

CHAPTER IV

FINDINGS AND DISCUSSION

After collecting the data, the researcher wrote down all the data that had been collected. In this chapter, the researcher described the process of the implementation of the Word Square game in teaching English vocabulary for young learners and the teacher's perception of this game. The researcher explained the data descriptively based on data collection through observation and interviews.

A. Findings

In this chapter, the researcher observed the implementation of the Word Square game in teaching English vocabulary for young learners in the fourth grade of MI Darul Istiqamah Barabai. In the learning process, the researcher directly observed the activities of the implementation of the Word Square game during the vocabulary teaching process. While in the interview, the researcher interviewed the fourth-grade English teacher to obtain the desired data regarding the implementation of the Word Square game. The data are presented in a descriptive form to validate the qualitative analysis. The findings will be presented based on the two research questions submitted as follows:

1. The Implementation of the Word Square Game in Teaching English Vocabulary for Young Learners

Following the research results obtained by researchers from field findings through observation and interviews. The data obtained is data that answers the first research questions about the implementation of the

Word Square game in teaching English vocabulary for young learners as follows:

a. The preparation material

Before delivering vocabulary material, the teacher has selectively chosen and prepared the material. This data was analyzed based on the researcher's observations of the teacher during the teaching process in the fourth-grade class. Before teaching, the teacher prepared the material carefully. The teacher prepared vocabulary material selectively and related to the book. This material was usually prepared one or two days before the teacher started to teach.

The material prepared by the teacher is the main topic used in implementing the Word Square game. Based on the first observation made, the teacher prepared material about "The Living Room," and the teacher also prepared any vocabulary that would be used in the Word Square game later. The materials and vocabulary prepared for students are related to their textbooks. The vocabulary the teacher has prepared is sofas, bookshelves, armchairs, windows, paintings, television, cupboards, and vases.

Then in the second observation, the teacher prepared material about gardening tools. As previously observed, the teacher also prepares vocabulary about gardening tools used in

the Word Square game, such as a pot, leaves, seeds, a trowel, soil, a sunflower, a watering can, a broom, and a playground.

Then in the third study, the teacher still used the same material as in the second observation made by the researcher about gardening tools. The teacher did this because some students still had difficulty understanding the vocabulary of gardening tools, so the teacher had to repeat the material.

b. The Delivery of Vocabulary

In the first study, the researcher found that when the teacher delivered the material about “The living room,” the teacher did not use any physical media to deliver the material. The teacher only used the textbook and conducted questions and answers to students about “The Living Room” vocabulary.

The teacher dominated the class by giving the vocabulary, but unfortunately, the teacher did not use any media to deliver the vocabulary. The teacher only used the textbook *Grow With English 4*, published by Erlangga, and conducted questions and answers on vocabulary for students.

The teacher conveyed material and vocabulary about gardening tools in the second and third studies. Likewise, with subsequent observations, the researcher found that the teacher only conveyed vocabulary verbally without using any physical media. However, occasionally the teacher asks students to write


down each vocabulary item from their textbooks. Then the teacher did ask and answer questions each student related to the material that had been conveyed.

c. The Word Square Game Implementation

After delivering the material and vocabulary to the students, before starting this Word Square game, the teacher explained the steps on how to do this Word Square game. In the first observation conducted by the researcher, after the students understood the teacher's instructions, the teacher made one hundred squares on the whiteboard.

The teacher filled each square with distraction letters and letters from the vocabulary that had been conveyed with questions where the answers to these questions were in squares. Afterward, the teacher instructed the students to start working on the game. On this first observation, the lesson was about the living room

Name : Class :



L	I	V	I	N	G	A	W
B	C	D	E	F	G	S	I
C	H	I	J	K	L	T	N
L	W	A	L	L	M	I	D
E	N	O	P	Q	R	D	O
A	A	B	C	D	E	Y	W
N	F	G	H	J	I	K	L
B	O	O	K	C	A	S	E

1. This is my (ruang tamu) room
2. The (dinding) is blue
3. The (rak buku) is full of books
4. The (jendela) is clean
5. The living room is (rapi) and (bersih)

Figure 4.1. The Word Square game of Living room

Then in the second and the third observation, the teacher did the same thing, but in this second and third observation, the teacher no longer wrote squares on the whiteboard. The teacher created squares on the computer and printed them in large quantities. Then she distributed to each student one sheet of paper that had been printed. On these second and third observation, the lesson was about gardening tools.

