

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

There are two statements of problem that have to be answered in the research. The first is about the implementation of using games in teaching English vocabulary to young learners. The second problem is the students' responds towards the use of games in teaching English vocabulary to young learners.

This chapter presented the finding study and discussion of the use of games in teaching English vocabulary to young learners. As stated in chapter III, there were four kinds of data collecting that used in doing this study, such as observation, interview, questionnaire and documentary which were used collecting qualitative data. To collect the data related to the first statement of problem, the researcher used observation and interview. To collect the data related to the second statement of problem, the researcher used analysis the result questionnaire.

To know what the games were used in teaching English, the writer used observation and interview. The writer observed the kind of teacher's games 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 games from the teaching and learning process which has been done by the teacher.

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

On this data presentation the writer described about result of the research that collected by techniques of data collection. Teaching English for young learners at SDN Anjir Seberang Pasar II. 1 Barito Kuala Regency has been done once in a week for class fourth grade. The writer did the research in 20th February until 13th March, 2017.

1. The Kinds of Games are Used in Teaching English Vocabulary for Young Learner

The writer observed fourth grade of SDN Ajir Seberang Pasar II who thought by Mrs. Noraida Santi. She used several different teaching and technique in every meeting, the technique also varied within a relatively short span of time. The language used in the learning process mostly in Indonesian language, but sometimes the teacher used English.

The writer observed 4 times, with the following details:

Table 4.1 List of Research Process

No	Day/Date	Game
1	Monday/ February 20 th , 2017	Matching games
2	Monday/ February 27 th , 2017	Simon Say
3	Monday/ March 06 th , 2017	Walking Stick
4	Monday/ March 13 th , 2017	Word Square

The first observation was conducted on Monday, February 20th, 2017. The teacher opened the lesson by asking the student to pray together. Then, checked students' attendance. The English teacher taught about the profession. In the meeting, the teacher did some activities such as: The teacher shown the picture and asked students about the picture. The teacher asked students to find meaning in their dictionaries and ask students to write vocabularies on white board. Then, the teacher read first and asked students to pay attention and repeat after that. Next, the teacher played games 'Matching Games' in teaching and learning process. The first, the teacher asked students matching pictures and words. Next, arrange the letters become some vocabularies. Finally, the teacher conclude the lesson and ask students if their have any questions. Then, the teacher gives homework to students and closing the lesson by saying hamdallah together.

The second observation was conducted on Monday, February 27th, 2017. During the observation, teacher did some activities, such as: The teacher repeated the previous lesson about profession and collect the homework to answer together. Then, the teacher asked the students about parts of body like ,eyes, ears, mouth and etc. Next, the teacher related the activities with the lesson. The teacher asked the students to search vocabularies parts of body with their dictionary. Then, the teacher asked the students read and repeat vocabularies parts of body and sing together. After that, the teacher played game 'Simon Say' to try concentration the students. Next, arrange the letters become some vocabularies. Finally, the teacher conclude the lesson and ask students if their have any questions. Then, the teacher closed the lesson by saying hamdallah together.

Based on the third observaion on Monday, March 6th, 2017. The material about animals, the teacher shows the picture and asks some questions to students and guess about that picture. Then, the teacher relate the activity with the lesson. After that, the teacher reading aloud that vocabularies and repeat it. Next, the teacher played game 'Guessing Games'. Finally, the teacher conclude the lesson and ask students if their have any questions. Then, the teacher closed the lesson by saying hamdallah together.

The last observation in classroom was on Monday, March 13th, 2017. The teacher's activities can be seen. The teacher asked some questions to students about things in the classroom and ask about the colors. Then, the teacher asked some vocabularies about the colors. Next, the teacher played game 'Word

Square'. Finally, the teacher conclude the lesson and ask students if their have any questions. Then, the teacher closed the lesson by saying hamdallah together.

