

CHAPTER IV

RESEARCH FINDING

In this research finding, the writer presents the data that have been collected. The data description consists of the description of data from observation, data from interview, the implementation of teaching vocabulary using scrabble game and the improvement result of the implementation of board games activities in teaching vocabulary at first grade of SMPN 3 Nglegok.

A. DATA DESCRIPTION

1. Data of Observation

Based on the observation conducted by the writer, it is known that in teaching vocabulary at first grade of SMPN 3 Nglegok, the teacher teaches vocabulary traditionally. The teacher asks the students to read a text in the textbook together. Then, the teacher asks the students to look up the words in dictionary to check the meaning of the word and to ask them to memorize that vocabulary. And sometimes, the teacher asks the students about that vocabulary and they do not remember it. This teaching strategy cannot help the students to improve their vocabulary.

This strategy influences the teaching of vocabulary which causes many problems. First, it relates to the condition of students who are

lazy to memorize vocabulary which will make them unable to memorize words in the classroom. Second, some of students will get bored with that teaching-learning process. Third, most of students are not able to memorize many vocabularies, because of low Intelligence Quotient.

2. Data of Interview

a. The Description of Data from Interview with English Teacher of SMPN 3 Ngelegok

Based on the interview with the English teacher of first grade of SMPN 3 Ngelegok conducted by the researcher. She has been teaching in SMPN 3 Ngelegok for almost three years. During her time in teaching vocabulary to first grade students SMPN 3 Ngelegok for almost one year, she found some problems in getting students' attentions and participations in the classroom, furthermore, the student of first grade of SMPN 3 Ngelegok are very active and noisy, it is very difficult to get their attention and to keep them silent. The English teacher thought that the cause of it may be because not all students motivated in learning English. Besides, it is very difficult to motivate the students to speak English or to perform in front of the class because their lack of vocabulary and difficult to remember it. The English teacher of first grade of SMPN 3 Ngelegok teaches vocabulary by asking the students to read a text in the textbook together. Then, the teacher asks the students to look up the words in dictionary to check the meaning of the word and to ask them to memorize that vocabulary. And sometimes, the teacher asks the students about that vocabulary and they do not

remember it. From this interview, it is also known that the English teacher is very rare facilitates the students of first grade in teaching learning process by the other strategies, such a game. The reason is that the time of teaching and learning process inside the classroom is very limited, so it is very difficult to find a suitable activity in this situation. Therefore the writer here tries to make a fun strategy in teaching-learning vocabulary process. According to the English teacher of first grade of SMPN 3 Nglegok, the students' ability in remembering the vocabulary that they have learn is still low, however they have shown some improvements compared to their ability before they learn in SMPN 3 Nglegok. At first, they look confuse in translating the text or the vocabulary that the writer gave them, but now they are more knowing and remembering the vocabulary.

b. The Description of Data from Interviews with Students of first grade of SMPN 3 Nglegok.

Based on the interviews conducted by the writer to the eight students of first grade of SMPN 3 Nglegok, it is known that most students like English; however they are not motivated in learning English because they thought that learning English is very difficult and boring. The students of first grade of SMPN 3 Nglegok have some problems in learning English that they cannot understand English well and they never have the occasion to improve their vocabulary in the classroom, therefore sometimes it make them to forget the vocabulary that they have learn. Most students are motivated in learning vocabulary, however, sometimes they are bored because they are always asked to

memorize. The students said that their English teacher teaches them by asking them to read a text in the textbook together and sometime they read one by one. Then, the teacher asks them to look up the words in dictionary to check the meaning of the words and to ask them to memorize that vocabulary. And sometimes, the teacher asks them about that vocabulary and they do not remember it.