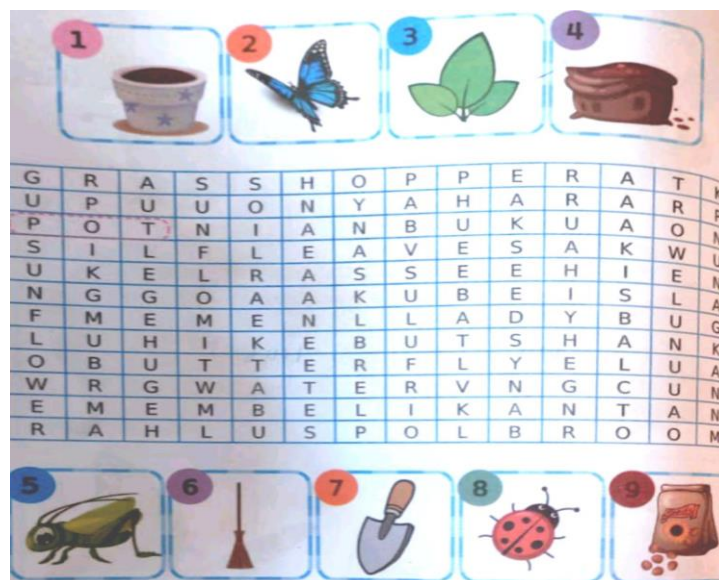


Figure 4.2. The Word Square game of gardening tools

After receiving the paper, the students needed to look for the answer and shade it on the squares. The students must be focused and remember every vocabulary they have learned. In this part, the students were competing each other to finish the game. After finishing the game, the students submitted their answer sheets to the teacher. Then the teacher gave a score for each student's answer and add some compliments for the students so that the

students would happy and more enthusiastic in teaching and learning process.

In implementing the Word Square game, teachers can use it with a variety of media and techniques. As observed by the researcher, in implementing the Word Square game, the teacher uses various kinds of pictures with various colors that are still related to the topic. As in the Living Room material, the teacher includes pictures of living rooms with different colors so that students can easily remember and distinguish each vocabulary being taught.

For example, for the armchair was purple and the regular chair was brown. From this the students can distinguish that a chair and an armchair are two different objects. By combining Word Square games and colorful picture media, it can help students to remember the vocabulary being taught more easily.



Figure 4.3. The Word Square game Implementation

2. The Teacher's Perception of The Implementation of The Word Square Game in Teaching English Vocabulary For Young Learners

The following finding concerned the teacher's perception of the implementation of the Word Square game in teaching English vocabulary for young learners. These findings were obtained from the interview with an English teacher conducted by the researcher.

Based on interviews with a fourth-grade English teacher about teachers' perceptions of the implementation of the Word Square game in teaching vocabulary for young learners, the data indicates that the teacher reported a positive perception toward this game. These data have indicated that teachers have a positive perception of this game. Aspects that indicate positive teacher perceptions are divided into three aspects, as follows:

a. Creating a challenging and fun classroom atmosphere

Based on the data interview, the first time, the teacher said that she selected the Word Square game as a medium for teaching vocabulary for students because she felt that this game was interesting. Learning while playing is fun, and all the students loved it. This game was able to train students' foresight in finding answers. Besides that, this game was so easy when she implemented it because the students only needed to sit in their seats, so she could easily manage them.

In addition, the teacher also felt that this game could create a friendly and calm classroom atmosphere for teaching vocabulary. When students answered the Word Square game, they tended to be focused and calm, so the class atmosphere became very peaceful. A friendly and peaceful atmosphere can make it easier for students to understand and remember vocabulary.

She initially did not have high expectations for this game in teaching English vocabulary. She tried to use this game as a medium for teaching English vocabulary for young learners. It turns out that the learning process using this game goes based on her expectations. Due to challenging and conducive learning, the vocabulary teaching process can run based on the teacher's expectations.

Besides, the teacher felt that her students were not easily bored. Usually, they got bored with the usual and monotonous teaching process because they liked to play while learning, so when the teacher implemented this game, the students became enthusiastic and not bored when learning vocabulary. In addition, she added that during the implementation of this game, students became enthusiastic and more active than usual. So it affected their desire to learn vocabulary.

The young learners love playing this game because this game was able to create a challenging atmosphere of competing each other. One of the characteristics of young learners is energetic and love compliments. They become more energetic when they compete each other. Then this game indirectly makes students compete each other to finish the game earlier. In addition, the teacher also uses colorful pictures to attract the attention of students.

Like the example in The Living Room material, the teacher includes pictures of objects in the living room with different colors. As in the picture the wardrobe is blue, then the arm chair is brown. Students like to see objects with a variety of different colors. Therefore, they are happy to play this game because they see attractive and colorful pictures in the Word Square game.