2. Using Games in Teaching English Vocabulary to Young Learners

The detail observation about English teaching and learning process of using games in teaching english vocabulary to young learners at the fourth grade of SDN Anjir Seberang Pasar II. 1 barito Kuala Regency can be seen in the appendix.

a. First Meeting

Based on the observation on Monday, 20th, February, 2017 can be seen that the English teaching and learning process of using games in teaching english vocabulary to young learners at the fourth grade of SDN Anjir Seberang Pasar II. 1 in the following description:

1) Pre Activity

In pre activity, the teacher greeted the students and checked the attendance. The activities are: the teacher opened the class by saying *salam*. Then, she asked students to reciting pray together. The teahcer spoke in Indonesia

2) While Activity

In while activity, the teacher showed some pictures and taught about their father jobs. In the meeting, the teacher did some activities like, shown the picture and asked students about the picture, such us: "Do you know about this picture?" teacher said, "itu gambar guru" some students. "What the meaning in English language, can you open the dictionary?" teacher said. "teacher, bu" some students

said. Then, the teacher shown all of pictures and asked the students to find some vocabularies about profession. After that, the teacher asked students to wrote some vocabularies in the white board. The teacher ask students to read the vocabularies loudly!. The teacher read aloud vocabularies and the students read and repeat about the teacher.

After all students have thier turn to read, the teacher continued to the next activity. The teacher want to play the game and explained about game, the students listen the teacher instruction. "Students, listen to me" teacher said, "I have some pictures and some vocabularies" teacher said at the same time shown some pictures and some vocabularies in right and left her hand. "I will give you some pictures and some vocabularies and you should be find your friends to match that picture and vocabulary" teacher explain. "do you have question" teacher said. "No..." students said. The teacher give some pictures and some vocabularies to students. After all of students have picture and vocab card, the teacher command and said start now, at the same time the classroom become noisy. Then all of students around in the classroom to find thier friends to match the picture and vocab card. After all of students find their friends, the teacher asked the students sit down with their friends. Then, the teacher give some vocabularies and ask the students to arrange make some sentences. Finally, the teacher conclude the lesson and ask students if their have any questions. Then, the teacher gives homework to students and closing the lesson by saying hamdallah together.

3) Post Activity

Based on the observation, the writer found the activities that the teacher emphasized team work and make exited in classroom. She also gave the homework for students about the lesson. She did not forget to give the students opportunity to ask some questions and made sure they understand about the lesson and homework. The last, the teacher closed the meeting by saying *Salam*.

b. Second Meeting

Based on the observation on Monday, 27th, February, 2017 can be seen English teaching and learning process at the fourth grade of SDN Anjir Seberang Pasar II. 1 Barito Kuala Regency as follow as:

1) Pre Activity

In pre activity, the teacher greeted the students and checked the attendance. The activities are: the teacher opened the class by saying *salam*. Then, the teacher asked students to reciting pray together. Then, the teacher checked the attendance and asked some question about students' condition. The teacher spoke in Indonesian. Next, the teacher asked about previous lesson and check students' memorization about the lesson.

2) While Activity

In while activity, the teacher taught the topic which was still relate to the previous topic. It was about the fill in the blank. The teacher's activities were: The teacher discussed students' homework which was about fill in the blank and answered and corected together. After that, the teacher collect thier homework. Next activity the teacher asked the students about parts of body like ,eyes, ears,

mouth and etc. Next, the teacher related the activities with the lesson. The teacher asked the students to search vocabularies parts of body with their dictionary.

