

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This study consisted of two kinds of data; quantitative and qualitative data. The quantitative data were taken from the score of the students' vocabulary mastery test. The qualitative data were taken from observation sheet and interview sheet. This research was conducted in one class VIII which consisted of 22 students. It was accomplished in two cycles. Every cycle consisted of 4 step of action research: planning, action, observation, and reflection. The cycle 1 including pre-test was conducted in three meetings. The cycle 2 was conducted in two meetings. So, there were five meeting altogether.

1. Preliminilary Study

This research was collected two kinds of data, qualitative and quantitative data. The quantitative were taken from the test result, which was carried out in two cycles. The test was given to the students in forms of pre-test and post test in the first cycle and post test in the second cycle. The qualitative data were taken from observation sheet, interview, diary notes and documentation.

In this preminilary study, The researcher gave a test to the students in the first meeting (Pre-test), and the end of each cycle (Post-Test I and Post-Test II). The researcher noted that the score which passed of 69 was success depending on KKM

in the school. It was found that the mean of students' score was kept improving from pre-test until post test of the second cycle.

After analyzing the quantitative and qualitative data, the result of this study show that the total score of the students in pre test was 1000 and the number of students who took the test was 22, so the mean of the students were 45.45. it means that the students' ability in mastering vocabulary was low which the percentage score of the students in the preliminary study is still 18.8%. In the other hand, students got unsucces score was 81.82%. It could be concluded that the students' ability in mastering vocabulary in preliminary was low.

The quantitative data is supported by the following qualitative data. One of the students said that she felt difficult to mastere vocabulary. she said that:

“Saya sangat kesusahan miss, saya sangat susah untuk menghafal kosa-kata dalam bahasa inggris. Karena itu saya tidak menyukai Bahasa Inggris”. Based on the students' opinion about vocabulary, she said that she felt difficult to memorize vocabulary. The teacher asked her to read all of the text without knowing the mean.

Another students who was interviewed by the researcher answered question whether the students felt difficult or not, and another student said that:

“Wah, sangat sulit miss, dan karena itulah saya sangat tidak menyukai bahasa inggris, guru pun tidak memberikan kami cara untuk lebih mudah menghafal kosa kata itu, sehingga kebanyakan dari kami merasakan kesusahan untuk menguasai kosa-kata dalam bahasa Inggris”.

From the students' result of interview above, in the preliminary study, it can be seen that the students were not interesting to master vocabulary because they felt difficult.

Based on the quantitative and qualitative data above, it could be concluded that the students' ability in mastering vocabulary is still low. Therefore, the researcher would like to do an action research procedure and implemented riddle games.

2. The First Cycle

In this cycle, there were three meetings which were conducted to the students. First meeting was used as the pre-test. A test was administrated in the end of teaching learning process. The steps of this action research were:

a. Planning

In this step, there were some activities had been done by the researcher, they are: (1) Prepared a lesson plan which contains steps in learning activities that use crossword puzzle as technique in improving vocabulary. (2) Prepared a learning tool that supports the implementation of the learning process in the form of discussion materials, textbooks and dictionaries of English. (3) Made the assignment sheet for each student on the material vocabulary. (4) Prepared achievement test cycle I.

b. Action

Action is the process of doing something. It is the step of implementation of all planning arranged. In this step, there were some activities done by the writer, they were: (a) Made students understand the aims and the benefits of riddle game.

(b) The teacher explained the material and competence that would be reached. (c) The teacher gave the topic about descriptive text and implementing of riddle game. (d) The teacher asked the students to sit in group that consist of four persons and gave a multiple choice test that related to vocabulary mastery. (e) All of the group answer the questions. (f) The teacher closed the meeting and motivated the students to study hard.

c. Observation

Observation is the most important thing to get the information of action during the teaching learning process. Observation is done while the action is being done. It is done to all students' activities, participation, class events and climate. The aim of observation is to get the data and information that's needed by the writer.