3. The Implementation of Board Game Activities in Teaching Vocabulary

Based on the information from the data collected, the students were not interested in learning English. They were difficult to learn English, especially in vocabulary. Their score of the English test was poor. They felt the way to teach English was monotonous or not interesting. They needed a method to make them pay attention to the English lesson. They had limited vocabulary, they felt difficult to remember the vocabulary that they have learned and they had less motivation in vocabulary class. The teacher had some problems when he teaches in class. The problem was the teacher had a difficulty in handling the passive students and the hyper active ones who always make a lot of noise in the class during the teaching learning process. To overcome the problem in that school, the writer used board game activities to support the teaching-learning process. The researcher teaches the students using snake and ladder game activity as the technique of teaching the students. The topics used in this research were present continuous. In this research implementation, the writer arranged pre-test and post-test. The pre-test is aimed at measuring the students' achievement in vocabulary ability before conducted the

board games. After knowing that the students' vocabulary ability is low, from the result of pre-test score, the writer prepared two cycles. Each cycle consists of four steps; planning, actuating, observing, and reflecting. After each cycle was done the writer conducted post-test, to know the improvement of students' vocabulary ability. The description of each cycle can be explained as follows. This research was held in SMPN 3 Nglekok from May 13th to 27th, 2013 in two cycles.

A. First Cycle

1. Planning

To find the students' vocabulary ability, the writer held pre-test in first cycle. The researcher planned a lesson plan and selected the appropriate material. There is one lesson plan in cycle one; the topics are present continuous and verb using; do, make, get and take. This cycle is begun with the planning process, actuating the learning process, observing and evaluating or reflecting.

- 3) Based on the first condition, the problems can be identified in the English teaching learning processes that must be solved by the writer are: students' low motivation and low in remembering the vocabulary that they have learn. The researcher tries to improve their motivation in learning vocabulary and to improve their vocabulary through snake and ladder game activities.
- 4) Planning to make the students group by looking at the total of students. Based on that case, the writer makes the groups; each of group has 3-4 students.
- 5) Arranging the English lesson plan. The steps of teaching learning process as follows:

➤ First activities

Apperception and motivation of the students to the aim of teaching learning process.

➤ Prominent activities

The writer divides the students into groups by giving one set of board game in each group. In this cycle the researcher using snake and ladder to improve students' vocabulary ability. And then, the writer explains the snake and ladder games and the rules of playing snake and ladder game. The topics for this game are present continuous and verb; get, make, do, take.

➤ Last activity

Making evaluation

➤ Making a paper of evaluation and the paper of observation

➤ Preparing the important facility such as the snake and ladder board games.

2. Action

- a. Explained the goal of teaching and learning process.
- b. The researcher and the students did the English learning process with the topics is present continuous and sub topic is verb; get, make, do, take. The summary of learning that has been done as follows:
 - a) Divide the students into group of three or four.
 - b) Give each group a copy of the board, a dice, a set of counter and

vocabulary grid.

- c) Students take turns to throw the dice and move their counter along the squares.
 - d) When they land on a square, they make a sentence using the picture in the square and the word in the key vocabulary.
 - e) The other students have to decide whether they are. If it is wrong, they go back two squares. If the sentence is right, they stay where they are.
 - f) If a student arrives on a square with a ladder if they may go up the ladder if they make grammatically correct sentence. If they arrive on a square with a snake's head, they go down the snake.
 - g) The winner is the first student to reach square 25.
- d. After completed, the writer and the students made the summary. The teaching learning activities closed with the evaluation, the writer gave the post-test to students after playing snake and ladder game.

At the first cycle the researcher found difficulties in holding the class. The difficulties appeared because of these factors:

- a. Students made sentence based on board game orally, so the class looks rowdy and the fear will disturb other classes.
- b. Some students not focus on the teaching and learning process and prefer had a chat with others.
- c. Some students tend to make errors in their sentences based on picture on the board game and word on the key vocabulary, because of they felt confused in understanding grammatical.

- d. Some students felt difficult in founding the meaning of the word on the key vocabulary.
- e. The teacher' role is less optimal, because of the teacher cannot hold the students to be quiet and full attention.

3. Observation

In this phase, the researcher observes the students' response, participation, achievement and everything which is found during the teaching and learning process. Sometimes, the researcher also asks some students' opinion about the process of teaching and learning using snake and ladder game activities.