Then, the teacher asked the students write the vocabularies in white board. After that, asked students to read and repeat vocabularies after the teacher read aloud. Then, the teacher sing about parts of body and followed the students. Next activity, the teacher want to played game trained to concentration of sudents. “the students should be concern and attention about the teacher say about clue ‘simon say’ and followed the teacher doing, and if the teacher do not talk about ‘simon say’ do not followed the teacher doing. Every student have mistaken should be sit down and can not followed this game until finished.” teacher explain. “Do you have question?/Do you understand?” teacher said. “No/Yes” students said. Then, the teacher give example about this games and all of students listen about the instructions. ‘simon say’ touch your head and all of students touch thier head, touch your nose and some students touch thier nose but some students still stay touch their head. Then, the teacher explain about clue ‘simon say’ they should be followed the instructions. “Are you ready? Lets begin!” teacher command. ‘simon say’ touch your shoulder all of students touch their shoulder, ‘simon say’ touch your hand and followed th students touch their hand. Touch your eyes one of students touch her eyes and another students still stay touch thier hand. “Nurul, sit down please!/consentration students!” teacher said. The teacher continue the activity until 15 minutes and four students still stand. “enough!/give applause for your friends!/sit down please!” teacher said.

3) Post Activity

Before the class ended, the teacher asked what they have learnt today. Some students answer and respond. Another students have gone out of the class. Last, the teacher closed the teaching and learning process by reciting *Hamdallah* together.

c. Third Meeting

Based on the observation on Tuesday, 6th, March, 2017, the writer has seen a whole English teaching and learning process and the techniques which were used. The activities can be described as follow:

1) Pre Activity

In pre activity, the teacher greeted the students and checked the attendance. The activities are: the teacher opened the class by saying *salam*. Then, she asked students to reciting pray together. The teacher spoke in Indonesia.

2) While Activity

In while activity, the teacher showed some pictures and taught about animals. In the meeting, the teacher did some activities like, shown the picture and asked students about the picture, such us: "Do you know about this picture?" teacher said, "itu gambar gajah" some students. "What the meaning in English language, can you open the dictionary?" teacher said. "elephant, bu" some students said. Then, the teacher shown all of pictures and asked the students to find some vocabularies about animals. After that, the teacher asked students to wrote some vocabularies in the whiteboard. The teacher ask students to read the

vocabularies loudly. The teacher read aloud vocabularies and the students read and repeat about the teacher.

After all students have their turn to read, the teacher continued to the next activity. The teacher want to play the game and explained about game, the students listen the teacher instruction.”I give you the stick and played the Music, after the music stopped the teacher ask the last student hold stick to answer question from the teacher” teacher explain. Continue the activity, the teacher asked students to guess description of animal and write thier answer in white board.

3) Post Activity

Based on the observation, before the class ended, the teacher gave some motivation or advice to her student. She remembered the students to always practice English. She didn’t forget to send a massage for the student who didn’t follow the class at the day. She asked other students to check about their friend’s condition. After that, the teacher closed the meeting by reciting *Salam*.

d. Fourth Meeting

Based on the observation on Tuesday, 13th, March, 2017, the writer has seen a whole English teaching and learning process and the techniques which were used. The activities can be described as follow:

1) Pre Activity

In pre activity, the teacher greeted the students and checked the attendance. The activities are: the teacher opened the class by saying *salam*. Then, the teacher asked students to reciting *do’a* together. Then, the teacher checked the attendance

and asked some question about students' condition. The teacher spoke in Indonesian.

2) While Activity

In while the activity, the teacher taught about things in classroom and asked about the colors, then related this activity with the lesson. The teacher ask the students some vocabularies about the colors and ask students to write that vocabulary on white board. Then, the teacher ask students to read the vocabularies loudly. The teacher read aloud vocabularies and the students read and repeat about the teacher. Continue the activities the teacher asked students form a line in white board. Then the teacher aksed student to search some vocabularies about color on word square and the teacher give 5 second to search that vocabulary. Finally, the teacher conclude the lesson and ask students if their have any questions. Then, the teacher closed the lesson by saying hamdallah together.

3) Post Activity

Before the class ended, the teacher asked what they have learnt today. She asked students to mention the materials which have been learnt. Some students answer and respond. Other students have gone out of the class. Last, the teacher closed the teaching and learning process by reciting *Hamdallah* together.

