

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents findings and discussion of this research. They are description about what kinds of vocabulary games that the teachers in PPL 1 and how did the teachers use vocabulary games in PPL 1. The further information will discussed in this chapter

#### **A. Findings**

This research was conducted at English Department of *Tarbiyah* and Teachers Training Faculty of Antasari State Islamic University located on A. Yani Street km. 4,5 Banjarmasin. The result of this research and the discussion is collected based on the result of questionnaire, interview, and observation in the classroom.

The first part of this result is about what kinds the vocabulary games use the pre service teachers in PPL 1 and how did the pre service teacher using it in PPL 1. The researcher used interview and observation instruments to determine their what kinds the use vocabulary games and how did the pre service teachers in PPL 1 implementations, as follows

##### **1. Observation**

As the result of the observation which held for four weeks observation. The writer found that English teacher used many kinds of games in teaching and learning practice. Teacher is very attractive and creative in teaching. For teaching English that the writer observed, there are several kinds of games that the teacher used.

In the fourth chapter, based on the observation and interview of teacher practice, the writer describes about the result of research on the field that collected. There were general steps in applying vocabulary games in the classroom. They are pre activity, applying games in the classroom as while activity, and post activity. Those general parts will be described in each meeting. The description has shown as below:

**1) Kinds vocabulary games used by pre service teachers in PPL:**

- a) Pre service teacher A : 2 games, Matching pictures and market games. The topic is future goals and hobby.
- b) Pre service teacher B : 1 games, what's missing. The topic is giving expression idol photo.
- c) Pre service teacher C : 1 games, market games. Topic about narrative text
- d) Pre service teacher D : 2 games, Action games and matching pictures. Topic about make conversation of daily activity and procedural text.
- e) Pre service teacher E : 2 games, sculptures and action games. Topic about job and animal.
- f) Pre service teacher F :1 games, market games. Topic about complete sentence the picture.
- g) Pre service teacher G : 2 games, action games and market games. Topic about hobby and procedural text.
- h) Pre service teacher H : 1 games, what's missing. Topic about animal.

- i) Pre service teacher I : 1 games, matching pictures. Topic about job.
- j) Pre service teacher J : 2 games, matching pictures, action games and market games. Topic about narrative text, my favorite food.
- k) Pre service teacher K : 1 games, what's missing. Topic about connect word of music.

## **2) Ways of using vocabulary games:**

- a) Pre service teachers (Matching Pictures and market games):

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. Pre service teacher share the empty paper to all students. The teacher ask to the students write down about future goals. Next, they are read aloud in front of the class one by one students. Pre service teacher explain the material. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher explains the task about hobby. students asked paired. One students read aloud their hobby in front of class and one student write hobby's friend. Pre service teacher explain the material. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

- b) Pre service teacher (what's missing):

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher ask to the students paired. Every faired ask to front of class. Before it, the students give a idol photo. In front of class one student expression of photo and one student guess this word of idol photo. Pre service teacher explain the material. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

c) Pre service teacher (Market game)

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher write several not that complete sentence on the board. And then the teacher share picture to the all students for complementary that not complete sentence. Pre service teacher explain the material. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

d) Pre service teacher (Action game and matching pictures)

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher ask to the students paired, and then the teacher ask to write daily activity on the board. One students write and one student read aloud in front of class. Pre service teacher explain the material. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher ask to the students paired, Every faired ask to make a conversation about procedural text. Pre service teacher explain the material. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

e) Pre service teacher (Sculptures and action games)

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher the objective of the lesson. Pre service teacher explain the material. The pre service teacher devides the class into two group. Every group there are five students. Teacher explains the task. Whisper an activity to one student, this student whispers the activity to the other students on his or her team. The team has one minute to form a sculpture that illustrates the activity, students 1 pretends to teach students, student 2 and 3 pretend to be students. The other teams guess the job. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher the objective of the lesson. Pre service teacher explain the material. The pre service teacher ask to the students to list name of animal, and then the teacher ask to write list animal on the board one by one. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

f) Pre service teacher (market game)

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher the objective of the lesson. Pre service teacher explain the material. The pre service teacher write several that not complete picture on the board. And then the teacher share picture to the all students for complementary that not complete picture on the board. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

g) Pre service teacher (action game)