In this observation the writer recorded every action, comment and certain behavior of students. It means, in this phrase the student's behavior and their responses during teaching process was recorded by using documentations: they were, photos and diary notes.

It could be seen from the quantitative data from this cycle. The result of the post test in the first cycle, the total score of the students was 1350 and the number of students who took the test was 22, From the analysis above, the students' ability in mastering vocabulary in post-test I was low. The mean of the students was 61.36. The percentage of students who were competent at vocabulary test was 59.09%. The percentage of the students' score who got success score was 40.91%. It could be concluded that the students' ability in mastering vocabulary in the first cycle was still low because the students' mean did not get success criteria yet.

The quantitative data above is supported by the following qualitative data.

One of the students stated that:

“Alhamdulillah sudah jauh lebih baik miss, games yang miss gunakan juga membuat saya menjadi lebih tertarik untuk menguasai kosa-kata. Saya menjadi lebih mudah untuk mengingatnya miss. Sekarang saya sudah lumayan suka mempelajari bahasa Inggris miss”.

Here, the students have felt enjoy when mastering vocabulary because the learning in the class is using riddle games. Another students who was interviewed by the reesearcher with the same question, said that:

“Sangat menyenangkan miss, saya menjadi lebih mudah mengingatnya karena melalui game itu, game nya juga seru miss dan mudah untuk dipahami. Melalui game tersebut saya menjadi lebih mudah untuk menghafal dan menguasai kosa-kata baru dalam bahasa inggris”.

Here, the students' statements that he was happy and the game helps him to mastere vocabulary because the game is so fun and easy to understand.

But, according to the students' statement 3, she till confuse to mastere vocabulary, she still felt difficult to mastere the vocabulary, like she said:

“Miss saya msih kebingungan dalam mengusai kosa-kata ini, saya udah mencoba menghafalnya tetapi saya tetap masih kesulitan. Teka-teki silang yang miss berikan juga msih susah untuk saya fahami”.

Based on the quantitative and qualitative data above, it can be concluded that, in the cycle I, the students' ability in mastering vocabulary is still not good yet, but some of the students has success to increase their ability. Therefore, the first cycle was considered unsuccessful. So, the next cycle was needed to increase the students ability at mastery vocabulary. So, The second cycle will be conducted by the researcher.

d. Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning vocabulary through riddle game technique, the students' difficulties and problem while learning. All of it would be asked by the teacher in the end of meeting.

Through the reflection, the researcher knew the problems and the result of the students when did test. Look at the students' result test and observation sheet and also diary notes that was written by the researcher. The students still got low score after doing the test, the students still made noisy and did not pay attention to the teacher while learning process.

From the students' response and the students' scores above, the researcher stated to continue in cycle two in hoping to be better than before. Second cycle was held to achieve the improvement score of the students ability in mastering vocabulary.

3. The Second Cycle

In the second cycle, it was expected that the result was better than the first cycle. the second cycle was done by the researcher in order to get better improvement of the students. In doing the second cycle, the researcher felt better to begin because the researcher had already got reflection from the first cycle to be used as the information of the students' problem. Similar the first cycle, the researcher conducted the second cycle with the same steps as follows:

a. Planning

In this cycle, riddle game was applied in teaching learning process. In this cycle, teaching learning process in vocabulary learning more emphasized students. The researcher created more supportive condition in order to foster the students to give more their response and their participation actively in the class. Here the researcher prepared the new material. Further, the lesson plans are enclosed in the appendix.

b. Action

The researcher tried to do best while teaching the material. In this step, there were some activities done by the reseacher, they were: (a) Made sure students understand the aims and the benefits of riddle game. (b) The teacher explained the material and competence that would be reached. (c) The teacher explained more about descriptive text, gave the example and implementing of riddle game. (d) The teacher asked the students to sit in group that consist of four persons and gave test that related to vocabuary mastery. (e) All of the group answer the questions. (f) The teacher closed the meeting and motivated the students to study hard.

c. Observation

The observation was done for the second cycle. The students' activity during the teaching learning process had been observed.