So, from the activities which are used by the teacher, it can be concluded that English teaching and learning process at the fourth grade of SDN Anjir Seberang Pasar II. 1 Barito Kuala Regency is good category because the teacher have done some steps or activities for applying to young learners.

3. Students' Response Towards Using Games' in Teaching English Vocabulary

This research also aimed to find the students' response toward using games in teaching English vocabulary. The writer has given questionnaire to the students to know how their response about the games of the teacher in teach vocabulary by using games.

The teacher teach in class four attended by 10 students. To know students' response toward using games' in teaching English vocabulary, the writer made an observation directly to the classroom in some meet. The writer found that the teacher use some interesting games to students. The students enjoy at the class, it seems from the students spirit when the follow the class activities. Here are the response of students about the games of the teacher in teach English vocabulary by using games.

Table 4.2 List of Students' Response Towards Using Games' in Teaching English Vocabulary

No	Statements	Always	Often	Never	Percentage
1	Apakah kamu memperhatikan penjelasan yang di berikan gurumu?	10	0		100%
2	Apakah kamu suka dengan cara mengajar yang digunakan oleh gurumu?	8	2		80%
3	Bagaimana penyampaian materi yang di sampaikan oleh gurumu? Apakah mudah untuk di pahami?	6	4		60%
4	Apakah menurutmu menyenangkan menggunakan games dalam belajar bahasa inggris	10	0		100%
5	Apakah menurut kamu dalam bermain games, kamu merasa lebih tertarik dan bersemangat belajar Bahasa Inggris?	7	3		70%
6	Apakah kamu cepat menguasai kosakata baru dengan menggunakan games?	4	6		40%

Students response toward the teacher explained about the lesson in teaching vocabulary by using games, 100% (10 students) said yes. They always attention when the teacher explained about the lesson. They feel interested in teaching learning processed.

Students response toward the kind of teaching by using games in teaching vocabulary, do you like it? All students said 80% (8 students) said yes, 20% (2 student) said not really. The teacher use interesting games when teaching English especially vocabulary.

Students response toward the teacher presented the lesson are easy to understand. 60% (6 students) said easy to understand the teacher explanation, 40% (4 students) said not really to understand.

When the teacher presented the lesson in front of classroom, the students really active to respond what the teacher said. It is proved by students responses in whether student responses in whether the students feel happy with games that teacher used in teaching English vocabulary. 100% (10 students) said they feel happy with games that the teacher used in the classroom, there is no students said not really or not happy.

Students response about played games is more motivated in learning English, 70 (7 students) said yes, 30% (3 students) said not really the teacher give them motivate in teaching learning activity.

The last, students response quickly understand new vocabulary by using games. 50% (5 students) said yes and 50% (5 students) said not really about games give them quickly understand new vocabulary.

Based on the data above, the students gave the good response. It was shown by 70% students said yes when the teacher asked their response toward using games in teaching vocabulary.

B. Discussion

After the data is processed in form of description, the writer analyzed the data and described it based on the turn of the last data presentation in finding. It is done to know what kinds of vocabulary games that the teacher use and to know how the teacher use vocabulary games in teaching learning vocabulary at SDN Anjir Seberang Pasar II. 1 Barito Kuala Regency.

In the finding the result of the research, the writer found that the teacher had some games in teaching English vocabulary to young learners. Based that, this research also found some information trough interview the teachers and coordinator. The result show that most teachers in SDN Anjir Seberang Pasar II. 1 are experience in their course.

The term “young learner” covers a large chronological age span: from around 3 years of age to 15. 3-5 to 5-year-olds, 6-to 8-year-olds, and so on.while, as we shall see, children do exhibit different mental and social characteristics at

different ages, a strict segmentation is not particularly helpful. As Pinter (2006: 2) points out, all children are unique, and two children at the same chronological age can exhibit mark different characteristic.