- a. The result of gave the questionnaire after the first cycle of learning is shown in the table below:

Table 4.1
Questionnaire Result of List Observation in Cycle I

No	Answer	Percentage	Questions
1.	Ya	60,7%	Apakah anda sudah merasa jelas dengan peraturan permainan ular tangga yang anda mainkan?
	Tidak	39,4%	
2.	Ya	60,7%	Apakah anda kesulitan dalam bermain ular tangga?
	Tidak	39,3%	
3.	Ya	33,3%	Apakah anda benar melakukan Tanya jawab dalam menjawab permainan ular tangga?
	Tidak	66,7%	
4.	Ya	57,6%	Apakah ada kesulitan dalam mencari kosa kata dalam permainan bahasa inggris?
	Tidak	42,4%	
5.	Senang	75,8%	Bagaimana perasaan anda ketika guru anda memberikan ular tangga untuk melatih dalam mengingat kembali kosa kata yang anda kuasai?
	Biasa saja	15,2%	
	Bosan	9%	

Based on the table above, it can concluded that almost students obviously with the rules of the snake and ladder game and they are pleasure to played the snake and ladder game. But almost a half of students founded difficulties in played snake and ladder game and remembers the vocabulary that they learn from played snake and ladder game.

- b. The result of the observation toward teacher's activity during the teaching and learning process in the first cycle is shown in the table below.

No.	Aspek yang Dinilai	Ya	Tidak	Keterangan
1.	Melakukan Pre Aktifitas	v		
2.	Memberikan pengetahuan tentang sub tema	v		
3.	Memperkenalkan kata-kata yang akan di gunakan pada topic	v		
4.	Memperagakan kegiatan bermain ular tangga	v		
5.	Menggunakan media pembelajaran	v		
6.	Mengajukan pertanyaan kepada siswa	v		
7.	Menjawab pertanyaan siswa	v		
9.	Memantau kegiatan siswa	v		
10.	Memberikan bantuan kepada siswa		v	
11.	Memberikan evaluasi test untuk mengukur pemahaman siswa setelah proses belajar mengajar	v		

From the table above, it can be seen that the researcher as teacher did not gave helped to the students who got difficulty in the learning. It meant that the researcher as teacher did 10 out of 11 activities from the implementation of improving vocabulary ability using snake and ladder game. Therefore it can be concuide that the researcher as teacher did 91% of the total activities.

- c. The result of the observation toward the students' activity during the teaching and learning process in the first cycle is shown in the table below.

No.	Aspek yang Diamati	Ya	Tidak	Keterangan
1.	Siswa memperhatikan penjelasan dari guru		v	
2.	Siswa antusias dan menjawab pertanyaan dari guru	v		
3.	Siswa mengajukan pertanyaan kepada guru	v		
4.	Siswa melakukan kegiatan bermain	v		
5.	Siswa belajar dengan media	v		
6.	Saling bertanya jawab dengan temannya		v	
7.	Kelas gaduh/ramai	v		
8.	Siswa mcngikuti kegiatan dengan baik		v	
9.	Siswa merasakan kegembiraan dalam belajar	v		
10.	Siswa mengerjakan tugas yang diberikan oleh guru	v		

From the table above, it can be seen that the students did 7 out of 10

activities. Therefore, it can be concluded that the student did 70 % of the activities in the implementation of improving vocabulary ability using snake and ladder game.

In the beginning of the teaching and learning process, almost a half of the students could not focus on the teaching and learning process and prefer had a chat with others. But commonly, the students felt pleased in the teaching and learning process through snake and ladder game.

4. Reflection

After conducting the observation about the learning process, the researcher conducted the analysis and reflection over all the activities that have been done. The results of learning activities reflection in the first cycle is as follows.

- a. The teacher still has difficulty in holding the class.
- b. Students made sentence based on board game orally, so the class looks rowdy and the fear will disturb other classes.
- c. Some students felt difficult in founding the meaning of the word on the key vocabulary.
- d. Some students tend to make errors in their sentences based on picture on the board game and word on the key vocabulary, because of they felt confused in understanding grammatical.
- e. The teacher' role is less optimal, because of the teacher cannot hold the students to be quiet and full attention.
- f. Commonly, the students felt pleased in the teaching- learning process

through snake and ladder game.