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher the objective of the lesson. Pre service teacher explain the material. The pre service teacher ask to the students paired, and then the teacher ask to make a conversation and explain about their hobby. And then every paired read a conversation of their hobby in front of class. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

h) Pre service teacher ( what's missing)

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher the objective of the lesson. Pre service teacher explain the material. The pre service teacher ask to the students paired. Every faired ask to front of class. Before it, the students give a photo. In front of class one student expression of photo and one student guess this word of photo. The pre service teacher asks

the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

i) Pre service teacher (matching pictures)

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher the objective of the lesson. Pre service teacher explain the material. The pre service teacher share the empty paper to all students. The teacher ask to the students write down about favorite food. Next, they are read aloud in front of the class one by one students. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

j) Pre service teacher (action game)

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher the objective of the lesson. Pre service teacher explain the material. The pre service teacher ask to the students paired, and then the teacher ask to make a conversation and explain about their job. And then every paired read a conversation of their job in front of class. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

k) Pre service teacher (what's missing)

The pre service teacher greets the students and checks their attendance. Teacher reviews the students previews vocabulary. The pre service teacher the objective of the lesson. Pre service teacher explain the materialThe pre service teacher ask to the students paired. Every faired ask to front of class. Before it,

the students give a photo. In front of class one student expression of photo and one student guess this sentence of photo. The pre service teacher asks the students difficulties during the lesson. Pre service teacher summarizes the material of the lesson. And then closes the lesson.

## **2. Interview**

As the researcher mentioned above, to get closer investigation about their beliefs, the researcher did the interview. These are several questions that researcher chose in category of questionnaire. They are used to investigate their beliefs in depth investigation as follows:

1. What do you usually use vocabulary game in lerning process at PPL 1 ?
2. How do you use vocabulary games at PPL 1 ?

For interview consists of several questions. In this part, the reasons why the researcher interested to choose the questions above in depth investigation are first question is about “what do you usually using vocabulary games in learning process at PPL 1”. All of them stated that often using vocabulary games at PPL 1.

The second question is about “how do you use vocabulary games at PPL 1”. Four pre service teachers stated using vocabulary games at the time pre activity, seven pre service teachers stated at the time while activity. The further information from all of these results was discussed in the part of discussion.

## **B. Discussion**

In this part the researcher explained about the further information of findings. After obtained all of data were taken from interview, and observation, the researcher will interpret and explain the further information from all of the results based on theoretical review.

### **1. Kinds games are used in teaching practice**

Based on observation in the classroom, the writer has done for four weeks. The writer found that in teaching and learning English, teacher usually uses many games. There are many kinds of vocabulary games that the teacher uses. In this research, the vocabulary games are: Matching pictures, What's missing, Action Game, Market Game and Sculptures.

Students worked individually and pairs in the class produced quite nice, funny and active. The classroom atmosphere was exciting when students discussed and did the best in playing games of the class. In addition, students revealed that games were very useful for them because they could learn from their classmates. Regarding the effectiveness of games, interviewed teachers reported that their students seemed to learn new vocabulary more quickly and retain it better when it was applied in a relaxed and comfortable environment such as while playing games.

Each Pre-service English Language teachers of UIN Antasari Banjarmasin had different use vocabulary games in PPL 1. Vocabulary are defined by Richards & Renandya (2002, p.255) as a "a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". the issue to consider is which vocabulary we want students to be able to use when they speak and write (their active or productive vocabulary) and which we want them to be able to

recognize and understand but not necessarily produce (their passive or receptive vocabulary) by McCarten (2007, p. 19).

According to Arikan (2011) “learners are motivated to learn the language when they are in a game”. In addition, for Pre-Service English Language Teachers who always use vocabulary games varied types in PPL 1. There are Matching Pictures, What’s missing, Action Game, Market Game and Sculptures. Learning use Vocabulary games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for more fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

So that, it can be conclude that the teacher’s creativity in using several games in teaching learning process can motivate studying vocabulary. Then, the vocabulary games are also interesting and useful technique in improving students’ English skills at PPL 1 of State Islamic University Antasari, that writer have observed.