According to Kasbolah, (1999: 4) some characteristics of young learners are as follows they learn by doing, they can talk about what they have done or heard, they can argue for something, they understand situation more quickly, they have a very short attention and concentration span, they are often happy and playing and working alone, they are able to work with adult, they learn English by using it and children learn best when they are motivated by being involved in activities which are relevant to them.

There is particular aim for using the specific game in class. This is important in that a clear learning goal distinguishes games as learning activities from games as enjoyable past-times. Games should be seen as learning activities which can enhance students' language development if used systematically with clear goal-setting.

The teachers and students in the case studies generally reported that using games in lessons was motivating. However, the study suggests that student motivation might be more likely to arise. Using games in a meaningful way within lessons depended far more on the effective use of existing teaching skills than it did on the development of any new, game-related skills. Far from being sidelined, teachers were required to take a central role in scaffolding and supporting students' learning through games.

Where previous studies have suggested that games need to offer a fully accurate underlying model to be of benefit for formal education, this study suggests that for the game to be of benefit to teachers, it need only be accurate to a certain degree: there may be wider inaccuracies within the game model, but these do not necessarily preclude the game from being used meaningfully in a lesson.

Playing Games In order to create a supportive atmosphere for the children to learn in, the teacher utilized several techniques in teaching. One of them was playing games. Assuming from the characteristics of young learners, it can be known that they love to play. Therefore, the teacher used games to present the material to be learnt. The use of games motivated the children to pay more attention to the teacher.

Teachers of young learners need to choose a variety of creative games to sustain young learners' attention instead of being occupied with something else. Harmer (2001, in Sahaar, 2016: 123) stated that children are not expected to sit down or do the same activity for a long time because they lose interest after several minutes. Moreover, as stated before, young learners have a short attention span, so activities should be as engaging as possible because they lose interest after ten minutes. Creativity is an important aspect when choosing or designing games to teach vocabulary to young learners.

Another challenge teachers may face is that students sometimes want to speak in their mother tongue during the class and game to communicate with each other and their teachers. Teachers have to respond in English, even if the student

is asking the teacher something in their native language. From my own point of view, teachers should use young learners' native language from now and then to encourage the students to speak and participate in the lesson.

Teachers might have a little time after doing the game to drill the vocabularies they gave their students. The students might not have the time to repeat and practice saying the words. The result may be students making wrong guesses about the pictures showed by their teachers.

There should be a balance between the type of game, number of vocabularies, time, effort, and the use of the students' native language. Experienced teachers will have no problem balancing all these challenges while using games in teaching vocabulary to their young learners.

According to Brown (2001, in Sahaar, 2016: 124) the teacher must understand the students' characteristics in order to create a good environment for learning. Based on the data presentation in finding. It can be known that English teacher skill and knowledge to use games in her teaching vocabulary is good. Basically, english teacher in that school has known and understand about the importance of teaching technique; especially teaching vocabulary by using games.

Based on the observation in the classroom, the writer found that in teaching and learning English, teacher usually uses many games. Students may wish to play games purely for fun. Teachers, however, need more convincing reasons. According to Khan, J. (1996:v), teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or

programme and how, more specifically, different games will benefit students in different ways. There are many kind games of vocabulary that the teacher uses. In this research, the writer found are; matching games, simon say, walking stick and word square.

1. The Kinds of Games are Used in Teaching English Vocabulary for Young Learner

From observation, in teaching and learning process, previously teacher always prepared what he need for teaching on his material. Teacher can use the first part of a lesson, warm-up activity, for checking what students remember about the previous lesson or how many words of the topic they have. According Sutanto (2013:143), everybody likes game, no matter how old they are. Games are useful to cheer up the classroom atmosphere, to arouse students' motivation and attention, to relax a strenuous situation and have some fun. Games can be given as a starter in the opening part, as an additional activity in the main part, or as a closing in the closing part. They also function as garnish of teaching learning activities.

