

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

The research about use of domino media in teaching English vocabulary at young learners the fifth grade of SDN Anjir Pasar Kota II.1 will be presented in the form of description, based on data that have been obtained in this research either through interview technique and observation which was done by the researcher for 5 weeks.

1. The Media of Domino is Used in Teaching English Vocabulary to Young Learners.

To know what the media were used in teaching English, the writer used observation and interview. The writer observed the kind of teacher's media when teaching English for young learners. The writer also checked the steps that the teacher used in teaching English for young learners by using observation sheet and field note. Actually, the writer knew the teacher's strategy from the teaching and learning process which has been done by the teacher.

The detail of the observation that the writer did in teaching English process at the fifth grade of SDN Anjir Pasar Kota II.1 can be seen as follows in the appendix. Yet, during the observation, the writer found that the teacher used some various media and games when teaching English.

The first observations were made on Monday, January 15, 2018. English teachers teach about animals. In the meeting, his skills are listening and giving a vocabulary. The teacher does some activities such as: the teacher writes the vocabulary of the animals on the chalkboard, after which he reads the vocabulary first and asks the students to pay attention. After the teacher reads the students are asked to repeat the teacher's remark. "How to apply speech reading?" The author asked. He replied "I read the vocabulary aloud and stressed the lip gesture". Students can see my lips and how to pronounce them. Then, the teacher came to the student shirt and stood in front of him asking students to pronounce the vocabulary of the animals in front of the blackboard. He also corrects and helps students when he ignores his pronunciation.

After the activity, the teacher writes the meaning of words from the vocabulary of the animals, and asks the students to follow writing the meaning of the word. He explained that word and its meaning by comparing two words on the blackboard. After that the teacher asks the students to memorize some of the vocabulary of the animals that have been taught it, and the teacher gives a domino card for each one student one card that one card is divided into two parts, the image and the vocabulary of the other animal and after all students felt able to remember the vocabulary of these animals then domino media was in use in learning English vocabulary.

The second observation took place on Saturday, 20 January 2018. During the observation, the teacher performed activities such as: Teacher repeated the previous lesson about the animal. He assigns assignments to students to translate

into Indonesian from the English vocabulary. Then when all the students have completed the task the teacher asks students to both answer the task in the classroom.

Based on the third observation on Monday, January 22, 2018. The author found that the teacher's activities are: The teacher asks the students to read some of the vocabulary of the existing vegetables in the book. After that the teacher asks students what is the meaning of the vocabulary. The teacher writes the vegetable vocabulary on the blackboard while translating the English vocabulary.

After the students know the meaning of the English vocabulary the teacher reads the vocabulary again and asks the students to repeat it. After that the teacher asks the students to memorize some of the vocabulary of the vegetables that have been taught it, and the teacher gives a media domino card for each one student one card that one card is divided into two parts, the image and the vocabulary of other vegetables and after all students felt able to remember the vocabulary of these vegetables then domino media was in use in learning English vocabulary.

Based on the fourth observation made on Saturday, 27 January 2018, the students learned about the names of the Fruits. The teacher follows the guides of the English book. From these observations, the authors found that teachers applied several activities, such as: teachers read a few words. He asks the students to listen and repeat what the teacher said. He also tries the students to remember some vocabulary by repeating until the students remember the vocabulary.

The last observation in the classroom is on Monday, January 29, 2018. Teacher activity can be seen: Master repeats the previous lesson about the fruit. The teacher shows some pictures, after which the teacher asks the students to recall what vocabulary corresponds to the image the teacher showed. The average student still remembers the vocabulary taught in the previous meeting.

After that the teacher gives one media domino card for each one student one card which one card is divided into two parts, the picture and the vocabulary of the other fruit and after all the students feel able to remember the vocabulary of the fruit then domino media is in use in learning English vocabulary.