From the reflecting phase above, the researcher concludes that the first cycle is not successful and continued the classroom action research to the second cycle. So, the teacher must be more efforts to develop students' ability in improving their vocabulary that they have learn by using snake and ladder game. And also holding the students to be quieter and do not making noise in the class.

In order to fix the problems during teaching and learning process in the second cycle, the researcher will take these actions:

- 1) Encouraging the students and motivating the students that they do not just play but also to improve their vocabulary.
- 2) Give the students an interesting topic so that they would be interested in the teaching and learning process.
- 3) Give rewards for the students who win the board game, in order to motivating students to be more enthusiasm in the learning process.
- 4) Remaking and revising the board game will be appropriate to convey the material.
- 5) Changing the rule of playing from orally to be written in making sentences and then, translate to Indonesian. In order to be quiet and did not disturb another class.
- 6) Holding the students to be quieter and do not making noise in the class.
- 7) Improving the researcher's teaching skill, so that material can be conveyed

clearly.

B. Second Cycle

The research procedures in the second cycle are the same with the first cycle. There are four steps planning, action, observation, and reflection. Based on the result on the second cycle, then could be identified the problems and to formulate it. Problem that found in the first cycle are as follows:

- a. Students made sentence based on board game orally, so the class looks rowdy and disturb other classes.
- b. A lot of students tend to make errors in their sentences based on picture on the board game and word on the key vocabulary.
- c. Many students still did not concentrate in learning process.

As in the first cycle, on the second cycle begins with the planning process, then proceed with the process of analysis and reflection.

1. Planning

- a. Re-explained the rules of playing snake and game and re-affirmed them that they do not just play but also to improve their vocabulary.
- b. Re-controlled of teaching process which developed from the first cycle.
- c. Re-prepared the lesson plan.
- d. Re-prepared the media.
- e. Re-affirm them that they do not just play but also to improve their vocabulary.

- f. Re-control of teaching process which develop from the first cycle.
- g. Change the rule of playing from orally to be written in making sentences and then, translate to Indonesian. In order to be quiet and did not disturb another class.
- h. Give rewards for the students who win snake and ladder game. In order to motivating students to be more enthusiasm in the learning process.
- i. Improve the researcher's teaching skill.

2. Action

- 1. Repeated the result of first cycle meeting briefly, re-explained the goal of teaching learning process.
- 2. Re-shared the students' sheet activities.
- 3. The research and students re-conducted the teaching learning process with the topic have and has.
- 4. Explained about the topic that will be played and exemplified with the general vocabulary.
- 5. The researcher re-explained the rules of playing snake and ladder game for more understood, so the students more understood and more delighted in receiving a lesson.
- 6. Students are told to ask if there are difficulties.
- 7. Gave assessment for the students to wrote sentences and then translate into Indonesian during played the board game.
- 8. Gave rewards to the students who win the game and who got highest

score.

9. Learning was determinate, the writer and students created a summary for knowing the students understanding of concepts and to know students' increase in vocabulary ability that had been taught, the writer gave post-test.

In the end of the acting in the second cycle, based on the result of the second cycle acting result are:

- a. The researcher got used to handle the class.
- b. Almost students to be easier to controlled. They did not make noise in the class, because the researcher gave assignment in written to the students, although some students still made noise in the class.
- c. The researcher was successful to increase the students' interest toward the teaching and learning, because the researcher gave rewards who win the game and who get highest score.
- d. Almost students had no difficulties in played board game
- e. Students pay more attention to the material.
- f. Commonly, the students conducted the games smoothly and happily.

3. Observation.

In this step, the researcher with the help of collaborator observing the acting step of the second cycle. The observation includes questionnaire result, students' scores in the post-test 2, students' response, and the teacher activity during the teaching and learning process.