In pre activity, the teacher greeted the students and checked the attendance. The activities are: the teacher opened the class by saying *salam*. Then, the teacher asked students to reciting *do'a* together. Then, the teacher checked the attendance and asked some question about students' condition. Then, In while activity the teacher did some activities like using games in teaching and learning process. The teacher taught about the material in learning process related this activity with the

lesson. The teacher ask the students some vocabularies related the materials and ask students to write that vocabulary on white board.

furthermore the teacher ask students to read the vocabularies loudly. The teacher read aloud vocabularies and the students read and repeat about the teacher. Continue the activities the teacher asked students form a line in white board. Then the teacher using games in teaching learning process. Finally, the teacher conclude the lesson and ask students if their have any questions. Then, the teacher closing the lesson by saying hamdallah together.

Before the class ended, the teacher asked what they have learnt today. She asked students to mention the materials which have been learnt. Some students answer and respond. Other students have gone out of the class. Last, the teacher closed the teaching and learning process by reciting *Hamdallah* together.

So, from the activities which are used by the teacher, it can be concluded that English teaching and learning process at the fourth grade of SDN Anjir Seberang Pasar II. 1 Barito Kuala Regency is good category because the teacher have done some steps or activities for applying to young learners.

2. The Students' Response Towards Using Games' in Teaching English Vocabulary

This research also aimed to find the students' response toward using games in teaching English vocabulary. The writer has given questionnaire that have seven questions for students to know how their response about the games of the teacher in teach vocabulary by using games.

In the first question, if all students (10 students) said that the teacher explained about the lesson in teaching vocabulary by using games, 100% (10 students) said yes. They always attention when the teacher explained about the lesson. It means that 100% they feel interested in teaching learning processed.

In the second question, if the students like teaching learning process by using games. Eight students said yes that they really like games in learning process. Then, two students said not really like about the game. It means 80% (8 students) said yes, 20% (2 students) said not really. The teacher use interesting games when teaching English process especially vocabulary.

In the third question, if the students response toward the teacher presented the lesson are easy to understand. Six studentns said that they were easy to undrstand about the teacher explain. It means 60% (6 students) said easy to understand the teacher explanation, 40% (4 students) said not really about it.

In the fourth question, if the students feel happy with games that teacher used in teaching English vocabulary. Ten students said they feel happy about the games. It means 100% (10 students) said they feel happy with games that the teacher used in the classroom, there is no students said not really or not happy.

In the fifth question, if the students response about played games is more motivated in learning English. Three students said not really and seven students said games give them motivation in learning process. It means 70% (7 students) said yes, 30% (3 students) said not realy the teacher give them motivate in teaching learning activity.

The last, students response quickly understand new vocabulary by using games. Five students said yes, it means 50% (5 students) said that they quick understand new vocabulary and 50% (5 students) said not really about games made them quickly understand new vocabulary.

3. Interview Result

Based on interviews to the teachers in the classroom when taught in the classroom. Interviews with teachers can be seen in the games used by teachers in the classroom. But teacher used games to motivate students in classroom learning. Based on an interview with the teacher about the games taught in the classroom. From the question of the difficulties experienced by the teacher during the learning process of teaching English vocabulary. She said that teaching English for young learner is not easy. Young learners usually more interest in teachin and learning process by using games because it attracted more students.

Teachers give positive motivation to the students' trough the game. So the students do not feel shy and afraid of it. By way of playing vocabulary games during the learning process. Make them feel comfortable in learning English and more attracttive to play the game.

According to the teacher how the mastery of fourth graders on teaching English by using the game can improve the mastery of English vocabulary quickly. Because of games are not only for fun but also for motivating students to master English fast and easily. Learning by doing is a good way to make them easy in understanding about English, because with doing fun activities by

themselves, they will find it easy to remember and easy to learn about the material. Games help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.