It could be seen from the quantitative data from this cycle. From the data of Post-test in the second cycle, The students that got success the test were 18 , and the students did not get succes were 4. The total score of the students was 1780 and the number of students who took the test was 22, the students' ability in mastering vocabulary in Post Test II improved. It could be seen of the mean score of the

students was 80.91. It means that the score was categorized success. The percentage of students who were succes in mastering vocabulary test was 81.82%. In the other hand, 4 students got unsucess score or it was 18.18%. It can be concluded that the students' ability in mastering vocabulary in Post-test of the second cycle was categorized success and improved.

The quantitative data is supported by the following qualitative data. The researcher did interviewed in this cycle with the same question in the first cycle. One of the students said that:

"Lebih asyik miss, saya menjadi lebih mudah untuk menguasai kosa-kata. Sekarang menjadi sangat lebih mengerti bagaimana menguasai kosa-kata bahasa Inggris dengan mudah. Game yang miss berikan sangat seru". Here, the student is easier to mastere vocabulary because she has known the way to mastere vocabulary easier.

The other student said that: *"Murid dalam pembelajaran ini sangat berperan penting miss, kami sendiri yang ikut membuat dan menjawab teka-teki tersebut. Sehingga kosa-kata kami pun semakin banyak. Tidak seperti biasanya, kami hanya disuruh membaca sebuah text saja."*he said that the students have important rule or it is called students center.

On the other hand, the third students' statement is relation. He said that: *"Game nya sangat seru dan saya sangat suka pembelajaran menggunakan game. Belajar menjadi menyenangkan dan tidak membosakan".* Here, he assumed that game can improve the students' interesting in learning vocabulary, so in learning process is not boring.

From the result of analysis both of qualitative and quantitative data showed that there was a development on the students' ability at mastering vocabulary. It is showed from the mean of pre-test was 40.45, the mean of post test in the first cycle was 60.36, and the mean of post test in the second cycle was 80.91. It means that there was a development on the students' ability in mastering vocabulary. It was showed from the mean in each cycle and the percentage of the students' score in each cycle. It means that there was improvement of the students' score in each cycle.

d. Reflection

In this case, the feedback of teaching learning process was taken from the result of the observation. As the observation and the result test, the researcher could be concluded as follows: (a) The researcher could be increased on the students' ability in mastering vocabulary through riddle game. It was based on the observation sheet that showed to improve every meeting. Every students were seen enthusiastic and joyful activities. (b) The students' score had improvement too. It was based on the percentage of the students score.

It made the researcher felt that the cycle could be stopped because the students' ability in mastering vocabulary improved through riddle game.

B. Discussion

The result was indicated that there was an improvement on the students' ability in mastering vocabulary by using riddle game. It was supported by the fact of the mean of the score in every meeting increased. The mean of the first cycle was

61.36. It was low because the students have still many difficulties to answer the questions, and they felt difficult to remember the words. Then, The mean the second cycle was 80.91. It was indicated that the score and the means in the second cycle were better than the first cycle. The percentage the students' score who got point up to 69 also grew up. In the pre-test of the first cycle, students who got point up to 69 there were only 4 of 22 students (18.18%). In the post-test of the first cycle, students who got point up to 69 there were only 9 of 22 students (45.45%). Then in the post-test of the second cycle, students got point up to 69 there were 18 of 22 students (81.82%). It means that the students' score and percentage in each cycle increased. In another words, the students was became better in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from diary notes, interview, observation sheet. All of those was data indicated that the students given their good attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data it was indicated that the action and the implication of riddle game in teaching vocabulary was kept improving.

Based on the explanation above, it showed that riddle game in teaching vocabulary get good improvement to the students' scores.