- a. The result the observation toward the students' questionnaire in the second cycle is presented in this table:

Table 4.3
Questionnaire Result of List Observation in the Second Cycle

No	Answer	Percentage	Questions
1.	Ya	100%	Apakah anda sudah merasa jelas dengan peraturan permainan ular tangga yang anda mainkan?
	Tidak	0%	
2.	Ya	15,1%	Apakah anda kesulitan dalam bermain ular tangga?
	Tidak	84,9%	
3.	Kosa kata	9%	Kesulitan apa yang anda hadapi ketika membuat kalimat?
	Tata bahasa	15,2%	
	Tidak ada	75,8%	
4.	Lebih kuat	75,8%	Dengan pembelajaran melalui permainan ular tangga, seberapa kuat ingatan anda terhadap kosa kata yang sudah anda kuasai tentang tema yang diajarkan?
	Semakin lupa	0%	
	Tidak ada pengaruh	24,2%	
5.	Senang	100%	Apakah anda semakin senang dengan menggunakan media ular tangga?
	Biasa saja	0%	
	Bosan	0%	

Based on the table above, it can concluded that all of students obviously with the rules of the *snake and ladder game* and they are pleasure to played the *snake and ladder game*. Almost students stated there was no difficulty in playing snake and ladder game and remembering the vocabulary that they had learn from played *snake and ladder game*. But some students stated that they are still difficult in making sentences and difficulty in grammar and vocabulary.

- b. The result of the observation toward teacher's activity during the teaching

and learning process in the second cycle is shown in the table below:

No.	Aspek yang Dinilai	Ya	Tidak	Keterangan
1.	Melakukan Pre Aktifitas	V		
2.	Memberikan pengetahuan tentang sub tema	V		
3.	Memperkenalkan kata-kata yang akan di gunakan pada topic	V		
4.	Memperagakan kegiatan bermain ular tangga	V		
5.	Menggunakan media pembelajaran	V		
6.	Mengajukan pertanyaan kepada siswa	V		
7.	Menjawab pertanyaan siswa	V		
8.	Memantau kegiatan siswa	V		
9.	Memberikan bantuan kepada siswa	V		
10.	Memberikan evaluasi test untuk mengukur pemahaman siswa setelah proses belajar mengajar	V		

From the table above, it can be seen that the researcher as teacher did all of the activities of the implementation of improving students' vocabulary ability using *snake and ladder game* in the second cycle. It meant that the researcher as teacher did 100% of the activities designed for the teaching and learning process in the second cycle.

- c. The result of the observation toward the students' activity during the teaching and learning process in the second cycle is shown in the table below:

No.	Aspek yang Diamati	Ya	Tidak	Keterangan
1.	Siswa memperhatikan penjelasan dari guru	V		
2.	Siswa antusias dan menjawab pertanyaan dari guru	V		
3.	Siswa mengajukan pertanyaan kepada guru	V		
4.	Siswa melakukan kegiatan bermain	V		
5.	Siswa belajar dengan media	V		
6.	Saling bertanya jawab dengan temannya	V		
7.	Kelas gaduh/ramai	V		
8.	Siswa mengikuti kegiatan dengan baik	V		
9.	Siswa merasakan kegembiraan dalam belajar	V		
10.	Siswa mengerjakan tugas yang diberikan oleh guru	V		

From the table above, it can be concluded that the students did all the activities during the teaching and learning process in the second cycle. Therefore, it can be concluded that the students did 100% of the activities designed in the implementation of improving vocabulary ability using *snake and ladder game*.

4. Reflection

As the implementation of activities in the first cycle, then after conducting the observation of teaching learning process, further the analysis and reflection on all activities that has been done. The result product of learning reflection on the second cycle is as follows:

- a. The games run smoothly and students played it actively.
- b. The games more developed than first cycle.
- c. In general, the implementation of learning in second cycle was good, and the achievement of learning has been reached and also the students have already more active in learning.
- d. Although, some students still noisy.
- e. Commonly, the students conducted the games smoothly and happily.

Based on the reflection, it means that implementation of improving student' vocabulary ability using *snake and ladder game* in the second cycle is successful. So it can be conclude that using "Board Games" (snake and ladder game) can improve the first grade students' vocabulary achievement at SMPN 3 Nglegok.