycle.

B. Discussion

There were some discussions toward the findings of this Classroom Action Research. This discussion was about the success of implementing the monopoly game in improving students' vocabulary mastery. The research was conducted in two cycles. There was an improvement from preliminary study, cycle 1 and cycle2. The test score from preliminary study, cycle 1, and 2 could be seen in appendix. From the test result, the passed or success students' percentage increased from cycle 1 to cycle 2, started from 62% (19 students) became 82% (23 students). It is proved that monopoly game can improve students' vocabulary mastery.

Figure 4.1 the diagram of percentage of success on preliminary study, cycle 1 and cycle 2
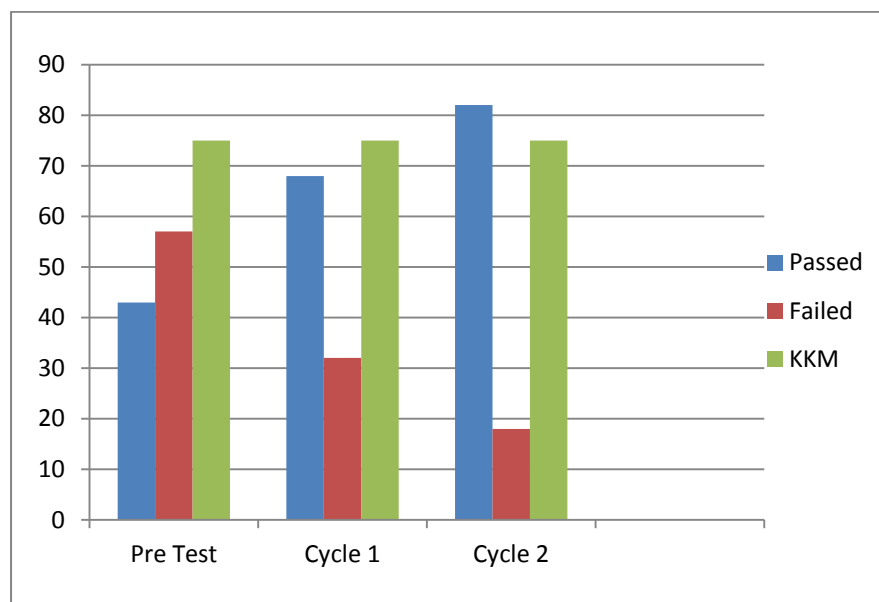
According to Fitriyawani (2013: 226) the monopoly game media is worthy to be used as a learning media because this monopoly game media is one of the game media which can make learning activity become interesting, lively,

fun, and relaxed. This media also has the ability to involve students in learning activities in solving problems, so it can improve student learning outcomes. It is in line with this study showed that there was an improvement of the students' vocabulary mastery. The researcher found that this game could solve the students' problems in vocabulary mastery. They could memorize vocabulary well after they implemented the game.

Besides, from the results of research that has been conducted, the researcher observed that there are reasons why monopoly games could improve the students' vocabulary mastery. Monopoly game is a fun game that can improve the memory of students and help students who have a weak ability to remember. This was supported by the theory Rufayda (2013: 14) stating that the monopoly media game has the suitability of the function of the use of instructional media, especially the visual media. These functions according to Levie & Lentz in Azhar Arsyad (2007: 17) that are:

1. Affective function, states can arouse students' emotions and attitudes.

2. Cognitive function, which states can accelerate the achievement of the goal to understand and remember the information or messages contained in the picture.

3. The Compensatory Function states that it is able to help the weak student in reading to organize the information in the text and recall it.

So, from the explanation above it could be concluded that the monopoly gave a positive influence in improving student learning outcomes, especially in the vocabulary mastery

In teaching and learning process the researcher gave explanation about how to play the monopoly , the teacher asked to the students to make groups, after that the researcher introduced the monopoly game as clear as possible. The next, the teacher explained the instruction how to use the monopoly game. After the students understood the way in apply the monopoly game, the researcher asks to start the game. It's to make easier the students when they play the game. This was in line with Suciati et al (2016: 145) Before Monopoly language are played learners are encouraged to read the handbook which contains the Monopoly language game instructions. After reading the instruction manual about the game, learners can play Monopoly language well and fluently. Learning using Monopoly language media allows learners to work with other players in a team. These learners are divided into several groups. Learners independently play the game according to the rules and can respect each other in completing the game.

This way can make the students focused on the game and more active to participate in the classroom and they did not make a lot of noise during the teaching and learning process. They also could ask question when they not understand with the question. Thus, they would feel comfortable in joining the class also understand the material.

Furthermore, the previous study which has been done by Hariyadi (2010) at SDI Qurrota A'yun showed that the lack of vocabulary can be overcome by implementing monopoly game when teaching English. In addition, Sasworo (2013) at SDN Jajar 1 Wates Kabupaten Kediri show that the monopoly game

worthy to used in learning English. Based on those findings, the researcher concluded that the result of this action research in two cycles proved. This study supported the previous studies which is monopoly game is also suitable to use in teaching English especially vocabulary of the third grade students at SDI Miftahul Huda, Tulungagung in academic 2017/2018. Its game could solve the problem on the students' vocabulary mastery, thus their vocabulary was getting improvement.