A detailed observation of the domino media process of learning to teach vocabulary in young learners can be seen in the appendix.

a. The first meeting

Based on observations on Monday, January 15, 2018, it can be seen that the process of learning to teach English in the fifth grade of SDN Anjir Pasar Kota II.1 in the following description:

(1) Pre Activity

In the pre-activity, the teacher greets the students and checks his presence. The activity is: the teacher opened the class by saying hello. The students in the class there are 15 students, men 8 people and 7 women. Then, he asked the students to recite the prayer together.

(2) While Activity

While the activity, the teacher taught the topic about the animal. Activities include: the teacher asks the students to open the book. He writes his vocabulary on the board and asks students to write down what Master wrote on the board. Then he reads the vocabulary on the board and asks the students to listen first. Based on the interview, he said, "I first introduce the vocabulary to the students, after which I ask the students to read the vocabulary on the board." The author asks how the use of domino media ?. He replied, "I use the domino media after students can remember memorizing the vocabulary of the animals." After the teacher asks the students to memorize the vocabulary to the students in the classroom, the teacher gives a domino card for the use of media that the teacher uses. He said, "Student, I have some dominoes modified, one domino divide into two parts, picture of the animal and other English vocabulary, after which the teacher distributes the domino vocabulary cards to the students And the teacher asks one student forwards to put the modified dominoes on the classroom floor and the student asks another friend to give them a domino card with his English vocabulary to match the animal image on the previous domino card. After all the students took turns matching dominoes with the dominoes with their English vocabulary, the activity ended until the students got the vocabulary written on the finish.

(3) Post Activity

Based on these observations, the authors found activities that teachers emphasize students to remember vocabulary. He also provides homework for students to translate some of these short vocabularies and sentences into Indonesian. She did not forget to give students the opportunity to ask questions and make sure they understood the lessons and the homework. Finally, the teacher closes the meeting by saying hamdallah.

b. Second meeting

Based on observations on Saturday 20 January 2018 can be seen teaching and learning English in the fifth grade of SDN Anjir Pasar Kota II.1 as follows:

(1) Pre Activity

In the pre-activity, the teacher greets the students and checks his presence. The activity is: the teacher opened the class by saying hello. Then, he asked the students to recite the prayer together. Then, the teacher checks for attendance and asks some questions about the student's condition. He speaks in Indonesian. Next, the teacher asks about the previous lesson and checks the student's memorization of the lesson. Then, the teacher asks the students to prepare their textbooks.

(2) While Activity

While the activity, the teacher teaches topics that are still related to the previous topic. It's about the animal. The teacher's activities are: The teacher discusses the student's homework which contains the meaning of the words in the

vocabulary and the short sentence. He asks students to mention the word and its meaning. Students look at their notes and answers. After doing homework, the teacher assigns the task to the students. He asks students to write some names of animals they know without them knowing the vocabulary in English. After that the teacher asks the students to name the animals while the teacher writes the vocabulary on the board. After all the vocabulary requested by the teacher has been written on the blackboard, the teacher asks the students "Do you already know the meaning of the English language from the vocabulary written on the blackboard". And then they say "Do not know".

Then, the teacher writes the meaning of the English word written on the board. And students follow to quiz in their book. After that the teacher asked the students to pronounce the vocabulary in writing. And then the teacher asks again to the students to memorize the vocabulary that has been taught that day. Master shows some images that match the vocabulary that was taught earlier and asked the students to mention the English language of the image and not forget the meaning of the Indonesian language.

(3) Post Activities

Before the class ended, the teacher asked what they had learned today. Some students responded and responded. Other students have left the classroom. Finally, the teacher closes the teaching and learning process by reciting Hamdallah together.

c. The third meeting

Based on observations on Monday, January 22, 2018, the author has seen the whole process of teaching and learning English and the techniques used. Activities can be described as follows:

(1) Pre Activity

In a pre-event, just like the previous meeting, the teacher greets the students and checks his presence. The activity is: the teacher opened the class by saying hello. Then, he asked the students to recite the prayer together. He checked the attendance of the students and asked if there was a student who was not present. During the day, a student does not come to class for no reason. Master made some talk about her and asked her friends why she did not come. He has no clear explanation of why. Next, the teacher asks about the previous lesson and checks the student's memorization of the lesson. Then, the teacher asks the students to prepare their textbooks.

