

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the result of the research will be presented by the research. It includes the way of how to improve student' ability in memorizing countable noun vocabulary by the implementation of Race to the Board game at VIII grade of MTs. Al-Washliyah Tembung in academic year of 2017/2018.

A. Research Finding

1. Preliminary Study

The researcher choose the MTs. Al-Washliyah as the subject of the research. This research was done by the implementation of Race to the Board game to improve students' ability in memorizing countable noun vocabulary at VIII grade of MTs. Al-Washliyah in the academic year of 2017/2018. This research was applied quantitative and qualitative data. The quantitative data was taken from multiple choice test. The improvement of the students' score was recorded by giving them the test in every cycle (see on appendix II). The qualitative data were taken by the questionnaire sheet and observation sheet.

The questionnaire that was done to the teacher divided into two, the first was questionnaire for the teacher in first meeting and the second was questionnaire for the teacher in the last meeting (see on appendix III). There are also two part of questionnaire for the students, the first was questionnaire for the student in the first meeting and the second was questionnaire for the student in the last meeting (see on appendix IV).The researcher contributed the observation sheet to measure the level of the students activities during teaching learning process. The observation sheet was focussed on the situation of teaching learning process by the implementation of Race to the Board game (See on appendix V).

This research was conducted in two cycle. Each cycle consist of four steps, those are planning, implementing, observing and reflecting. There are two parts related to preliminary study, those are pre-questionnaire and pre-test. It will be defined as follow:

(a) The result of the Pre-Questionnaire

In this research, pre-questionnaire was conducted in structured questions. It was held on Friday 04th May 2018. The researcher served some questions writtenly to the teacher and students to gain information about the learning teaching activities.

The questions was related to the teacher's experience in teaching, students learning difficulty, teacher's teaching strategy, and teacher's opinion about the students in the matter of learning process. By the answer of the teacher's questionnaire sheet, the researcher conclude that the students' difficulty in learning English caused by the less interest in memorizing vocabulary. The teacher also mentioned that she used applied some methods to boost students' ability such as asked them to memorize 10 words per meeting. This method doesn't work well because the limitation of the time. Teacher can not check the students' memorizing one by one because it will take a lot time.

(b) The Result of Pre-Test

The pre-test was done before the Classroom Action Research. It was conducted on Monday, May 08th 2018. There were 20 questions in multiple choice form in 25 minutes.

Based on the result of pre-test (see on appendix VII), the data showed that the mean score of pre-test was 64,8. There was 9 students who derived the score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) meanwhile the other 31 students were under the criterion. The lowest achievement gained 50 score. By the analysis of the

result, it could be seen that almost of the students' ability in memorizing countable noun vocabulary was under the expectation.

2. First Cycle

In this cycle, there are two meetings that has been conducted to the students. The first was used as the pre-test and it was administrated in the end of teaching learning process. It was described as follow:

a. Planning

Before conducting the research, the researcher prepared the research instrument as follows : (1) Lesson plan; designing the steps in doing action. This should be done in order to control the teaching process, the researcher used the lesson plan as guidance for the researcher's activities in the classroom; (2) Material; in the first cycle, the researcher gave some materials about the countable noun vocabulary to the students. In this part, the researcher also explain about the definition, kinds, forms and the example of countable noun; (3) Sheet for classroom observation; this sheet was prepared in order to know the condition of the teaching learning process when Race to the Board game was implemented; (4) Test (pre-test and post-test); Pre-test is a test that is given to the students before the teaching learning process. Meanwhile, post-test was a test that was given to the students after learning process was conducted.

b. Action

The action of cycle I was done on Tuesday, May 08th 2018 and Wednesday, May 10th 2018. The researcher implemented the teaching learning process based on the lesson plan had been made. In this phase, there were some activities done by researcher, they were: (a) The researcher explained the material. (b) The researcher gave the topic about countable noun

vocabulary. (c) Students were divide into some groups. (d) The researcher start the game by define the rules of the game and the students performed the game. (e) Both researcher and students evaluated the answer after students finished the game (f) The researcher motivated the students and close the meeting.

c.Observation

In the first cycle, the observer tried to notice all activities in the physical classroom activity. It might be about theresearcher and students performances, class situation and students' response. After the teaching learning process finished, the reseacher was carried out the post test I as the second action of the first cycle to know how well the students' ability in memorizing countable noun vocabulary improved.

From the observation sheet, the researcher found that some students active during teaching learning process, the situation of the class was good enough since the students paid their attention to the reseacher's explanation. However, in the first meeting the some students confused about the countable noun vocabulary that the researcher gave. After the further explanation that has been given by reseacher, students seem more understand about the subject of learning.

d. Reflection

The researcher tried to modify the action in order to make the students succeeded in memorizing countable noun vocabulary and at least 32 of students in the class could pass the Minimum Mastery Criterion (KKM) because in the result of post test I showed only 20 of students who passed the Minimum Mastery Criterion (KKM).

Based on the result of the post test I (see on appendix VII), the mean score of the class derived 77,7 in which there were 20 students who passed the Minimum Mastery

Criterion of 80. By this result the second cycle need to be conducted. The research also should improve the action that was conducted. The researcher decided to make some actions to improve students' ability in memorizing countable noun vocabulary for the second cycle, such as: (a) The researcher should improve the ability in presenting the material, (b) The researcher should explain the material clearly, (c) The researcher should be able managing the class during the game, and (d) Researcher should have better preparation.