The challenging and fun class atmosphere helped the students to focus on learning vocabulary. The teacher said she realized that her students would become focused when the class atmosphere was quiet. Even though sometimes some of them compete with each other to finish this game, and sometimes it causes small noises, the teacher can easily handle this, and the students would be focused again. The more focused they are, the greater their chances to complete this game.

b. The Ease in setting up the Word Square game

The implementation of the Word Square game is very helpful for the teacher in teaching vocabulary because she has only needed to clearly instruct the students to find the answers to questions on their own through each square that has been prepared. This game is also very easy to implement because this game does not require special skills for the English teacher. This game can be combined with various kinds of vocabulary. Besides that, preparing for this game is also relatively easy, and it would be efficient for the teacher. Even a novice teacher can implement this game.

c. The Ease in overcoming problems that arise in the implementation of the Word Square game

In the teaching process, sometimes there would be problems that occurred in the classroom. Especially in implementing a method or game, problems would arise in the implementation. Likewise, with this Word Square game, aside from the many conveniences and benefits of the Word Square game, the teacher also said that she experienced some obstacles during the implementation of this game.

As it is known that this game requires young learners to focus on solving it, but when students hear the noises going on around them, they would be difficult to focus. They would be distracted,

so this affected the classroom atmosphere, which was initially conducive to being a little unsettled because the students complained of having difficulty focusing.

The teacher could overcome this by moving all students to a classroom far from the noise or to the library room, which is quieter. So that problems regarding the difficulties of students' focus can be handled properly by the teacher. Besides that, as an alternative to creating students' creativity about the vocabulary they got, the teacher also sometimes asked her students to make a simple sentences using the vocabulary they have got from the teacher.

B. Discussion

After all, data has been collected and analyzed in descriptive form. In this chapter, the researcher discusses the findings from the researcher's data collected through observation and interviews. As mentioned in the previous chapter, the objectives of this study are how the implementation of the Word Square game in vocabulary mastery for young learners and how teacher perception about the implementation of this game in vocabulary mastery.

1. The Implementation of the Word Square Game in Teaching English Vocabulary for Young Learners

To answer the first research question, the researcher obtained data about the implementation of the Word Square game in teaching English vocabulary for young learners through observation. Based on the researcher's observation in the first observation conducted by the researcher, the researcher found that in

the implementation of the Word Square game, the teacher took several steps before the implementation of the Word Square game.

The first step taken by the teacher is to prepare learning materials (Rakian, 2020). Selective material selection can help teachers convey learning to students (Manshur & Utama, 2021). In the first observation, the teacher selected vocabulary selectively on the living room topic. The teacher carefully selects each vocabulary that will be used to implement the Word Square game.

On the first day of observation, the teacher took the living room topic. The teacher selectively chose each vocabulary related to the living room for use in the Word Square game. Likewise, with the second and third observations, the teacher carefully selects each vocabulary used in implementing the Word Square game. The next step is the delivery of vocabulary. In the process of delivering vocabulary at the beginning of learning, the teacher did not use any physical media in the delivery process.

The teacher has only fixated on the textbook and only conducted questions and answers with students. Delivering vocabulary without any media and only using textbooks is inefficient and ineffective for the students. Conversely, using print media can make it easier for students to remember each vocabulary delivered (Risnawati et al., 2018). Before the implementation of the Word Square game, the students did not seem enthusiastic when the learning process only used the textbook and the teacher conducted questions and answers. The students looked bored without other dimensional media in the vocabulary teaching process.

The next is the implementation of the Word Square game for the students. On the first day, the researcher found the difference between the implementation of the Word Square game in teaching English vocabulary for young learners and the theory of the implementation of the Word Square game. The researcher found that the teacher did not use printed paper as the media for this Word Square game, but she used the whiteboard as the media. This step contradicted what was put forward by the expert. The teacher should use printed paper as a medium for the Word Square game instead of the whiteboard (Rakian, 2020).

Even though the teacher could implement this game based on her creativity and her convenience (malik et al., 2022), however the researcher found that the implementation of Word Square using a whiteboard was ineffective and inefficient for teachers and students (Mayembe & Nsabata, 2020). The teacher has to make lots of squares on the whiteboard, this was a waste of time and energy. Besides, the students also complained when they had to make a lot of squares in their notebooks, so it wasted the students' time, and the implementation of the Word Square game became less than optimal due to the reduced time to complete the game.

Even though the teacher can use printed paper to make it easier to implement this game so that it is more time and energy efficient. then, in the second and third observations made by the researcher, the teacher has implemented this Word Square game in accordance with the theory, by using printed paper so that students do not need to make squares in their notebooks.