(2) While Activity

While the activity, the teacher taught the topic about vegetables. The process of learning to teach English at the time of the activity took place: the teacher asked students to read some of the vocabulary of vegetables in the book. After that the teacher bet to the student what is the meaning of the vocabulary. Teacher writes vegetable vocabulary on the board while translating her English vocabulary. After the students know the meaning of the English vocabulary. The teacher reads the vocabulary again in a high tone and asks the students to repeat it

and with Then, he gives the students a chance to ask some questions. He ensures students' understanding.

Then teacher also asked the students to be divided into five groups. Each group of teachers gives some short sentences like "I have a tomato, I have two potatoes, I have three cabbages". After the group is divided into five groups, the teacher gives the short sentences to each group. After students get the short sentence, they are asked to match sentences that have been cut into I-have-a-tomato to be stacked in accordance with the correct sentence. Once they are able to compile these short sentences, the teacher asks them to take a picture of the vegetables prepared by the teacher to match the short sentences.

(3) Post Activity

Based on the observation, before the class ends, the teacher gives some motivation or advice to the students. He remembered the students to always practice English. He asks other students to check their friend's condition. After that, the teacher closes the meeting by saying hamdallah.

d. Fourth Meeting

Based on observations on Saturday, January 27, 2018 the author has seen the whole process of learning to teach English and strategies used. Activities can be described as follows:

(1) Pre Activity

In the pre-activity, the teacher greets the students and checks his presence. The activity is: the teacher opened the class by saying hello. Then, he asked the students to recite the prayer together. Then, the teacher checks for attendance and asks some questions about the student's condition. He speaks in Indonesian. Next, the teacher asks about the previous lesson and checks the student's memorization of the lesson. Then, the teacher asks the students to prepare their textbooks.

(2) While Activity

While the activity, teachers teach about the names of fruits. The process of learning to teach English can be seen in some activities They are: first, the teacher writes the name of the fruit on the board. He said, "Ok kids, this is the names of fruits, mothers read, repeat after mother! Grape." He read the words first. Then the students repeat it. He will repeat the word three or more times if the student is wrong to say. Then he asks one by one to read, "Aditiya, Grape fruit Repeat after mother Grape." The student repeatedly until the teacher gets the correct pronunciation, as well as the other students in asking the teacher to say names of fruits alternately.

Next, the teacher translates the meaning of the word one by one. He said, "English is a watermelon fruit?" while the teacher translates the English language. After all the names of the fruit have been written on the board. The teacher asks the students to memorize the vocabulary about the names of the fruits.

(3) Post Activity

Before the class ended, the teacher asked what they had learned today. He asks students to mention the material they have learned. Some students answer and respond. Other students have left the classroom. Finally, the teacher closes the teaching and learning process by reciting Hamdallah together.

e. The fifth meeting

Based on observations on Monday, January 29, 2018, the author has seen the whole process of teaching and learning English and the media used. Activities can be described as follows:

(1) Pre Activity

In the pre-activity, the teacher greets the students and checks his presence. The activity is: the teacher opened the class by saying hello. Then, he asked the students to recite the prayer together. Then, the teacher checks for attendance and asks some questions about the student's condition. He speaks in Indonesian. Next, the teacher asks about the previous lesson and checks the student's memorization of the lesson. Then, the teacher asks the students to prepare their textbooks.