3. Second Cycle

In this phase, the researcher was expected that the result of the students' improvement will be better than the first cycle. The second cycle was conducted by the researcher in order to get the best improvement. In this cycle, the researcher seems to be more prepared as the researcher already got the reflection from the previous cycle. Similar as the first cycle, the researcher conducted the second cycle as follows:

a. Planning

In the second cycle, generally the condition in learning process was better than the previous cycle. It could be seen from the students who were ready to follow the lesson, and students more enthusiastic to start the lesson. Related to the researcher's performance, it showed some progresses. It meant the students more easily to understand the explanation because the researcher explained more clearly. In addition, it was expected to improve their ability in memorizing countable noun vocabulary through Race to the Board game. The researcher also prepared the reward for the group who record the highest score and win the game. In addition, to know the improvement of the students' ability in memorizing countable noun vocabulary, the researcher prepared the instrument of post test II to collect the data.

b. Action

The action of the second cycle was done on May 10th 2018. After reviewing the previous lesson by using slowly explanation, researcher asked the students to play the game and work in their groups. The researcher asked to each group to stand and make a line in front of the whiteboard. Then remind the students about the rules. After the researcher defined about the rules, the researcher started the game. All the students race to the board and write all vocabulary that they knew. When the students finished the game, both students and researcher make the evaluation to the answer. The last, researcher gave the score for each groups and mention the winner.

For the second meeting in the cycle II, the researcher applied same as the previous meeting. Researcher gave post test II for the student after they implemented the game. This procedure was done in order to know their progress in memorizing the countable noun vocabulary.

c. Observation

In the second cycle, the student became more curious about countable noun vocabulary. The students' activity during the teaching learning process observed as follow:

(a) The students were not confused about the game and also the rules of the game. (b) Students became more active during the game. (c) Students more confident in their performance. (d) Researcher also saw that the students did not have any difficulty in performing the game.

d. Reflection

The reflection of Classroom Action Research (CAR) was carried out after getting the result of countable noun vocabulary test. The researcher felt satisfied in as much students'

improvement in memorizing countable noun vocabulary had been realized. The student could memorize the vocabulary easily. It was proven by their higher scores from the pre-test to the post test I and post test II.

After achieving the target research of where minimally 32 students who passed the Minimum Mastery Criterion (KKM), therefore the research decided to stop CAR because it had already succeeded by 35 students who passed it. Hence, the researcher did not have to revise the plan.

In the second action of cycle II, the researcher was held post test II regarding students' ability in countable noun vocabulary. Based on the result of post test II (see on appendix IX), the mean score of the class in memorizing countable noun vocabulary gained 87,75 in which there 35 students who passed the Minimum Mastery Criterion (KKM) 80.

TABLE
THE PERCENTAGE OF THE STUDENTS' ABILITY IN MEMORIZING
COUNTABLE NOUN VOCABULARY

Meeting		Students who got up to 80	Percentage
Pre-Test	I	9	22,5%
Cycle 1	II	20	50%
Cycle 2	III	35	87,5%

In the pre-test, there was 9 student (22,5%) who got up to 80 (see on appendix VII). In the post test in cycle I, there was 20 students (50%) who got up to 80 (see on appendix VIII). It means there was improvement about 27,5%. In the post test in cycle II there was 35

students (87,5%) who got up to 80. The improvement was about 37,5% and the total improvement of the students' score from pre-test to post test of cycle II was 65%.

According to the result of the evaluation that has been done by the research, it could be assumed that the implementation of Classroom Action Research in improving students' ability in memorizing countable noun vocabulary by implementing Race to the Board game was appropriate with the planning that had been discussed by the researcher previously. In this case, every action was planned as good as possible so that the learning activities could be accomplished well.

B. Discussion

According to the result of the pre-test and post test and, it shows that implementing Race to the Board game to improve students' ability in memorizing countable noun vocabulary is effective to student at eight grade of MTs. Al-Washliyah Tembung in the academic year of 2017/2018.

Implementing Race to the Board game influences the classroom activities become more fun and lead the students learn more passionately. Students feels more comfortable to learn and teacher will also teach well. Teaching vocabulary without implementing Race to the Board game possibly make the students bored and feel burden.

The interpretation of the data result among the pre-test, post test I and post test II are as following; In the pre-test, the average score of students in memorizing countable noun vocabulary test before carrying CAR is 64,8. It is the students' score before implementing Race to the Board game. Meanwhile, the class percentage which pass the Minimum Mastery Criteria in the pre-test is 22,5%. It means that there are only 9 students who passed the Minimum Mastery Criterion 80 and there are 31 students out of target.

Furthermore, the average score in the post test I is 77,7. It means that there are some students' who get improvement from the previous test (pre-test), that is 12,9 (77,7-64,8). Meanwhile the class percentage which pass the Minimum Mastery Criterion in post test I is 50%. It shows there are 20 students who pass the Minimum Mastery Criterion and there are 20 students who get the score under the target. However, it is still needed more improvement because it could not achieve the target of success in Classroom Action Research, that is at least 32 students from the class percentage. That is why the researcher continue to the second cycle.

Next, the average score in the post test II is 87,7. It shows students' improvement score 10 (87,7-77,7) by the post test I. Meanwhile, the class percentage which pass the Minimum Mastery Criterion is 87,5%. It means there are 35 students whose score pass the Minimum Mastery Criterion and there are 5 students are under the target of Minimum Mastery Criterion. Automatically, it can be said that the Classroom Action research is successes and the cycle can be stop.