The last step is giving the score for students' work equipped with several sentences of compliments for students so that students become even more happy to learn vocabulary. After the students finished the Word Square game, they were asked to submit their work, and the teacher then gave a score for each answer they did and added some compliments on their work.

2. The Teacher's Perception in The Implementation of the Word Square Game in Teaching Vocabulary for Young Learners

To answer the second research question, the researcher obtained data related to teacher's perceptions about the implementation of the Word Square game in teaching English vocabulary for young learners through interviews that had been conducted previously. Based on the interviews that the researchers conducted previously with teachers, these findings indicate that the teacher has a positive perception of the implementation of the Word Square game in teaching English vocabulary for young learners.

The first positive teacher's perception is during the teaching process. She felt excited about this game. This game was attractive for young learners in teaching vocabulary. This game is suitable for young learners in teaching vocabulary (Veriani et al., 2020). This game was able to make the friendly classroom atmosphere fun and conducive. So that the teacher easily in managing the class and the students. The quiet and conducive classroom atmosphere made it easier for her to teach vocabulary to young learners. Young learners usually have a short focus and are easily distracted by other things, making it difficult to focus on one thing (Fajarina, 2017). Creating a quiet, relaxed, and conducive

classroom atmosphere could help students become more focused during teaching and learning new vocabulary.

Besides that, the teacher also realized that the students felt happy and enthusiastically welcomed this game. Playing a game is something that young learners like and enjoy (Anggraini, 2021, p. 208). When the teacher implemented this game, students liked it and made teaching vocabulary to young learners more fun and less monotonous. The teacher also added that this Word Square game is needed in teaching vocabulary. The implementation of this game is used to drive away students' boredom in learning vocabulary and greatly impacts students' interest in learning vocabulary (Maksar et al., 2023).

The teacher felt as long as the teacher implemented this game, the student's learning desire became deeper in learning vocabulary. She realized her students were motivated to learn more vocabulary in their books because they thought this Word Square game was so challenging that it could activate students' brains and attract their attention (Veriani et al., 2020). So indirectly, this game made her students motivated to complete it wherever and whenever.

Apart from overcoming the students' boredom, the teacher also felt that this game made the students more focused on teaching vocabulary. This case forced the teacher to use the proper methods or media that can make them focus on teaching vocabulary. In this case, she implemented the Word Square game as a medium to make students more focused on teaching vocabulary. It turned out that the implementation of the Word Square game could make her students more focused and relaxed while teaching vocabulary.

The second aspect is the ease of setting up the Word Square game. Preparation and implementation of games are part of a teacher's responsibilities (Budiwan & Suswandari, 2023). During the implementation of this game, the teacher felt very helped by this game. While preparing for the Word Square game, the teacher found no significant problems teaching vocabulary. In the preparation process, the teacher only needs to make a Word Square game on the computer, then print it and distribute the printed paper to students later.

Besides the easy preparation, this game also made it easier for the teacher to teach vocabulary for young learners because the teacher only instructed, and the students independently did it. The teacher said this game could make it easier for her to teach vocabulary. She only needed to instruct the students to finish the game. The implementation of this game could help her in teaching vocabulary through this Word Square game. She could use her creativity as a class instructor to create a conducive classroom atmosphere in teaching vocabulary (Listyowati & Hidayat, 2021, p. 3).

The last aspect is the ease of overcoming the problem. In any teaching process, problems often arose, and it was common for a teacher. However, during the implementation of the Word Square game, when problems arose, the teacher could handle them well. Several obstacles occurred during the implementation of this Word Square game, such as a noise that disturbed the concentration of the students.

The teacher felt that the drawback that came from outside class could affect students' focus. When students got noise from outside their class, it often

became difficult to concentrate and focus on doing Word Square. This Word Square game requires students to concentrate and focus to complete the Word Square (Muslim et al., 2021). So when students have difficulty focusing, they would complain to the teacher because they had difficulty completing this Word Square game. However, the teacher could handle this well by moving the students to another empty class or the library away from the noise so that the students could focus again on completing this Word Square game.

Besides, she also felt that her students could not freely use their creativity in learning vocabulary (Nelda et al.,2019). The game could not develop students' potential and creativity because the students only focused on answering questions and looking for answers from questions through the squares. They cannot develop their abilities and creativity in vocabulary mastery, such as making simple sentences. Hence, the implementation of this game is only suitable for teaching new vocabulary difficult for young learners. Even though she can overcome this problem, she has developed and re-created based on her creativity so that the game's drawbacks could be overcome greatly.