(2) While Activity

While the activity, teachers are still teaching about fruits. The process of learning to teach English can be seen in some activities. They are: the teacher shows some pictures, after which the teacher asks the students to recall what vocabulary corresponds to the picture shown by the teacher. The average student

still remembers the vocabulary taught in the previous meeting. As an example: Master said, "Do you remember with watermelon vocabulary?" Student replied "Yes sir" Watermelon ", the teacher's question about the fruit's vocabulary continued until all the students remembered all the vocabulary taught before.

After that the teacher distributes the domino cards of the vocabulary to the students. And the teacher asks one student forwards to put the modified dominoes on the classroom and the student asks another friend to give her dominoes a vocabulary of English to match the picture of the fruits on the previous dominoes. After all the students took turns matching dominoes with the dominoes with their English vocabulary, the activity ended until the students got the vocabulary written on the finish.

Then the teacher also asks the student who holds the image and the vocabulary to speak English with the meaning, and asks him / her for the other friends to repeat the speech of the student, and so on until all the last students.

(3) Post Activity

Before the class ended, the teacher asked what they had learned today. He asks students to mention the material they have learned. Some students answer and respond. Other students have left the classroom. Finally, the teacher closes the teaching and learning process by reciting Hamdallah together.

2. The Students' Response Towards the Use of Domino Media in Teaching English Vocabulary to Young Learners

This research also aimed to find the students' response toward teachers media domino for young learners. The writer has given questionnaire to the students to know how their responses about the media teacher in used modified domino card in teaching English vocabulary to young learners.

To know students' responses towards teacher media domino in teaching vocabulary, the writer made an observation directly to the classroom in some mets. The writer found that the teacher use media interesting to students. The students enjoy tha class, it seems from the students spirit when follow the class activities. Here are the responses of students about teacher media domino used teacher in teaching English vocabulary.

When the teacher present the lesson in front of classroom, the students really active to respond what the teacher said. It is proved by students responses in whether students responses in whether the students feel happy with media domino that the teacher use or no in teaching English vocabulary.

In the first question, 100% (15 students) said that they feel happy with teaching English in the classroom, there is no students said not really or not happy. In the second question, student response to the asked whether students often pay attention to the English lesson, 60% (9 students) said always pay attention, 40% (6 students) said sometimes pay attention.

In the third question, of the 100% (15 students) there were only 66.66% (10 students) said that they were happy with the media used by teachers in the class, while 33.33% (5 students) said that was not right or not happy. In the fourth question, student responses to teacher media use an interesting media to teach vocabulary or not. Of the 100% (15 students) 66,66% (10 students) say that attractive teachers use media domino of teaching English Vocabulary, 26,66% (4 students) say that teachers use unattractive media when teaching English vocabulary and 6,66% (1 student) say that don't like media when teaching English vocabulary.

In the fifth question, student responses to whether students have encountered difficulties in the use of domino media, 80% (12 students) say never, 20% (3 students) say sometimes. In the sixth question, student responses to whether students quickly master a new vocabulary every day with the domino media, 100% (15 students) say quickly mastered.

In the seventh question, student responses to whether English teachers often provide varied media when teaching is ongoing, 100% (15 students) answer quite often. Finally, student responses to whether teachers often help and guide in solving problems if students have difficulty learning English vocabulary. 100% (15 students) say often.

Based on the above data, students give a good response. It was shown by 70% of students say yes when teachers ask their response to domino media in teaching vocabulary especially vocabulary.

B. DISCUSSION

The data that have been collected from the observation, interview, and questionnaire are proceed on the table and described in findings. Then the data is analized and reported systemacally based on the statement of the problems that are about the use of domino media in teaching English vocabulary to young learner. The students' responses to the use of domino media in teaching English vocabulary to young learner. For further description, it is known from analysis below :

1. The Teacher Use of Domino Media in Teaching English Vocabulary to Young Learners

From observation, in teaching and learning process, previously teacher always prepared what he need for teaching on his material.

Before starting the lesson, the teacher prepared learning material, learning goal and students' situation. It was known before teaching and learning English lesson by media domino in teaching vocabulary, the teacher prepared the lesson.

Based on the research result from observation it can be known that media domino in teaching English vocabulary teaching English lesson used by English teacher teaching in the classroom that the students more fredoom to be creative and a lot of fun.

From the observation it was found that the teacher is succesfull in stimulating their interest and motivation in teaching English lesson. So, the students have more spirit in learning English lesson. In this phase the teacher is

also successful to engage the students to the lesson, because teacher gives statement and question related to the topic, and good interaction and performance, and it helps students understand well.

The way in which teachers use pictorial domino media and other vocabulary, allows students to discover some new vocabulary from the domino media. In addition, the teacher also provides some activities using an interesting domino media to keep students active in the English vocabulary process. Then, the teacher prepares the material involved by both he gives interaction and material examples. Teachers have a good pre-active activity stage, while post activities and activities, as well as achieving learning goals involving students' activities in learning English lessons.

Thus, from the activities used by teachers, it can be concluded that the use of domino media is well taught to young students, because English teachers use the medium and procedures of teaching English lessons well. Thus, learning the English learning situation is very fun between teachers and students, as well as students more understanding with the material that has been taught in English lessons.

The results showed that students' vocabulary mastery improved significantly after using a media domino card. While doing the teaching and learning process using dominoes, the students can participate actively because it can give them inspiration and motivation to learn vocabulary. In this case, the game gives students the opportunity to use their language skills in less formal

situations (Carrier 1980: 6). Teaching vocabulary using dominoes motivates and challenges the students to be more active in the learning process.

Furthermore, the use of dominoes in this study using contexts such as animals, vegetables, fruits, etc. Can make students more understanding about the use of language in everyday life. During the teaching-learning process, students demonstrate their curiosity by asking many questions about images and definitions related to their use in the context of everyday life. This is similar to what Kim (1995) pointed out that games create meaningful contexts for language use.

Finally, it can be concluded that using games and images such as dominoes can improve students' vocabulary performance (Amalia: 2010, Mamlu'ah: 2010). It is said that using modified dominoes in vocabulary teaching produces better results than conventional techniques. The results of this study also revealed that students' vocabulary mastery may increase after using a modified domino card.

2. The Students' Response Towards the Use of Domino Strategy in Teaching English

In the first question, If all students (15 students) said that feel happy with teaching English in the classroom, It means that 100% of students answer fairly happy learn English.

In the second question, If the students pay attention to teachers when studying English subjects. Nine students answer that they really always pay

attention to. And six students answered they quite often pay attention when the subjects of English. That means 60% of their students' answers are really always paying attention.

In the third question, If the students like the way of teaching used by teachers in the classroom. Ten students said that they were happy with the media of saying that students did not like it. This means that 66.66% of their students' answers like the way the teacher used them.

In the fourth question, if the student is happy with the domino media that has been modified by the teacher. Eleven students say that attractive teachers use domino of teaching English vocabulary, It means that 73.33% of students' answer they domino media that have been modified by the teacher is very fun.

In the fifth question, if students find difficulties in how teachers use domino media in improving English vocabulary. Two students say never encountered difficulties in the use of domino media, twelve students say sometimes and one student say never. It means that 80% of students answer they sometimes encountered difficulties in the use of domino media.

In the sixth question, if students quickly master a new vocabulary every day with domino media. Ten students answered quickly mastering new vocabulary every day with domino strategy, two students answered less vocabulary and three students answered not mastering new vocabulary every day with domino media. That means 66.66% of the students answered quickly mastered.

In the seventh question, if students answer whether teachers often provide varied media when teaching English vocabulary. Fourteen students said quite often and one student said often. That means 93.33% of students say quite often teachers provide varied media when teaching English vocabulary.

Finally, in the eighth question, if all student say often teachers often help and guide in solving problems if students have difficulty learning English vocabulary, it means that 100% of students say often.